



## ABOUT THIS SCHOOL

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the Federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA

In general, a Title I school may operate as a school wide program only if a minimum of 40 percent of the students in the school, or residing in the attendance area served by the school, are from low-income families. [Section 1114(a)(1) of Title I of ESEA]

Whereas Title I targeted assistance programs only provide educational services to identified individual students, school wide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in school wide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. School wide programs maximize the impact of Title I. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs. Babcock is a school wide program.

The following summary is a highlight of the school's plan for improving student achievement. For in-depth information regarding plan goals, actions, and budget, please refer to the site plan in its entirety.

As with every other year, Babcock Elementary will continue to concentrate on achieving excellence in the educational program we provide to each and every student. This will be accomplished by making a corporate commitment to excellence; striving to do better with those things that worked; modifying or removing those things that didn't work; and coming up with insightful and innovative ideas to enhance our program and continue to raise the bar for ourselves and for our students. As one, we will continue to strive to make Babcock Elementary a school of distinction. That is, a school where every teacher in the district wants to teach, a school where every student in the district wants to attend, and a school where every parent in the district wants their child to attend.

**D. W. Babcock Elementary**  
**2017-2018 Budget by Expenditure**

Total Plan Budget:	\$148,513.00
Total Plan Expenditures:	\$148,513.00

**Funding Source: District Funded**

**Resource Code:**

Library-Media Tech	\$ -	\$ -	Goal: English-Language Arts and Math	Action	Action 5
Bilingual parareducator(s)	\$ -	-	Goal: English-Language Arts and Math	Action	Action 7
ASES program	\$ -	-	Goal: English-Language Arts and Math	Action	Action 8
School Webmaster	\$ -	-	Goal: Parent and Community Involvement	Action	Action 1

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**Funding Source: GATE**

**Resource Code: 0036**

Enrichment	\$ 395.00	\$ 395.00	Goal: English-Language Arts and Math	Action	Action 3
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No Sum Formula past this line.

# D. W. Babcock Elementary

## 2017-2018 Budget by Expenditure

Funding Source: Site Base

Resource Code: 0000

Instructional materials, library books, equipment, printing, etc. to support the ELA & Math curriculum	\$ 23,897.00	\$ 25,897.00	Goal: English-Language Arts and Math	Action	Action 1	\$ -
Grade level and cross grade level articulation. Observation of exemplary teachers on and off-site	\$ 1,500.00		Goal: English-Language Arts and Math	Action	Action 1	
Expectation Posters	\$ 500.00		Goal: Safety	Action	Action 2	

No Sum Formula past this line.

Funding Source: Site Base LIBRARY

Resource Code: 0000

Replace or supplement library books	\$ 1,143.00	\$ 1,143.00				\$ -
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No Sum Formula past this line.

**D. W. Babcock Elementary**  
**2017-2018 Budget by Expenditure**

**Funding Source: Supplemental**

**Resource Code: 0740**

		\$ 43,239.00		\$ -
Administer and review data of district assessments, professional development opportunities both on and off-site	\$ 22,609.00	Goal: English-Language Arts and Math	Action	Action 1
Remediation and enrichment activities	\$ 9,012.00	Goal: English-Language Arts and Math	Action	Action 3
Contract with Behaviorist	\$ 3,000.00	Goal: Safety	Action	Action 1
Professional development opportunities	\$ 2,000.00	Goal: Next Generation Science Standards	Action	Action 1
Maintain Instructional Equipment (Copier and Riso)	\$ 6,618.00	Goal: English-Language Arts and Math	Action	Action 1

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*No Sum Formula past this line.*

# D. W. Babcock Elementary

## 2017-2018 Budget by Expenditure

Funding Source: Title I Basic		Resource Code: 3010	
Professional development opportunities both on and off-site	\$ 12,632.00	Goal: English-Language Arts and Math	Action 1
Academic Intervention Specialist (Bilingual)	\$ 59,507.00	Goal: English-Language Arts and Math	Action 6
MIND Institute - ST Math	\$ 3,750.00	Goal: English-Language Arts and Math	Action 1
	\$ 75,889.00		
			\$ -

No Sum Formula past this line.

# D. W. Babcock Elementary 2017-2018 Budget by Expenditure

Funding Source: Title I Parent Involvement		Resource Code: 3010	
Family Night(s) expenses	\$ 1,750.00	Goal: Parent and Community Involvement	Action 3
Coffee with the Principal Expenses (Food/Snacks)	\$ 200.00	Goal: Parent and Community Involvement	Action 5
	\$ 1,950.00		
			\$ -

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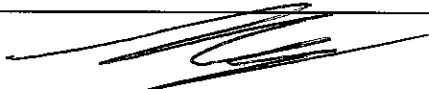
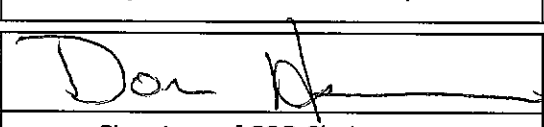


## ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

	Approval Date
<b>Assurances</b>	
The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	10/16/2017
The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	10/16/2017
The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.	10/16/2017
This school plan is based upon 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.	10/16/2017
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:	
ELAC	10/16/2017
<b>Approval</b>	
The school plan was adopted by the council on:	10/16/2017
Public Notice Due Date:	10/16/2017
District Governing Board Review Due Date:	10/16/2017
School Site Plan Approved:	10/16/2017
Attested by School Principal:	10/16/2017
Attested by School Site Council Chairperson:	10/16/2017

### Attested:

Mark Vigarío		010/16/2017
Typed Name of School Principal	Signature of School Principal	Date
Doris Hanson		010/16/2017
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date



## ABOUT THIS SCHOOL

In general, a Title I school may operate as a schoolwide program only if a minimum of 40 percent of the students in the school, or residing in the attendance area served by the school, are from low-income families. [Section 1114(a)(1) of Title I of ESEA].

Whereas Title I targeted assistance programs only provide educational services to identified individual students, schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs. Foothill High School is a schoolwide program.

The mission of Foothill High School is to facilitate optimal learning enabling our students to become Academically Proficient individuals who utilize Critical Thinking and who are Effective Communicators. These three core areas have become the A.C.E. standards for our school and our students. Each of these standards are vital to all students if they are to graduate college and career ready. These standards also play a major role in becoming 21st century learners. The stakeholders, most specifically teachers and school staff, have adopted ACE as the driving force for what we do on a daily basis and have taken multiple steps to "brand" Foothill High School and the A.C.E. standards.

The goals of this plan as they relate to Foothill High School include academic performance in the areas of English Language Arts and Mathematics, as determined by performance on the CAASPP as well as goals to increase parent involvement and an increased overall feeling of safety and security for all students while in attendance at Foothill High School.

Foothill High School will monitor its progress toward the A.C.E. standards and the goals written within this plan through the specific actions of continuing to support a strong school wide AVID program, provide classes and support for our English Learner student population, a focused action of increasing participation with our Advanced Placement (AP) and visual and performing arts (VAPA) programs. In addition to supporting students during the school day, Foothill High School also incorporates after school tutoring and credit recovery programs.



# Foothill High

## 2017-2018 Budget by Expenditure

Total Plan Budget:

\$592,446.00

Total Plan Expenditures:

\$326,978.00

Funding Source: GATE

Resource Code:

	\$21,409.00			\$0.00	--
Funding allocated to cover costs of substitutes for field trips or conferences associated with visual and performing arts or advanced placement programs	\$1,684.00	GOAL 1B	Action	GATE	
Funding allocated for students to participate in the annual Music in the Parks Competition. Students in choir and bands classes eligible.	\$3,000.00	GOAL 1B	Action	GATE	
Funding allocated to cover cost of student incentives focusing on student academic success.	\$3,000.00	GOAL 1B	Action	GATE	
Funding allocated to cover costs associated with AP exams. School site to pay for AP exams thus lowering the financial barriers that students may encounter while taking college level rigorous courses.	\$3,000.00	GOAL 1B	Action	GATE	
Funding allocated to cover costs associated with field trips for students participating in various educational opportunities.	\$4,725.00	GOAL 1B	Action	GATE	
Funding allocated to cover costs for AP supplemental materials designed to help increase percentage of students who pass AP exam with score of 3 or higher.	\$3,000.00	GOAL 1B	Action	GATE	
Funding for student to compete in the annual SKILLS USA competition. Students in all CTE classes are eligible to participate.	\$3,000.00	GOAL 1B	Action	GATE	

# Foothill High

## 2017-2018 Budget by Expenditure

Funding Source: Supplemental

Resource Code: 0740

	\$108,267.00				\$0.00	--
Cost associated with incentives that support student achievement and success	\$10,000.00	GOAL 1A	Action	Academic Programs		
Cost associated with remainder of 1/2 of Attendance and Behavior position not covered with Title 1 funding	\$1,416.00	GOAL 1A	Action	ATB Position		
Cost of one year subscription for HERO program. Due middle of 2017-2018 school year.	\$4,815.00	GOAL 1A	Action	HERO program		
Costs associated with continual improvements to overall academic programs at Foothill High School. Includes technology upgrades.	\$10,000.00	GOAL 1A	Action	Academic Programs		
Costs associated with providing professional development for the implementation of NGSS (next generation science standard).	\$5,000.00	GOAL 1A	Action	Professional Development		
Funding allocated for instructional materials and supplies associated with the implementation of newly adopted district curriculum	\$3,138.00	GOAL 1A	Action	Curriculum		
Funding allocated to cover costs associated with the renewal of software licenses as well as purchases of additional software used to promote academic proficiency within student population	\$8,000.00	GOAL 1A	Action	Curriculum		
Funding allocated to fund after school tutoring and credit recovery program designed to help increase passage and graduation rates. Costs include teacher salaries for those who participate in after school programs.	\$6,000.00	GOAL 1A	Action	Graduation		
Cost associated with remainder of 1/2 of Attendance and Behavior position not covered with Title 1 funding	\$1,416.00	GOAL 1B	Action	ATB Position		
Funding allocated for instructional materials and supplies associated with the implementation of newly adopted district math curriculum.	\$3,138.00	GOAL 1B	Action	Curriculum		

