

The Single Plan for Student Achievement

School: Rio Vista Middle School
CDS Code: 10-73965-6120539
District: Central Unified School District
Principal: Joe M. Bracamonte
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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.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Rio Vista Middle School's Vision and Mission Statements

The parents, students, faculty, and support staff at Rio Vista Middle School are committed to the pursuit of excellence in all curricular and co-curricular endeavors, and to finding the individual abilities and talents of each and every student while promoting self-esteem, character, cultural awareness, intellectual growth, and development of social skills necessary to succeed in today's society. At Rio Vista, we have dedicated ourselves to making this the safest place to be for our students. Positive energy radiates from the Rio Vista staff as we have established a climate that is unique to any other school around. Our mission, vision, and motto is simple: connect with kids, put them first and always remember to Simply be the Best! This motto validates and affirms that every student, parent, and staff member will succeed and flourish at Rio Vista. As Titans, we are dedicated to helping our students be the best they can be by offering many opportunities to help them elevate their self value, self esteem, and ability to unlock their full potential. We, as a staff, believe that all students deserve the best, and we are devoted and committed to providing them every opportunity to succeed. The Rio Vista staff and students look forward to coming to work and school each and every day where the school spirit resonates, the staff connects and empowers, the students thrive, and remember, it is always a great day to be a Titan!

Rio Vista Middle School is committed to Simply Be the Best. Titans display Teamwork, Integrity, Total commitment to all responsibilities, Achievement, and offer No excuses. Together we will accomplish and achieve success.

School Profile

Rio Vista's student population enrollment for the 2016-2017 school year is 846. The majority of our 7th grade student population comes from four elementary feeder schools within the district. Our ethnic background consists of: 42.7% Hispanic; 27.3% White; 13.7% Asian; 11.1% African American; and 5.2% from other ethnicities. Our English Learner population is composed of 24 students enrolled in English Language Development (ELD) Classes along with Specially Designed Academic Instruction in English (SDAIE) courses for all content areas. We have another 124 Reclassified English Learners (R-FEP) who are being monitored for continued academic proficiency. Our G.A.T.E. program has 124 students enrolled in Accelerated Language Arts, Accelerated Social Studies, and clustered together in Science classes. Our Special Education department, which includes all Specialize Academic Instruction services comprises a total of 84 students. Students needing special education supports via the resource specialists are mainstreamed for all core academic classes. Classes in Mathematics and ELA are co-taught with a content area teacher and a special education teacher. Rio Vista continued its AVID program this year. AVID stands for Advancement Via Individual Determination. The AVID program focuses on students in the middle who would like to go to college, but do not know how to get there. Rio Vista's AVID program serves 29 students.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The results of the 2016 Parent Survey indicate that:

85.3% of our parents receive regular communication from the school (phone, newspaper, email, notes, etc.)

81.5% say that the school informs them of important issues affecting their child's education, such as testing, parent conferences, etc.

81.8% believe that their child is participating in a high quality academic program.

81.3% indicate that they believe students are disciplined in a fair and consistent manner.

86.4% say that they feel welcomed at my son's/daughter's school.

2015-16 End of Year Staff Survey:

Teachers feel that the teaching staff has greatly improved their collaboration to help students improve.

Teachers feel the climate/culture of the school has vastly improved over the last 3 years

Teachers feel that we are working more closely as a team to ensure students are not "slipping through the cracks".

2016 End of Year Student Survey

Students feel that there are many school clubs, sports teams and other extra-curricular activities to be involved in.

Students would like more after school activities to be planned with more student input.

Students believe the school is safe and students are disciplined consistently.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The administration team at Rio Vista have designated departments that they are responsible for overseeing, although all administrators observe all classrooms throughout the year. Each month, every administrator is expected to visit every classroom within their department with at least one visitation per week for each of the teachers in their assigned department. The monthly focus of observations and feedback are strategically planned and administrators calibrate their feedback on a regular basis. Teachers receive feedback and engage in dialogue after each drop in. The drop ins have led to the current focus of our professional development which is working on engagement strategies i.e. Project Based Learning, Inquiry, small groups, and the use of technology.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Common assessments, SBAC results, and District Performance Tasks, are used to modify instruction and improve student achievement.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The school uses an ongoing assessment and monitoring system, Illuminate, that provides timely data from common assessments in order to support learning in both core and intensive intervention programs. Student achievement results from assessments (eg. Entry-level placement or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments such as SBAC, CELDT) are used to inform teachers and principals on student placement, diagnosis, progress and effectiveness of instruction. Coordination between the data monitoring system, Illuminate, and our central student information system, Aeries, is established so that both systems have the appropriate information needed to support each student in placement, monitoring and advancement.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All Rio Vista teachers providing instruction are classified as Highly Qualified teachers according to Federal NCLB standards. Paraprofessionals employed are utilized in our Special Education classes only.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All classrooms are staffed with fully credentialed, highly qualified teachers per the requirements of the ESEA.