Foothill High

# Foothill High

## 2017-2018 Budget by Expenditure

Funding allocated to support cost of year 2 and year 3 of IXL math support software program. Year 2 due in 2017 and year 3 due in 2018.	\$5,616.00	GOAL 1B	Action	Curriculum
Funding allocated to support English Language Learners as it relates to mathematics. Costs would be associated with teacher salary for EL specific classes within math department.	\$49,728.00	GOAL 1B	Action	English Learner Support

Funding Source: Title I Basic

Resource Code: 3010

	\$192,359.00				\$0.00	--
Cost associated with 1/2 of Attendance and Behavior position. Position supports student achievement by working to lower truancy rates within student population. Position also works with students to improve behavior in classes/school	\$39,384.00	GOAL 1A	Action	ATB Position		
Cost for one teacher to teach one section of AVID. Cost includes salary and benefits	\$13,654.00	GOAL 1A	Action	AVID		
Cost for one teacher to teach three sections of AVID. Includes salary and benefits.	\$65,061.00	GOAL 1A	Action	AVID		
Cost for one teacher to teach one section of AVID. Cost includes salary and benefits	\$14,433.00	GOAL 1A	Action	AVID		
Cost for teacher to teach one section of AVID. Cost includes salary and benefits.	\$16,475.00	GOAL 1A	Action	AVID		
Costs associated with AVID program including substitute salaries, and professional development	\$3,968.00	GOAL 1A	Action	AVID		
Cost associated with 1/2 of Attendance and Behavior position. Position supports student achievement by working to lower truancy rates within student population. Position also works with students to improve behavior in classes/school	\$39,384.00	GOAL 1B	Action	ATB Position		

**Foothill High**

**2017-2018 Budget by Expenditure**

Funding Source: Title I Parent Involvement

Resource Code: 3010

	<b>\$4,943.00</b>				<b>\$0.00</b>	<b>--</b>
Funding allocated to cover costs of licensing for,rosetta stone software as well as cost to upgrade computer technology in the parent center.	\$2,043.00	GOAL 2	Action	Parent Center Resources		
Funding allocated to support site based parent university program. Cost associated with teacher-staff salaries as well as materials required for meetings--events.	\$1,450.00	GOAL 2	Action	Parent University		
Funding for participation in home visit program. funding to pay for teacher salaries when they visit student homes as well as costs for supplies associated with program.	\$1,450.00	GOAL 2	Action	Home Visit Program		



## ASSURANCES

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### Approval Date


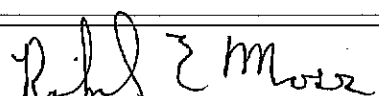
#### Assurances

The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	5/1/2017
The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	5/1/2017
The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.	5/1/2017
This school plan is based upon 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.	5/1/2017
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:	
ELAC	5/1/2017

#### Approval

The school plan was adopted by the council on:	5/1/2017
Public Notice Due Date:	5/1/2017
District Governing Board Review Due Date:	5/1/2017
School Site Plan Approved:	5/1/2017
Attested by School Principal:	5/1/2017
Attested by School Site Council Chairperson:	5/1/2017

#### Attested:

Brian C. Welborn		5/1/17
Typed Name of School Principal	Signature of School Principal	Date
Richard Moses		5/1/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date



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Highlands High School was founded in 1958 and has educated thousands in the North Highlands community and continues as a proud member of the community. Our mission at Highlands High school is to achieve excellence by providing a nurturing community to stimulate motivation and creativity in an environment that builds integrity, independence, and productive citizens. Our vision is to provide a stimulating learning environment with a technological orientation across the whole curriculum, which maximizes individual potential and ensures students of all ability levels are well equipped to meet the challenges of education, work and life. Those are incorporated into our Expected Student Learning Results (ESLRs) SCOTS: Strategic and critical thinking, Communicate and collaborate effectively, Operate as a responsible citizen, Technology is effectively and appropriately used, Stay a lifelong learner.

The plan goals are to increase student proficiency in ELA and math, increase parent and community involvement and continue to improve the school climate and safety for our students. Some of the goal progress indicators used are CAASPP results, A-G completion, AP, AVID, CTE and VAPA program enrollment, EL reclassification rate and are monitored quarterly, mid-year or yearly depending on the assessment cycle.

Highlands High School offers all A-G courses in the core curriculum to meet the UC and CSU readiness as well as the TRUSD graduation requirements. Highlands High offers 10 AP courses, an established AVID program, and CTE programs in Digital Media, Green Diesel Engine, PLTW Engineering, and Education. All students are supported with tutoring and credit recovery programs as needed.

# Highlands High School

## 2017-2018 Budget by Expenditure

Total Plan Budget:

\$384,568.00

Total Plan Expenditures:

\$384,568.00

Funding Source: GATE

Resource Code:

\$12,482.00

\$0.00

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Field trips \$4,000.00

Advanced Placement (AP), Honors and Action  
GATE

Teacher AP or Honors Tutoring \$5,882.00

Advanced Placement (AP), Honors and Action  
GATE

Pay student costs for AP tests \$2,600.00

Advanced Placement (AP), Honors and Action  
GATE

### Funding Source: SITE BASED ALLOCATION

Resource Code: 0000

\$168,927.00

\$0.00

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Field Trips \$7,000.00

General Services Action Operational support

Funding .5FTE vice principal \$77,927.00

General Services Action Operational support

Licensing Software \$11,000.00

General Services Action Operational support

Supplies category \$5,000.00

General Services Action Operational support

Mileage \$1,500.00

General Services Action Operational support

Service Agreement for Jorgensen Sports Services for Athletic Officials \$19,200.00

Comprehensive Athletic Program Action

Printing \$2,000.00

General Services Action Operational support

Computer supplies \$2,946.00

General Services Action Operational support

Copiers, Rents, Leases, \$8,000.00

General Services Action Operational support

Extra Assignment - teachers \$8,234.00

General Services Action Operational support

Material and Supplies - meetings \$1,000.00

General Services Action Operational support

Supplies \$15,000.00

General Services Action Operational support

Catering \$2,000.00

General Services Action Operational support

Postage Charges \$4,500.00

General Services Action Operational support

Textbooks \$1,000.00

General Services Action Operational support

# Highlands High School

## 2017-2018 Budget by Expenditure

Pay student cost for AP Tests

\$2,620.00

Advanced Placement (AP), Honors and GATE

Action

### Funding Source: SITE BASED ALLOCATION LIBRARY

Resource Code: 0000

\$2,052.00

\$0.00

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Library Books

\$2,052.00

Academic Support and Interventions

Action

Action

### Funding Source: Supplemental

Resource Code: 0740

\$71,654.00

\$0.00

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Extra duty pay - staff conducting workshops

\$5,882.00

Increase the number of school meetings, events, activities and programs to generate more attendance by parents and community members

Action

Action

Licensing software

\$3,752.00

Increase the number of school meetings, events, activities and programs to generate more attendance by parents and community members

Action

Action

Copiers

\$6,000.00

Professional Learning Communities (PLCs)

Action

Action

School Administrative Specialist

\$56,020.00

Academic Support and Interventions

Action

Action

### Funding Source: Title I Basic

Resource Code: 3010

\$126,210.00

\$0.00

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Teacher and Counselor Professional Development

\$5,969.00

Increase CAASPP math Achievement Level Scale Score Range for Standard Met and Standard Exceeded by 5% each year to be commensurate with county levels. Provide students with academically challenging activities designed to increase engagement and student learning

Action

Action

Academic Intervention Specialist Senior

\$19,667.00

School Safety

Action

Action

AVID travel/conference/mileage

\$4,500.00

AVID

Action

Action



# Highlands High School

## 2017-2018 Budget by Expenditure

Parent Center Coordinator	\$12,000.00	Increase the number of school meetings, events, activities and programs to generate more attendance by parents and community members	Action	Action
Tutoring	\$0.00	Academic Support and Interventions	Action	Action
Teacher and Counselor Professional Development	\$5,000.00	Increase overall Achievement Level Scale Score Range for Standard Met and Standard exceeded on SBAC ELA (CAASPP) by 5% each year to be commensurate with county levels, improve student achievement through mastery of the California Common Core Content Standards, Provide students with academically challenging activities designed to increase engagement and student learning	Action	Action
AVID field trips	\$5,000.00	AVID	Action	Action
AVID sections	\$74,074.00	AVID	Action	Action

### Funding Source: Title I Parent Involvement

Resource Code: 3010

Parent Center Coordinator	\$3,243.00	Increase the number of school meetings, events, activities and programs to generate more attendance by parents and community members	Action	Action
	\$3,243.00			\$0.00



## ASSURANCES

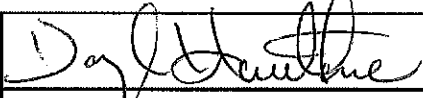
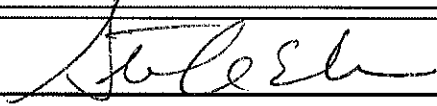
The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

	Approval Date
<b>Assurances</b>	
The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	10/18/2016
The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	4/25/2017
The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.	4/25/2017
This school plan is based upon 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.	4/25/2017
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:	

### Approval

The school plan was adopted by the council on:	4/25/2017
Public Notice Due Date:	
District Governing Board Review Due Date:	
School Site Plan Approved:	4/25/2017
Attested by School Principal:	4/25/2017
Attested by School Site Council Chairperson:	4/25/2017

### Attested:

Darryl Hawthorne		4/25/17
Typed Name of School Principal	Signature of School Principal	Date
Steve Eakes		4/25/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date



## ABOUT THIS SCHOOL

### TWIN RIVERS MISSION AND VISION STATEMENTS

**MISSION:** To inspire each student to extraordinary achievement every day

**VISION:** An unwavering focus on powerful and engaging learning experiences that prepare students for college, career and life success

### KEEMA MISSION AND VISION STATEMENT

**MISSION:** To provide students an individualized path to success through a caring and safe learning environment

**VISION:** Empowering students to take on all challenges and to realize their own potential

### SCHOOL PROFILE

Keema High School is an independent study school located in the Twin Rivers Unified School District. The original school consisted of one room located at the North Avenue site with a staff of three teachers.

During the school year of 2002-2003, the school grew to consist of an administrative office, three classrooms, and a small conference room at the North Avenue site. As the Keema independent study program grew, Keema High School began its operation at its present location, McClellan Park, in 2003. Now it has 50 teaching stations, an academic computer lab, an ELD/LTEL classroom, a parent center, two classrooms for student testing and a blended A-G online instruction classroom. The school operates an academic lab with computer stations and staff to provide student support.

At present, Keema has an enrollment of approximately 475 students, a 34 full and part time credentialed teachers, one full time counselor, two part-time counselors, two part time enrollment teachers, a site administrator, one Registrar, an Office Manager, an Office Assistant and a Counseling Clerk.

Beginning school year 2016-2017, Keema High School began the process of redesigning its' present program model in alignment with the new Common Core State Standards. All students have access to an A-G course curriculum in preparation for the University System if students qualify for enrollment. Changes are being made to the current model to increase instructional time in English, Mathematics as well as other subject areas as needed. Keema High School is redesigning its' program to consist of a site administrator, full time subject area teachers, two full time counselors, one teacher/resource, a counseling clerk, one registrar, and an office assistant.

At the district level, we are supported and supervised by the Executive Director of Secondary Education. Keema receives district-adopted textbooks, use computers for testing and completing homework, and operates with a schoolwide targeted assistance budget.

Beginning school year 2016-2017, the Rio Linda Satellite program is redesigning the program in alignment with the Common Core State Standards. It will continue to provide independent study access to students residing in the Rio Linda and nearby areas. Students will continue to have access to the new county library and parents will have access to the pre-school and kindergarten program established on the same site as the Keema satellite program. Also, in cooperation with the Sacramento County Sheriff's Office a sheriffs' sub-station is available on site to provide services to the surrounding area.



Keema High School has fully implemented the Common Core standards into its academic program and has already begun to further enhance the instructional program with A-G course offerings for all students.

### OUR STUDENTS

Keema is an alternative school and is markedly different in its educational mission and student population from comprehensive high schools. Students attend Keema as an alternative to the more traditional setting, where they could not be successful for a variety of reasons. A majority of students who transfer from comprehensive sites to Keema High School are credit deficient and have regular attendance challenges. At Keema we focus on helping students to recover credits, pass district and state tests and receive the high school diploma. Because of its unique population, API and AYP scores, attendance rates, and dropout rates that deviate it cannot be compared to comprehensive high schools.

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Whereas Title I targeted assistance programs only provide educational services to identified individual students, school-wide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in school-wide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. School-wide programs maximize the impact of Title I. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

### KEEMA HIGH SCHOOL ACTION PLAN GOALS

**GOAL 1A: TO IMPROVE ELA AND MATH PROFICIENCY BY 5% or more  
TO IMPROVE THE CAASPP ELA AND MATH PASSAGE RATE BY 5% or more**

**Focus Area: Further Improve Mathematics and Language Arts Achievement of Under-Performing Students.**

**Rationale:** Data continues to show performance below the anticipated success rate in mastery of math and English among Keema students. State Test Scores and local assessments data indicate a school-wide need to enhance reading, writing, and mathematical skills. This indicates continued and renewed efforts in the three mentioned areas.

**GOAL 1B. TO EXPAND TECHNOLOGY ACCOUNTABILITY AND TRAINING FOR STAFF BY 100%  
TO INCREASE TECHNOLOGY ACCOUNTABILITY TO PARENTS AND STUDENTS BY 100%**

**Focus Area: School-wide broadening and enhancing technology training for staff, students, and parents**

**Rationale:** To better utilize and support current educational protocol and observable trends among staff and students. Technology will be utilized as a key component for significant school-wide progression. The District and school are committed to enhance technological equity for students, teachers and parents. Staff training will be incorporated as the foundation element in this component. As Keema has recently incorporated on-line learning for students, the need for awareness among parents will be a focus. Additional online classes were incorporated



during the second semester of 2014-15 as a strengthening component for the already existing on-line offerings.

**GOAL IC: TO INCREASE STUDENT AND PARENT AWARENESS OF SCHOOL AND DISTRICT PROGRAMS BY 50% TO INCREASE PARENT PARTICIPATION IN WORKSHOPS THAT PREPARE STUDENTS FOR COLLEGE AND CAREER READINESS BY 5%**

**Focus Area:** Further advanced opportunities for students to explore educational and career possibilities, both within and beyond the high school setting. (Current College and Career Ready Focus as established by Twin Rivers District will serve as a catalyst for expanding this objective. Keema's opportunity to incorporate a-g curriculum coincides well with community and District needs and goals.)

**Rationale:** American River College Data revealed that Keema student enrollment had steadily increased in the last few years. Though there was a slight decline during an economic crunch, the college partnership has continued. Keema communicates in reference to the opportunities for students at junior colleges, especially with ARC in light of the close proximity. Additionally, the District has sanctioned Keema to incorporate an A through G component. Keema's objective is to motivate, inform, equip and support students in pursuing career, college and job opportunities.

**GOAL 2A: TO PROVIDE A SAFE ENVIRONMENT THAT SUPPORTS STUDENTS ACADEMICALLY AND SUPPORTS STUDENT EMOTIONAL AND SOCIAL NEEDS BY 100%**

**Area of Focus:** Maintain and further strengthen the focus on SLO's

**Rationale:** Keema Learner Outcomes provide a common and highly-accepted school-wide approach to inform and prepare students academically and socially. Keema SLO's are familiar and concrete references. They help students build and utilize principles relating to social, academic, and work-place situations. Site Council Committee fully supports the selected SLO's. SLO language is incorporated into the grade reporting comment section of School Loop and supported through our curriculum.

Keema High School's vision and purpose are exemplified in the school's Vision, Mission, and School-wide Learner Outcomes:

- Students will achieve a literacy level and math competency that will allow them to function productively in society.
- Students will be technologically literate to the extent of successfully using technology for academic and personal needs: word processing, spread sheets, Power Point research and other uses.
- Students will demonstrate confidence in making decisions and be self-directed learners.
- Students will recognize, demonstrate, and model in the school and community the positive and cooperative attitude they have experienced with Keema staff.

Keema High School has continued to enhance its program offerings and focus on supporting all student academic achievements as well as further promoting teacher professional development in alignment with the Common Core State Standards and District goals. The School-wide Learner Outcomes established by Keema High School have been aligned with our school's structure which includes the implementation of the Common Core Standards and student career pathways.



Keema operates under a continuous timeline in reference to its school progress according to the WASC protocol. The WASC process is one of the main roadmaps for school growth and monitoring. The Action Plan is certainly a main driver of school climate in conjunction with other required compliance areas. The school reports regularly with the District to assure alignment in implementation and progress. From the day of the WASC Committee Report and the midterm visit, Keema has kept the WASC focus as one of its mainstays. Annual or shorty-ranging reports are made to the staff and District in meetings, Site Council Reports, Staff meetings, and at Open House, and Back to School Night.

Keema continues to embrace Career Technical Education Program whereby students have access to a wide range of opportunities to gain employment and to experience an educational focus which correlates with requirements of the work force. Students are involved in Regional Occupational Program (ROP), District Career Fairs, and American River College Partnership. Keema students are matched with other district site schools to work in partnership with ROP teachers and secure jobs. Keema also provides additional support in the following manner.