The district provides new teachers with instructional materials professional development by a knowledgeable and experienced Instructional Support Coach or experienced provider for SBE-adopted basic core ELA/ELD and mathematics programs. All teachers participate in ongoing professional development to support the continuing use of SBE-adopted ELA/ELD and mathematics programs and/or SBE-adopted reading or mathematics intensive intervention instructional programs in use at the school. In addition, professional development is provided by experienced trainers to support Gifted and Talented students, English Learners and students with disabilities in all grade levels and programs.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Rio Vista is committed to providing the professional learning that teachers request and require to engage in continuous growth. The district also provides periodic PD for teachers that focuses on implementation issues around the Common Core State Standards. Writing across the curriculum continues to be emphasized this year. All teachers are being provided with sessions around implementation of the effective use of technology as we move into implementation of our CUSD Tech Initiative. Training to practice will be occurring throughout the year during Wednesday PDs and PLCs. In addition, we have an increase focus this year on our English Learners who have been reclassified, yet continue to be monitored in core classes. An all school SDAIE refresher was provided and continued monitoring of SDAIE strategies and implementation is in place. Outside training is encouraged and provided when identified.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The district and school collaborate to provide instructional assistance and ongoing support to all teachers, including ELA/ELD and mathematics. Trained instructional support coaches who are knowledgeable about the adopted programs and effective instructional pedagogy work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The school facilitates and supports a 90-minute structured collaboration meeting once to twice per month and provides adequate time for the PLC team to meet at a minimum of 30 minutes each week during common prep time so that PLC collaboration occurs every week in order for all teachers in all grades to analyze, discuss, and utilize the results of common assessments, state assessments and district benchmarks to guide student placement, instructional planning and delivery, and progress monitoring, within all core and intervention programs. Data Team Leaders have been identified in each of the core areas. Teachers have been trained and continue to receive support in the use of the Data Teams Process to efficiently review data and create next-step actions that the PLC commits to implementing and monitoring. In this setting, PLCs are able to analyze, discuss, and utilize the results of student formative data to guide instructional planning and delivery with more input from teachers throughout the district.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The instructional program continues to be the reason for which the Rio Vista exists—its core mission. The instructional program as a whole addresses is to address rigor (access, challenge, and support for all students), flexibility (individualized tools, strategies, and assessments for all students), and provision for Rio Vista teachers (curriculum cohesion, professional collaboration, and instructional leadership).

Effective integration of content standards into classroom instruction has occurred by identifying the essential standards and guiding documents: Common Core State Standards (CCSS) frameworks, course of study, benchmarks, Smarter Balance Assessment Consortium assessment, in-class formative assessments, and adopted instructional materials, re-teaching, intervention, materials and strategies for PLCs that can and will improve student achievement by clearly defining what is to be taught (essential) and what kind of performance (expectation) is expected.

Use of frameworks and course of study will assist Rio Vista’s content teachers in integrating content standards into their instruction. For teachers of math and ELA the use of CUSD Performance Task assessments will provide additional student learning monitoring. However, all teachers will be expected to provide department created formative assessments which measures student learning and provides immediate feedback for re-teaching.

Capacity building is another essential component for assisting teachers in effectively integrating content standards into the instruction. Capacity building at Rio Vista will evolve around the practice of Professional Learning Communities and the CUSD model and resources.

At Rio Vista, student learning outcomes are determined by careful planning in which the 3-phase model is fully implemented with teacher modeling, checking for understanding, and gradual release (guided practice/re-teaching) to independent practice. Careful teacher planning and Direct Instruction, reflecting on essential components of a lesson, relative to student needs is to occur every day.

In addition, teachers are utilizing the district Curriculum unit map design to plan quarterly thematic units.

Rio Vista administration has provided a professional development calendar to address the explicit on-going development of a Professional Learning Community. It is the expectation that assignments related to the professional development calendar are completed and practiced.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Through the school's master schedule, adequate instructional time is provided, as recommended in the California subject matter frameworks for the CCSS standards-aligned math and literacy. In addition, basic core programs for Reading Language Arts and mathematics and intensive interventions, as well as additional time for strategic support for English Learners is provided. Students with Disabilities and GATE students are also provided differentiated instructional support and practice to meet their instructional needs.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district and school prepare, distribute, and monitor the use of an annual district-instructional/assessment pacing guide for each grade level (grades 7-8) for the standards-aligned, basic core RLA/ELD, strategic support and intensive intervention programs and standards-aligned mathematics basic core programs (grades 7-8) in order for all teachers to follow a common sequence of instruction and assessment.

Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.

The basic core course pacing guide is the foundational pacing guide for the strategic support class. The teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD and/or mathematics content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The core curriculum at Rio Vista Middle School is as follows:

English Language Arts:

7 – 8 McDougal Littell California Literature

ELA Intervention:

Language!Live.