- Adult Living Class class designed to provide students with the knowledge and experience to succeed in college, to succeed in the work world, and to develop confidence needed to successfully achieve school expected outcomes and carry them into the world beyond high school.
- Psychology Class is an introductory elective course offered to high school seniors. Students will examine influences on human actions and beliefs, factors influencing behaviors and perceptions, and basic psychological theories.
- Regional Occupation Program requirements indicate that students must be sixteen years of age or older and must attend classes daily. A grade of "C" must be maintained and there is a possibility to earn five (5) credits per semester. Contact between the ROP teacher and the Keema counselor is imperative.
- Career Fairs are held at TRUSD once or twice a year. School demographics reveal that many of our students are economically limited. Both parents and students are invited to Career Fair Day to participate in the activities. The combination of counseling, continued contact with American River College representatives, and training at more affordable price are conducive to the realization of possibilities for our students and parents. Keema students are able to obtain concurrent credit at Keema and American River College.
- Junior College Partnership requires that a student must be sixteen years of age and maintain a GPA of 2.7 or higher. Classes chosen by the student may not be classes offered at Keema High School or any Twin Rivers District schools. American River College classes cannot be offered as make-up classes for a Keema High School student. Any course credits gained at American River College become a part of the student's permanent record, allowing a student concurrent grades/credits for the class.
- On-line (A-G) Learning Program - Keema's Online Learning program offers the opportunity for students to earn A-G credits. Edgenuity, has been available for students. In addition to A-G classes already taught at Keema, program courses include Algebra II, Pre-calculus, Trigonometry, Biology, Art History, 3D Art I-Modeling, 3D Art II-Animation, world languages, as well as test prep and AP classes.

While enrolled in the classes, students not only learn course content, but they develop valuable computer communications skills. The hybrid nature of the courses offers valuable in-person support. Course content is in alignment with Common Core standards and Twin Rivers District course requirements.

# Elwood J. Keema High School

## 2017-2018 Budget by Expenditure

Total Plan Budget:	\$187,520.00
Total Plan Expenditures:	\$187,520.00

### Funding Source: District Funded

Resource Code: 0740

IT department	\$0.00	\$0.00	--
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TO EXPAND TECHNOLOGY ACCOUNTABILITY AND TRAINING FOR STAFF BY 100% AND TO INCREASE TECHNOLOGY ACCOUNTABILITY TO PARENTS AND STUDENTS BY 100%

Action

ACTION 4 - Revisit Evaluate and Modify Plan as Needed

### Funding Source: GATE

Resource Code:

	\$3,397.00	\$0.00	--
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Instructional Materials and Supplies	\$1,574.00		
Academic Support for GATE Students	\$1,823.00		

GOAL 1A: TO IMPROVE ELA AND MATH PROFICIENCY BY 5% and TO IMPROVE THE CAASPP ELA AND MATH PASSAGE RATE BY 5%

GOAL 2A - SCHOOL CLIMATE THAT SUPPORTS STUDENT EMOTIONAL AND SOCIAL NEEDS

GOAL 1A: TO IMPROVE ELA AND MATH PROFICIENCY BY 5% and TO IMPROVE THE CAASPP ELA AND MATH PASSAGE RATE BY 5%

Action

ACTION 6 - Utilize PLC Committees Reports and Staff members Performance Data

ACADEMIC SUPPORT FOR GATE STUDENTS

### Funding Source: SITE BASE

Resource Code: 0000

	\$87,953.00	\$0.00	--
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Professional Development for Technology	\$5,000.00		
Parent Supplies tor Monitor the Student Learning Outcomes (SLO's) Examine program reports with Staff and Learn how this affects their students.	\$1,300.00		
Clerical Support for Registration	\$4,382.00		

GOAL 1C: Increase student and parent awareness of school and district programs

GOAL 2A - SCHOOL CLIMATE THAT SUPPORTS STUDENT EMOTIONAL AND SOCIAL NEEDS

GOAL 1A: TO IMPROVE ELA AND MATH PROFICIENCY BY 5% and TO IMPROVE THE CAASPP ELA AND MATH PASSAGE RATE BY 5%

Action

ACTION 2 - Staff Development on new technology programs

ACTION 3: Monitor and continue to demonstrate SLO's

ACTION 1 - Identify and Address Needs of School Population

# Elwood J. Keema High School

## 2017-2018 Budget by Expenditure

Collaboration	\$5,000.00	GOAL 1A: TO IMPROVE ELA AND MATH PROFICIENCY BY 5% and TO IMPROVE THE CAASP ELA AND MATH PASSAGE RATE BY 5%	Action	ACTION 2 - Analyze and Evaluate Student Performance Data
Instructional Materials and Supplies	\$3,920.00	GOAL 1A: TO IMPROVE ELA AND MATH PROFICIENCY BY 5% and TO IMPROVE THE CAASP ELA AND MATH PASSAGE RATE BY 5%	Action	ACTION 6 - Utilize PLC Committees Reports and Staff members Performance Data
Teacher Extra duty	\$2,941.00	GOAL 1A: TO IMPROVE ELA AND MATH PROFICIENCY BY 5% and TO IMPROVE THE CAASP ELA AND MATH PASSAGE RATE BY 5%	Action	ACTION 1 - Identify and Address Needs of School Population
Mailings to students/guardians	\$5,000.00	TO EXPAND TECHNOLOGY ACCOUNTABILITY AND TRAINING FOR STAFF BY 100% AND TO INCREASE TECHNOLOGY ACCOUNTABILITY TO PARENTS AND STUDENTS BY 100%	Action	ACTION 1 - Develop and Administer a Need Survey
Parent and Staff Technology Trainings	\$3,000.00	TO EXPAND TECHNOLOGY ACCOUNTABILITY AND TRAINING FOR STAFF BY 100% AND TO INCREASE TECHNOLOGY ACCOUNTABILITY TO PARENTS AND STUDENTS BY 100%	Action	ACTION 3 - Broadening Use of Instructional Technology
Purchase Technology	\$4,000.00	TO EXPAND TECHNOLOGY ACCOUNTABILITY AND TRAINING FOR STAFF BY 100% AND TO INCREASE TECHNOLOGY ACCOUNTABILITY TO PARENTS AND STUDENTS BY 100%	Action	ACTION 3 - Broadening Use of Instructional Technology
Back to School Night and Open House	\$2,000.00	PARENT AND COMMUNITY INVOLVEMENT	Action	PARENT MEETINGS
Parent and Community Involvement	\$1,000.00	PARENT AND COMMUNITY INVOLVEMENT	Action	TRAINING
Student Support	\$8,000.00	Student Support	Action	Graduation Materials and Support
Academic Field Trips	\$1,000.00	ACADEMIC FIELD TRIPS	Action	ACADEMIC FIELD TRIPS
Accreditation and Postage	\$4,500.00	ADMINISTRATIVE MATERIALS AND SUPPORT	Action	MAINTAIN ACCREDITATION AND COMMUNICATION SUPPORT
Copier maintenance and Print shop	\$11,500.00	ADMINISTRATIVE MATERIALS AND SUPPORT	Action	COPIER AND PRINTING SUPPORT
Materials and Supplies from the Warehouse	\$10,410.00	ADMINISTRATIVE MATERIALS AND SUPPORT	Action	MATERIALS AND SUPPLIES SUPPORT
Office and Classroom Materials and Supplies	\$15,000.00	ADMINISTRATIVE MATERIALS AND SUPPORT	Action	MATERIALS AND SUPPLIES SUPPORT



## **2017-2018 Budget by Expenditure**

**Resource Code: 0000**

**\$0.00**

## ACTION 1 - Identify and Address Needs of School Population

## ACTION 1 - Identify and Address Needs of School Population

**Resource Code: 0036**

**\$0.00**

**ACTION 2- Further Implement  
Advanced Art On-line Learning,  
Group Learning and CAHSEE prep  
courses**

**ACTION 6 - Utilize PLC Committees  
Reports and Staff members  
Performance Data**

## ACTION 1 - Identify and Address Needs of School Population

### ACTION 3 - Broadening Use of Instructional Technology

## TRAINING

### ACADEMIC FIELD TRIPS

**Resource Code: 3010**

**\$0.00**

**ACTION 2- Further Implement Advanced Art On-line Learning, Group Learning and CAHSEE prep courses**

Page 3 of 4

## **2017-2018 Budget by Expenditure**

GOAL 1A: TO IMPROVE ELA AND MATH PROFICIENCY BY 5% and TO IMPROVE THE CAASP ELA AND MATH PASSAGE RATE BY 5%	Action	ACTION 6 - Utilize PLC Committees Reports and Staff members Performance Data
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GOAL 1A: TO IMPROVE ELA AND MATH PROFICIENCY BY 5% and TO	Action	ACTION 1 - Identify and Address Needs of School Population
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Action

**ACTION 3 - Broadening Use of Instructional Technology**

TO EXPAND TECHNOLOGY ACCOUNTABILITY AND TRAINING	Action
	ACTION 4 - Revisit Evaluate and Modify Plan as Needed

ACADEMIC FIELD TRIPS	Action	ACADEMIC FIELD TRIPS

**Resource Code: 3010**

**\$0.00**

TO EXPAND TECHNOLOGY ACCOUNTABILITY AND TRAINING	Action
	ACTION 3 - Broadening Use of Instructional Technology

PARENT AND COMMUNITY INVOLVEMENT	Action	TRAINING
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### ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

#### Approval Date

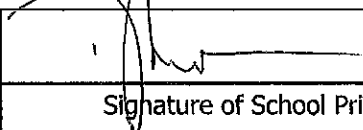
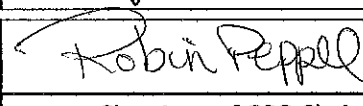
#### Assurances

The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	5/4/2017
The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	5/4/2017
The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.	5/4/2017
This school plan is based upon 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.	5/4/2017
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:	
ELAC	5/4/2017
ILT	5/4/2017
WASC committee	5/4/2017

#### Approval

The school plan was adopted by the council on:	5/18/2017
Public Notice Due Date:	5/4/2017
District Governing Board Review Due Date:	
School Site Plan Approved:	5/18/2017
Attested by School Principal:	5/18/2017
Attested by School Site Council Chairperson:	5/18/2017

#### Attested:

Robert Pope		5/18/17
Typed Name of School Principal	Signature of School Principal	Date
Robin Peppel		5/18/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date



## ABOUT THIS SCHOOL

Our Vision: King Academy strives to be a high achieving, academically rigorous, student driven learning environment that holds all students and staff accountable for their growth and success while also building relationship to develop strong family and community partnership.

Our Core Values: Achievement - Integrity - Excellence

We are a neighborhood junior high school serving a diverse group of scholars in the 7th and 8th grades. We are committed to ensuring our students will be successful in the secondary school setting and beyond.

For the 2017-18 school year, our school goals are to:

- 1) Have a minimum of 40% of students reach at grade level or above on the annual state test
- 2) Reach a student attendance level of 96%
- 3) Reduce suspensions by 20% through prevention efforts and implementation of restorative practices

For each of these goals, we have outlined a number of strategies and action items that are explained in this plan. The plan will be monitored on a quarterly basis.

We serve approximately 400-440 students from eight elementary schools in TRUSD. Our demographics include 43% Hispanic, 25% African American, and 17% Asian. Twenty-five percent of our students are English Learners and 25% are students with disabilities.

King Academy offers a number of programs and opportunities for our scholars. We are an AVID certified school offering two AVID electives and increasing the use of AVID strategies school wide. Additional student electives include Student Leadership, Band, Spanish and Hmong. This school year we are adding Media, Student Alliance and Sports Medicine. Through the addition of an Athletic and Activities Director, we have added a large number of student clubs and activities. Through our district sports league, we have teams for soccer, basketball, flag football, volleyball and track and field. Students are provided with additional enrichment opportunities through the UC Davis EAOP and CSUS ATS programs, RFDC after school and summer programs and the community-based Hmong summer programs. Students who are English Language Learners are provided language development through specialized ELA/ELD courses, a LTEL course and/or native language development classes. Students with disabilities are provided a continuum of supports through general education and special education programs.

\*In general, a Title I school may operate as a school wide program only if a minimum of 40 percent of the students in the school, or residing in the attendance area served by the school, are from low-income families. [Section 1114(a)(1) of Title I of ESEA].

Whereas Title I targeted assistance programs only provide educational services to identified individual students, school wide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. School wide programs maximize the impact of Title I. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs. King Academy is a school wide program.

# Martin Luther King Jr. Technology Academy (King Academy)

## 2017-2018 Budget by Expenditure

Total Plan Budget: \$217,710.00  
 Total Plan Expenditures: \$217,710.00

### Funding Source: GATE

Resource Code:

Expenditure	Amount	Percent Available	Goal	Action	Amount Remaining	Actual Amount
	\$2,844.00				\$0.00	--

Field Trips, enrichment opportunities, student incentives \$2,844.00  
 Goal 1A: Increase Student Grade Level Proficiency in ELA and Math  
 Action 1: GATE Program

### Funding Source: LUMP SUM

Resource Code: 0000

Expenditure	Amount	Percent Available	Goal	Action	Amount Remaining	Actual Amount
	\$78,871.00				\$0.00	--

Items for health office \$800.00  
 Goal 2A: Safe, Respectful and Welcoming Learning Environment  
 Action 6: Health Clinic

New signage for the school to promote safety, achievement and school rules \$5,000.00  
 Goal 2A: Safe, Respectful and Welcoming Learning Environment  
 Action 4: Safety Plan

Purchase of items/equipment for student activities and incentives \$10,000.00  
 Goal 2A: Safe, Respectful and Welcoming Learning Environment  
 Action 4: Supplies & Equipment for Student Activities

Salary and benefits for 7-hour Campus Safety Specialist \$36,805.86  
 Goal 2A: Safe, Respectful and Welcoming Learning Environment  
 Action 2: Campus Safety Specialist

Funding for service agreements \$2,500.00  
 Goal 2D: Parent & Community Engagement  
 Action 1: Create Partnerships

Pay for overtime of staff \$3,000.00  
 Goal 2D: Parent & Community Engagement  
 Action 5: Staff Overtime

Intervention materials \$12,765.14  
 Goal 1A: Increase Student Grade Level Proficiency in ELA and Math  
 Action 1: Implement Standards-Based Curriculum & Common Formative Assessments

Provide food for professional development \$1,000.00  
 Goal 1A: Increase Student Grade Level Proficiency in ELA and Math  
 Action 4: Quality Professional Development for Administration and Instructional Staff

The rental, leasing and purchase of copiers and copier supplies \$4,000.00  
 Goal 1A: Increase Student Grade Level Proficiency in ELA and Math  
 Action 5: Copier Rentals/Lease/Supplies

Provide transportation for site visits \$1,000.00  
 Goal 3A: Organizational Efficiency & Effectiveness  
 Action 2: Develop articulation structures with elementary feeder schools

Supplies and materials for articulation visits and outreach \$1,000.00  
 Goal 3A: Organizational Efficiency & Effectiveness  
 Action 2: Develop articulation structures with elementary feeder schools

# Martin Luther King Jr. Technology Academy (King Academy)

## 2017-2018 Budget by Expenditure

Supplies and materials for articulation visits and outreach/petty cash

\$1,000.00

Goal 3A: Organizational Efficiency & Effectiveness

Action 2: Develop articulation structures with elementary feeder schools

### Funding Source: LUMP SUM LIBRARY

Resource Code: 0000

Expenditure	Amount	Amount Available	Goal	Action	Amount Remaining	Actual Amount
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\$1,188.00

\$0.00

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Purchasing of library books, supplemental reading materials and/or technology

\$1,188.00

Goal 1A: Increase Student Grade Level Proficiency in ELA and Math

Action 3: Create a Literacy Based Culture

### Funding Source: Supplemental

Resource Code: 0036

Expenditure	Amount	Amount Available	Goal	Action	Amount Remaining	Actual Amount
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\$47,395.00

\$0.00

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Create banners, posters, fliers and mailers to post and sent home to support positive messaging, communication with families, and school goals

\$5,000.00

Goal 2A: Safe, Respectful and Welcoming Learning Environment

Action

Action 3: Print Materials

Purchase HERO software and hardware

\$5,000.00

Goal 2A: Safe, Respectful and Welcoming Learning Environment

Action

Action 1: Implement HERO K12

Collaboration funds for pre-service and during the school year intervention materials

\$15,000.00

Goal 1A: Increase Student Grade Level Proficiency in ELA and Math

Action

Action 6: Professional Learning Communities

PE Equipment

\$1,000.00

Goal 1A: Increase Student Grade Level Proficiency in ELA and Math

Action

Action 1: Implement Standards-Based Curriculum & Common Formative Assessments

Replacement of equipment/technology supplies  
The rental, leasing and purchase of copier supplies

\$3,000.00

Goal 1A: Increase Student Grade Level Proficiency in ELA and Math

Action

Action 5: Standards Based Instructional Software

Goal 1A: Increase Student Grade Level Proficiency in ELA and Math

Action

Action 5: Copier Rentals/Lease/Supplies

### Funding Source: Title I

Resource Code: 3010

Expenditure	Amount	Amount Available	Goal	Action	Amount Remaining	Actual Amount
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\$85,222.00

\$0.00

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AVID and College Going Materials

\$4,000.00

Goal 1A: Increase Student Grade Level Proficiency in ELA and Math

Action

Action 1: AVID Implementation Schoolwide

## **2017-2018 Budget by Expenditure**

**Funding Source:** Title I Parent Involvement

**\$2,190.00**

**\$0.00**

**Martin Luther King Jr. Technology Academy (King Academy)**

**2017-2018 Budget by Expenditure**

Supply the Parent Resource Center with technology, furniture and other materials to make it an inviting and useful space for parents	\$1,000.00	Goal 2D: Parent & Community Engagement	Action	Action 1: Parent Center
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### ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

#### Approval Date

#### Assurances

The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law. 4/27/2017

The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval. 4/27/2017

The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan. 4/27/2017

This school plan is based upon 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. 4/27/2017

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

ELAC 4/27/2017

#### Approval

The school plan was adopted by the council on: 4/27/2017

Public Notice Due Date: 4/24/2017

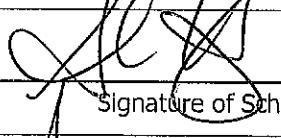
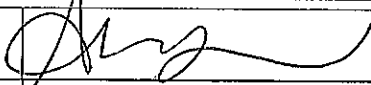
District Governing Board Review Due Date:

School Site Plan Approved:

Attested by School Principal:

Attested by School Site Council Chairperson:

#### Attested:

Shana Henry, Ed.D.		4/27/17
Typed Name of School Principal	Signature of School Principal	Date
Allison Taylor		4-27-17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date



## ABOUT THIS SCHOOL

In general, a Title I school may operate as a schoolwide program only if a minimum of 40 percent of the students in the school, or residing in the attendance area served by the school, are from low-income families. [Section 1114(a)(1) of Title I of ESEA].

Whereas Title I targeted assistance programs only provide educational services to identified individual students, schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs. Miles P Richmond is a schoolwide program.

Miles P. Richmond School's mission is to provide for maximum independence, continued learning, and personal growth for young adults with differing intellectual disabilities, ages 18-22, in the areas of independent living, vocational skills, community integration, recreation and leisure, and 21st century technology by providing instruction in the classroom and the community.

Each student has an Individual Education Plan (IEP) and works toward achieving these individual goals during the school year. In addition to academic goals, plans include individualized goals for transitioning into the adult world. "Transition" is the word used to describe movement and change from one phase of life to another and is often used to refer to the time period from 18 years old to adulthood. Students at Miles P. Richmond have IEP/Transition Plans that include adult goals with measurable outcomes identified, including: problem solving, self advocacy, participation in the IEP process, and self management. The goals identify what instruction will be provided in the school and in the community. The IEP/Transition Plan identifies instruction related to adult goals in the area of curriculum, based on the student's individual preferences, interests, and priorities. The plan offers an opportunity for paid work experience and for both academic and community based/independent living skills curriculum.

Throughout the year, progress toward meeting the IEP/Transition Plan goals is monitored by teams made up of school and district staff, parents, and the individual students.

# Miles P. Richmond

## 2017-2018 Budget by Expenditure

Total Plan Budget:

\$30,021.00

Total Plan Expenditures:

\$16,191.00

Funding Source: SITE BASED ALLOCATION LIBRARY

Resource Code: 0000

\$168.00

\$0.00

--

Technology Materials to provide supplemental support for practicing and applying skills learned in the classroom.

\$168.00

IEP Goals

Action

Supplement materials

Funding Source: Supplemental

Resource Code: 0740

\$5,616.00

\$0.00

--

Classified extra duty

\$1,252.00

Transition Plan

Action

Collaboration Time

Copiers

\$2,011.00

Transition Plan

Action

Collaboration Time

Teacher stipend

\$2,353.00

Transition Plan

Action

Collaboration Time

Funding Source: Title I

Resource Code: 3010

\$10,146.00

\$0.00

--

Professional Development Opportunities for staff

\$2,000.00

IEP Goals

Action

Professional Development

Provide field trip opportunities for students to visit programs of interest

\$1,824.00

IEP Goals

Action

Supplement materials

Supplementary Instructional Materials and Classroom Supplies for instruction

\$5,146.00

IEP Goals

Action

Supplement materials

Teacher Extra duty

\$1,176.00

IEP Goals

Action

Professional Development

2017-2018 Budget by Expenditure

Funding Source: Title I Parent Involvement

Resource Code: 3010

	\$261.00				
Materials and supplies for parent workshops	\$261.00	Parent Involvement	Action	Parent Workshops	--

\$0.00

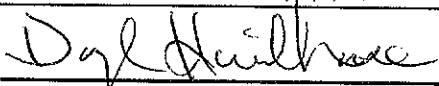
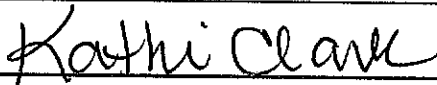


## ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

	Approval Date
<b>Assurances</b>	
The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	9/14/2016
The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	9/14/2016
The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.	5/3/2017
This school plan is based upon 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.	5/3/2017
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:	
<b>Approval</b>	
The school plan was adopted by the council on:	5/3/2017
Public Notice Due Date:	
District Governing Board Review Due Date:	
School Site Plan Approved:	5/3/2017
Attested by School Principal:	5/3/2017
Attested by School Site Council Chairperson:	5/3/2017

**Attested:**

Darryl Hawthorne		5/3/17
Typed Name of School Principal	Signature of School Principal	Date
Kathi Clark		5/3/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

## ABOUT THIS SCHOOL

Welcome! Morey Avenue School's Head Start/ State Preschool and District Transitional Kindergarten (TK) and Kindergarten provide a safe, caring, nurturing, and educational place for your child. The staff is committed to providing children (K) with the best experiences possible through a developmentally based approach to learning. This means that our program is age and individually appropriate based on the social, emotional, physical, and academic needs of each child. Our school site plan outlines the major goals related to ELA, Math and school climate as priorities for the 2015-16 school year. These goals will be monitored on a regular basis by utilizing district benchmark assessments, classroom observation, event participation, parent surveys and other tools as needed. We look forward to working with you and your child this year. We encourage you to continue to support your child by volunteering and visiting our program.

### Twin Rivers Mission Statement

To inspire each student to extraordinary achievement each day.

### Twin Rivers Vision

An unwavering focus on powerful and engaging learning experiences that prepare students for college, career and life success.

### Program Philosophy

We believe all children can LEARN and it is the responsibility of adults in the child's life to facilitate that learning. We strive to provide an environment rich with opportunities to promote the development of lifelong learning.

### Mission Statement/Site Purpose

Our purpose is to provide the FAMILY with the best "healthy start" possible resulting in our families becoming life-long contributors to society.

In general, a Title I school may operate as a schoolwide program only if a minimum of 40 percent of the students in the school, or residing in the attendance area served by the school, are from low-income families. [Section 1114(a)(1) of Title I of ESEA].

Whereas Title I targeted assistance programs only provide educational services to identified individual students, schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs. xxxxxx is a schoolwide program.

**Morey Avenue Early Childhood Development Center**  
**2017-2018 Budget by Expenditure**

\$37,422.00

\$37,422.00

## Resource Code: 0000

Expenditure	Amount	Approved Amount	Cost		
basic supplies and materials	\$3,000.00		Math	Action	Interventions
supplies and materials	\$2,500.00		Math	Action	Materials
basic school supplies, rents/leases, postal costs, print shop orders, various supplies and materials as needed	\$3,466.00		English-Language Arts	Action	Materials
computer software to strengthen lesson plans, implement core standard activities	\$1,200.00		English-Language Arts	Action	Action 1
	<b>\$10,166.00</b>				
		<b>\$0.00</b>			--

**Resource Code: 0000**

Department	Account	Amount	Category	Sub-category	Amount	Category	Sub-category
library books, magazine subscriptions, supplies and materials as needed		\$0.00	Math	Action	Materials		
library books, magazine subscriptions, various supplies and materials as needed		\$228.00	English-Language Arts	Action	Materials		
		\$228.00					

## Resource Code: 0740

Activity	Amount	Activity Available	Cost	
extra para hours to provide intervention and support to struggling students in math and ela	\$3,500.00	Math	Action	Materials
extra para support hours to provide interventions for students struggling with ELA standards	\$3,500.00	English-Language Arts	Action	Materials
	<b>\$9,546.00</b>			<b>\$0.00</b>
				--

# Morey Avenue Early Childhood Development Center

## 2017-2018 Budget by Expenditure

supplies and materials to supplement  
new ELA curriculum and math  
curriculum

English-Language Arts

Action

Action 1

Funding Source: Title I Basic

Resource Code: 3010

Expenditure	Amount	Amount Available	Goal				
fieldtrips to expand curricular themes	\$2,500.00		Math	Action	Interventions		
teacher conferences/workshops/trainings	\$800.00		Math	Action	Professional development		
pay							
technology-software, licenses and devices	\$1,500.00		Math	Action	Interventions		
supplies and materials for parent involvement events	\$2,250.00		Parent and Community Involvement	Action	Communication		
ELA-computer software licenses, technology purchases, library and classroom books, classroom supplies, various materials and supplies as needed	\$1,266.00		English-Language Arts	Action	Materials		
fieldtrips to supplement curricular themes and expand student learning/experiences	\$3,000.00		English-Language Arts	Action	Materials		
release time for teacher collaboration, assessments, planning, academic conferencing	\$800.00		English-Language Arts	Action	Materials		
teacher workshops/trainings/conferences	\$1,200.00		English-Language Arts	Action	PD		
pay							
copier & laminator/lease and maintenance costs, postage and necessary district costs	\$1,928.00		School Climate	Action	School Climate		
School Climate	\$0.00		School Climate	Action	Safety Plan revisions		
School Climate - school radios, additional noon duty assistants and various materials/supplies as needed	\$1,800.00		School Climate	Action	School Climate		
		\$17,044.00					
						\$0.00	--



Morey Avenue Early Childhood Development Center

2017-2018 Budget by Expenditure

Funding Source: Title I Parent Involvement

Resource Code: 3010

Expenditure	Account	Amount Available	Total		
print shop orders, materials/supplies for parent trainings/meetings, various supplies and materials as needed	\$150.00		Parent and Community Involvement	Action	Communication
supplies and materials for parent involvement events/activities	\$288.00		Parent and Community Involvement	Action	Communication
		\$438.00			
					\$0.00
					--

**ASSURANCES**

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

**Approval  
Date****Assurances**

The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law. 4/26/2017

The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval. 4/26/2017

The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan. 4/26/2017

This school plan is based upon 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. 4/26/2017

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

**Approval**

The school plan was adopted by the council on:

Public Notice Due Date:

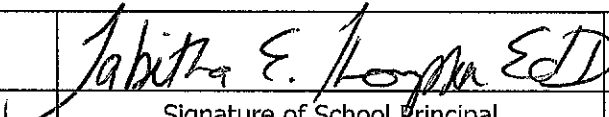
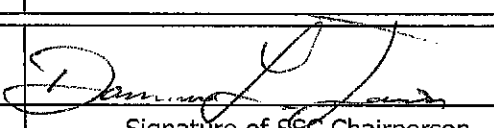
District Governing Board Review Due Date:

School Site Plan Approved:

Attested by School Principal:

Attested by School Site Council Chairperson:

**Attested:**

Tabitha E. Thompson, Ed.D		4/26/17
Typed Name of School Principal	Signature of School Principal	Date
Damien Jones		4.26.17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date



## ABOUT THIS SCHOOL

The mission of Pacific Career & Technology High School is to ensure that all students will be offered academic and guidance programs appropriate to their individual needs so that they may graduate from high school with a diploma, an understanding of career possibilities, and skill requirements for the world of work.

Pacific's Expected School-Wide Learning Results (ESLRs) reflect the vision of the school. Those are:

1. Students will improve their skills in Mathematics and English Language Arts.
2. Students will learn skills aligned with state standards.
3. Students will demonstrate proficiency in using technology to support academic achievement.
4. Students will demonstrate responsible citizenship, positive attitudes, and appropriate behavior that will create a safe school environment.

Pacific Career & Technology High School was originally in charge of accepting students who came primarily from Highlands, Foothill, and sometimes Rio Linda High Schools referred from the Child Welfare and Attendance office. During the 2000-2001 academic year, Pacific Career & Technology High School became part of a new division called Educational Options. In June 2011, Pacific was relocated to the former Larchmont Elementary School at 6560 Melrose Drive, North Highlands, California 95660.

Presently, Pacific Career & Technology High School is responsible for the remediation of approximately 175 students annually, who are referred to the site through the District Student Services process referred to as DCOST. The school now hosts 11 teachers, secretary, attendance clerk, public safety officer and custodial staff as well as a counselor, part-time psychologist, and a site administrator. Additionally, Pacific has access to key District personnel which includes the Executive Director of Secondary Education, coordinators and directors throughout the Twin Rivers Unified School District.

Pacific Career & Technology High School is an alternative school and is markedly different in its educational mission and population from comprehensive high schools. Students attend Pacific as an alternative to the more traditional setting, where they could not be successful for a variety of reasons.

The majority of the students are referred to Pacific because of credit deficiencies, attendance and/or behavioral concerns. Because of its unique population, high mobility, APS and AYI scores cannot be compared to those of the comprehensive high schools.

Throughout the years, Pacific Career & Technology High School student enrollment and participation in standardized testing have shown improvements. However, there still exists the need for increased efforts to test more students each year as well as see increases in test scores. After a thorough overhaul of the curriculum, implementation of standards based assessments and curriculum guide binders, teachers and students are poised to make significant gains on CAASPP results.

Highlights of academic accomplishments are as follows:

- State-adopted benchmark textbooks are supplemented by Globe Fearon textbooks and materials to address the needs of students performing below grade level.
- A reading and mathematics intervention program is based on individual student assessment.
- Monthly staff development program focuses on direct instruction, progress monitoring, data analysis, re-teaching and testing, articulation, and collaboration, developing content academic vocabulary.
- Curriculum guides aligned to the California State Standards ensuring uniformity of the school's instructional strategies.
- Active School Site Council.
- A staff of fully credentialed teachers.
- Expanded college orientation program with a Career Day, including representatives from local colleges.
- Implemented AB1802 counseling sessions.
- Active Student Leadership Council.
- Advisory class for student monitoring.
- Before and after school CHARGE class for credit recovery.

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Pacific Career and Technology High School

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- Edgenuity online credit recovery course.
- Junior Reserve Officer Training Corps (JROTC) teaching leadership, discipline and citizenship for students.

Pacific Career & Technology High School Site Plan is designed to focus on reading, writing and mathematics instruction. New curriculum guides, intensive staff development, and supplemental curriculum will target English Language Arts/Reading and Mathematics.

Students have access to the CHARGE program where a qualified teacher is available daily to supplement and enhance their learning. Students are provided assistance on an individual basis. They are introduced to study strategies, to standard based learning with expected outcomes, and to overall self-improvement. Students participate in an Orientation class prior to enrolling at Pacific. Upon enrolling, students then have the opportunity to participate in core class as well as other electives structured to help them recover lost credits and also to be successful in their new attempts at academic life.

Many families choose to send their children to Pacific Career & Technology High School for various reasons: credit deficiencies, behavioral problems at previous schools, attendance issues, students who need placement as a Continuation to Continuation transfer, students who are arriving as homeless or foster youth, students who are being sent from the CYA all require placement in the type of program Pacific offers. Parents/guardians are always welcome to visit or come sit and observe teaching/learning sessions between students and teachers. Teachers make it a priority to stay in contact with their students parents by way of telephone, email, mail or in person.

Parents are invited to visit the school at any time to make appointments to speak with administration, counselor or any of our district community agencies that are available to them or their children.

The School Site Council meets to bring together community members, teachers and students in school decision making.

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Whereas Title I targeted assistance programs only provide educational services to identified individual students, schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs. Pacific High School is a schoolwide program.

# Pacific Career and Technology High School

## 2017-2018 Budget by Expenditure

Total Plan Budget:	\$21,782.00
Total Plan Expenditures:	\$21,782.00

### Funding Source: GATE

Resource Code: 0740

\$553.00

\$0.00

--

Materials, field trips

\$553.00

Increase Schoolwide ELA Proficiency. Action

Identifying excelling students

### Funding Source: Title I

Resource Code: 3010

\$20,697.00

\$0.00

--

Substitutes for certificated staff for professional development.

\$1,500.00

Increase Schoolwide Math Proficiency. Action

Professional Development

Supplemental computer programs

\$2,000.00

Increase Schoolwide Math Proficiency. Action

Online Supplemental Programs

Update laptops & computers for student use.

\$2,000.00

Increase Schoolwide Math Proficiency. Action

Math materials

Field trip costs.

\$2,000.00

Part 2: Improve School Climate and Expand Learning Opportunities. Action

Expanded Experiences

Field trip transportation costs.

\$2,383.00

Part 2: Improve School Climate and Expand Learning Opportunities. Action

Expanded Experiences

Incentives, awards

\$314.00

Part 2: Improve School Climate and Expand Learning Opportunities. Action

Incentives

Materials for professional development

\$1,000.00

Part 2: Improve School Climate and Expand Learning Opportunities. Action

Professional Development

Next Generation Science Standards training

\$5,000.00

Part 2: Improve School Climate and Expand Learning Opportunities. Action

Professional Development

Substitutes for certificated staff for professional development.

\$1,500.00

Part 2: Improve School Climate and Expand Learning Opportunities. Action

Professional Development

Supplementary instructional materials and benchmark assessments.

\$1,000.00

Increase Schoolwide ELA Proficiency. Action

Plan implementation

Update laptops & computers for student use.

\$2,000.00

Increase Schoolwide ELA Proficiency. Action

Plan implementation

# Pacific Career and Technology High School

## 2017-2018 Budget by Expenditure

Funding Source: Title I Parent Involvement

Resource Code: 3010

			AMOUNT REMOVED	AMOUNT ADDED
Expenses for parent meetings.	\$200.00	Part 2: Improve School Climate and Expand Learning Opportunities.	Action	Parent Meetings
Expenses for parent meetings/workshops.	\$200.00	Part 2: Improve School Climate and Expand Learning Opportunities.	Action	College Planning Workshop
Supplemental parenting booklets, informational materials.	\$132.00	Part 2: Improve School Climate and Expand Learning Opportunities.	Action	Communication
	\$532.00			\$0.00
				--



## ASSURANCES

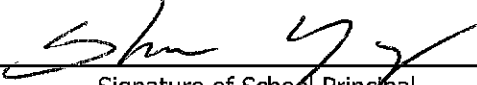
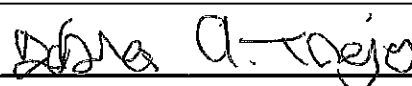
The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

	Approval Date
<b>Assurances</b>	
The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	8/31/2016
The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	10/3/2016
The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.	11/1/2016
This school plan is based upon 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.	4/4/2017
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:	

## Approval

The school plan was adopted by the council on:	4/4/2017
Public Notice Due Date:	3/31/2017
District Governing Board Review Due Date:	
School Site Plan Approved:	4/4/2017
Attested by School Principal:	4/5/2017
Attested by School Site Council Chairperson:	4/4/2017

## Attested:

Shane Yang		4/5/17
Typed Name of School Principal	Signature of School Principal	Date
Debra Trejo		4/5/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date



## ABOUT THIS SCHOOL

In general, a Title I school may operate as a schoolwide program only if a minimum of 40 percent of the students in the school, or residing in the attendance area served by the school, are from low-income families. [Section 1114(a)(1) of Title I of ESEA].

Whereas Title I targeted assistance programs only provide educational services to identified individual students, schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs. Pathways Community Day is a schoolwide program.

The mission of Pathways Community Day School is to provide a safe and supportive environment in which all children can develop the tools necessary to achieving their individual goals.

Pathways Community Day school serves students in Kindergarten through 6th grade who need special support with academics, attendance and behavior. Pathways programs are not part of open enrollment as they are specialized and students are placed by referral only.



# Pathways Community Day

## 2017-2018 Budget by Expenditure

Total Plan Budget:	\$5,769.00
Total Plan Expenditures:	\$5,769.00

### Funding Source: District Funded

Resource Code: 0740

\$0.00

\$0.00

--

TOSAs (Teachers on Special Assignment) to support achievement in all areas.

\$0.00

Increase Academic Achievement

Action

Professional Development

### Funding Source: Supplemental

Resource Code: 0740

\$2,022.00

\$0.00

--

Mail supplies & postage

\$72.00

Improving School Climate and Environment

Action

Regular Communication with Parents

Rentals/leases/repairs for copiers for supplemental material.

\$500.00

Increase Academic Achievement

Action

Supplemental Instructional Materials

Computer software & supplies

\$450.00

Increase Academic Achievement

Action

Licensing Software, Resources & Technology

Incentives Materials and supplies to encourage positive behavior.

\$1,000.00

Safe & Healthy Learning Environment

Action

Positive Reinforcement

### Funding Source: Title I

Resource Code: 3010

\$3,653.00

\$0.00

--

Computer software & supplies

\$1,282.00

Increase Academic Achievement

Action

Licensing Software, Resources & Technology

ST Math Single Student Subscription License

\$750.00

Increase Academic Achievement

Action

Licensing Software, Resources & Technology

Substitutes for release time for professional development.

\$471.00

Increase Academic Achievement

Action

Professional Development

Supplemental instructional supplies

\$700.00

Increase Academic Achievement

Action

Supplemental Instructional Materials

Tumblebook Library Deluxe Subscription

\$450.00

Increase Academic Achievement

Action

Licensing Software, Resources & Technology

## 2017-2018 Budget by Expenditure

**Resource Code: 3010**

Materials, supplies, resources and light snacks (for meetings) for community outreach and parent involvement	\$94.00	Improving School Climate and Environment	Action	School Events	\$0.00
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## ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

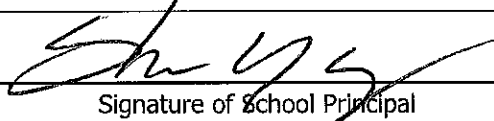
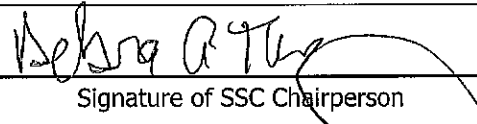
	Approval Date
<b>Assurances</b>	
The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	8/21/2016
The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	10/3/2016
The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.	11/1/2016
This school plan is based upon 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.	4/4/2017
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:	

ELAC

## Approval

The school plan was adopted by the council on:	4/4/2017
Public Notice Due Date:	3/31/2017
District Governing Board Review Due Date:	
School Site Plan Approved:	4/4/2017
Attested by School Principal:	4/5/2017
Attested by School Site Council Chairperson:	4/5/2017

## Attested:

Shane Yang		4/5/17
Typed Name of School Principal	Signature of School Principal	Date
Debra Trejo		4/5/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date



## ABOUT THIS SCHOOL

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The Vision of Regency Park Elementary School is: To maintain an unwavering focus on powerful and engaging learning experiences that prepare students for college, career, and life success.

To achieve this vision, we commit to:

Offering a broad spectrum of programs with high expectations that support a wide variety of career paths.

Valuing, respecting and engaging with diverse cultures.

Creating a family-friendly environment that fosters mutual respect, trust, caring and love.

Engaging students, staff, families, and community with meaningful involvement in our school and programs.

Regency Park Elementary School is part of the Twin Rivers Unified School District and is the only school in the district that is located in the North Natomas community. One of the celebrations of the school is the high level of parent participation. Parents are found on the campus before, during, and after school on a daily basis. Parents volunteer in classrooms on a daily basis and a program that gets fathers involved and volunteering is the Watch D.O.G.S. (Dads of Great Students). Regency Park also has an active PTA that sponsors events that range from Dr. Seuss Night to a Safety Fair. Through their efforts many more parents are involved with the school and funds are raised that support all of our students.

We have a unique partnership with the North Natomas Traffic Management Association (NNTMA) where they sponsor events throughout the year that promote an active and healthy lifestyle. Some of the events include: Two Feet Tuesdays where students walk, ride, skate or scoot to school and get rewards on Tuesdays, an Annual Walking School bus from a local park, and May is Bike month where students are encouraged to ride their bikes and keep track of their mileage as well as the Fifth Grade classes learn to ride a bike and learn the rules of the road.

Since the school was built it has been a Project Based Learning (PBL) School. Each year every grade level does extensive research and the students present what they have learned through a variety of presentations. The ways include static presentations, use of technology, singing, dancing, plays and art work. All of these combine so that students have a full learning experience about their subject that they are able to share with parents and other visitors.

Regency Park Elementary School also prides itself on being a school that sets high expectations for its students and then works with them so that they can accomplish their goals. In recent years Regency Park has been scoring as one of the top schools in the district when it comes to English Language Arts proficiency and Math proficiency. Along with good first instruction from the teachers the school also uses ST Math, a computer program that leads students through math concepts so that they fully understand them and Imagine Learning is another computer program that support both English Language Learners and students that are working to become proficient in Language Arts. Both programs are adjustable and get more challenging as students' progress.



Regency Park is also the most diverse school in the district. Housed with the school are more than 700 students in the grades Transitional Kindergarten through Fifth Grade. There are 17 different languages spoken at school with over 25% of the student population being designated as English Learners. Each year approximately 10% of those students make enough progress to be redesignated as Fluent English Speakers.

The school counselor works with the entire school to monitor and improve the school climate by involving students, staff and families. Citizenship and the qualities of citizenship are a monthly focus for the entire school. Good attendance is necessary for good learning and our counselor works with those families that struggle with getting to school.

### School Goals

The focus of the school is to provide powerful and engaging learning experiences that prepare students for college, career, and life success so the primary focus is to provide good first instruction in the areas of English Language Arts, Math and Citizenship. The goals developed in the School Plan reflect that focus by having a Reading Intervention Teacher that provides intervention to students and our Teacher on Special Assignment (TOSA) to support to teachers in how to provide good first teaching. The counselor provides direction and support with school climate and assisting teachers with students who are in crisis. As a whole staff we value parent participation and are continually looking at how to refine our communication and have a unified message going out to our families.

The Reading Intervention Teacher and the TOSA work with both students and staff on providing the best education possible. Students that are selected for intervention are done based upon assessment and data, groups are formed and then there is intensive directed instruction for six to eight weeks, a pre and post test are given to determine the growth of the student. The TOSA also works with staff on how to read and interpret data from various sources including Fountas and Pinell and Illuminate. He also works with teachers on Student Assistance Plans and discusses student needs with the classroom teachers.

### Progress Indicators

Regency Park Elementary School is a school that has done lots of work with assessments in the past few years. During the 2014-15 school year the Twin Rivers Unified School District began using a new assessment system, Illuminate in order to track the many different assessments that are given in the school year. Training continues to be given and teachers are feeling more comfortable using the system. The district has also provide the Benchmark Assessment System by Fountas and Pinell for teachers to measure and track how students are progressing in their reading levels. Grade level collaboration is also an important part of the culture at the school and teachers develop assessments for the individual classroom and grade level. During the 2017-18 school year there will continue to be a focus on formative assessment so that teachers can measure on a much quicker basis how students are mastering the Common Core State Standards.

Collaboration happens on weekly basis during weekly collaboration time. This is not the only opportunity as teachers talk/work together on a daily basis at all hours of the school day. This constant communication assists students in being held accountable and to high standards. It also assists our teachers in maintaining high consistent standards for themselves.

Each week the staff has a scheduled collaboration time or Professional Development. During the scheduled Profession Development the topics have included, behavior management, looking at the reasons for misbehavior, focus on writing, English Language Development strategies, PE, review and in depth study of Common Core State Standards and what they mean to the individual grade levels.

# Regency Park Elementary

## 2017-2018 Budget by Expenditure

Total Plan Budget:

\$177,060.00

Total Plan Expenditures:

\$177,060.00

Funding Source: GATE

Resource Code:

\$869.00

\$0.00

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Extra Duty Pay for teachers who teach the classes

\$800.00

GATE Program

Action

Teachers Stipend

\$69.00

GATE Program

Action

Materials

Funding Source: Site Base

Resource Code: 0000

\$42,821.00

\$0.00

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Replace equipment as needed

\$5,000.00

Supplies

Action

Equipment Replacement

Supplies for technology

\$1,000.00

Supplies

Action

Technology Supplies

Postage for communication

\$321.00

Communication

Action

Postage

Provide money to use the district Print Shop to run off large quantities of supplemental materials.

\$3,000.00

Supplemental

Action

Print Shop

Text book replacement

\$500.00

Supplemental

Action

Replacement

Copier maintenance agreement and toner

\$12,000.00

School Wide Supplies

Action

Copier

Supplies for students and teachers

\$21,000.00

School Wide Supplies

Action

School Wide Supplies

Funding Source: Site Base LIBRARY

Resource Code: 0000

\$1,890.00

\$0.00

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Purchase books for Library

\$1,890.00

Library

Action

Library Books

## **2017-2018 Budget by Expenditure**

Resource Code: 0740

**Resource Code: 3010**

**Resource Code: 3010**

\_\_\_\_\_ nights.

**Regency Park Elementary**

**2017-2018 Budget by Expenditure**

Provide for light refreshments for the meetings	\$0.00	Communication	Action	Meetings with Principal
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### ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

#### Approval Date

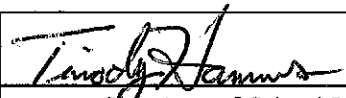
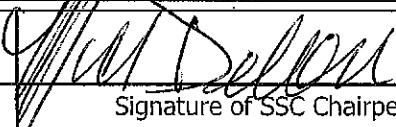
#### Assurances

The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	5/1/2017
The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	5/1/2017
The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.	5/1/2017
This school plan is based upon 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.	5/1/2017
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:	
ELAC	4/28/2017

#### Approval

The school plan was adopted by the council on:	5/1/2017
Public Notice Due Date:	4/26/2017
District Governing Board Review Due Date:	5/9/2017
School Site Plan Approved:	5/1/2017
Attested by School Principal:	5/1/2017
Attested by School Site Council Chairperson:	5/1/2017

#### Attested:

Timothy Hammons		5/1/2017
Typed Name of School Principal	Signature of School Principal	Date
Michelle DeLeon		5/1/2017
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date