ELD Core:

7 – 8 McDougal Littell

Insight

Mathematics:

Math 7: Carnegie

Math 7 Accelerated: Carnegie

Math 8: Carnegie

Math 8 Accelerated: Carnegie

Math Intervention: Think Through Math & ST Math

Social Science/History:

7 Holt: World History Medieval to Early Modern Times

8 Holt: United States History Independence to 1914

Science:

7 Holt Life Science

8 Holt Physical Science

Standards-based instructional materials are district adopted and provided to all teachers at each grade level. They are appropriate to all groups. The Language Arts program allows for grouping for instruction by specifically targeting the following groups: English Language Learners; Students needing extra support (At-Risk); Students on Level; and students to be challenged (Above Level). In addition, each story has Universal Access plans for reaching all learners which is embedded in the curriculum.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The school/district provides for all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties and advanced learners in all grade levels, standards-aligned, basic core instructional programs in RLA/ELD (1997-adopted content standards or CCSS) and in mathematics (1997-adopted content standards or CCSS). The school/district also provides intensive intervention programs for identified students in Grades 7-8 in RLA/ELD and Grades 7-8 in mathematics. In Grade 8, students may be placed in CCSS grade 8 or Grade 8 Accelerated based on placement assessment data. These programs are implemented as designed in every classroom with materials for every student. ELD: Depending on the grade level ELD materials found on the SBE-approved supplementary materials list are used to provide ELD instruction to ELs.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All teachers have been trained in differentiation strategies to increase all students' access to core content. In addition, the school/district also provides intensive intervention programs for identified students in Grades 7-8 in RLA, and Grades 7-8 in mathematics, and in ELD. Students needing special education supports via the resource specialists are mainstreamed for all core academic classes. Classes in Mathematics and ELA are co-taught with a content area teacher and a special education teacher. Students needing special education supports are also offered Curriculum Support classes as their elective. Teachers provide after school tutoring twice per week in both Math and Language Arts.

14. Research-based educational practices to raise student achievement

Research-based educational practices to raise student achievement are outlined in the CUSD Instructional Handbook. Developed by a district-wide classroom expectations task force in 2007, the handbook is reviewed and modified as needed based on student achievement evidence. Direct Instruction, Concept Attainment, Cooperative Learning and Inquiry Method are identified as the primary models of teaching and instructional strategies for use in raising student achievement. At the core of each of these models are the characteristics of highly-effective instruction that include student engagement, setting of standards-based measurable objectives for students to understand and attain based on diagnosis of student need and next step learning, explicit academic vocabulary instruction, strategic, systematic use of varied levels of questioning that require students to think, analyze, apply, synthesize and evaluate, appropriate scaffolds and support for students to attain identified objectives and the opportunity to demonstrate their mastery of the skill, concept and/or process. Essential to student engagement and learning are teachers who create a learning environment that stimulates curiosity, creativity and motivation. There is a significant correlation between student success and teacher attitude and behavior and therefore, creating and maintaining a 5-star culture in classrooms and throughout the school is emphasized.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents and community members partner with Rio Vista and the Central Unified School District through our School Site Advisory Committee, our Parent-Teacher Association, and our District Advisory Committee to advise administration and to monitor student achievement and behavior.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Input and direction was garnered from all of the following groups in the development of this plan:

Administrative Team

Principals Advisory Committee / Department Chairs (including SPED teachers)

Library Media Teacher

English Learner Advisory Committee

Parent-Teacher Association officers

School Site Council (which includes student representation)

Oversight throughout the year of the implementation and monitoring will be mostly the responsibility of the Administrative Team and the School Site Advisory, but input will continue to be solicited from all groups listed.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

All teachers have been trained in basic differentiation strategies to increase all students' access to core content. Some categorical funds support on-going training and resources for differentiated strategies, including the infusion of research-based technology integration in all classes. In addition, the school/district also provides intensive intervention programs for identified students in Grades 7-8 in RLA, and Grades 7-8 in mathematics, and in ELD. Some supplemental materials and supplies are provided through categorical funds to support this intensive intervention program.

18. Fiscal support (EPC)

The school and district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and Mathematics and the Single Plan for Student Achievement (SPSA).

The SPSA is aligned with the goals and activities in the LCAP and LEA Plan.

The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school in the APS, and applied in the SPSA.

District general and categorical budgets LCAP and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.

Description of Barriers and Related School Goals

With the advent of social media, we are seeing an increase in cyber-bullying which adversely affects our campus culture. This is creating a need to increase the number of members on our PBIS team and an increase in training. Training is an ongoing need especially in the area of building relationships with students. The number of student clubs has steadily decreased over the last few years, but over the last two years teacher sponsored clubs are back on the rise. We are working hard as to not allow any student to "slip through the cracks". In a setting with only 2 years to create connections time is vitally important. An extraordinary challenge has been given to our teachers and they are, once again, rising to the occasion.

Goal #1 School Culture: Continuing in the 2016-17 school year, Rio Vista will deepen our commitment to improve culture on our campus through the implementation of the following tactics:

1. Improve upon our Gold status under PBIS and continue to improve upon our school wide rating. Improve upon the implementation of school-wide Respect Agreements, classroom expectations framed under the Fantastic Four, Restorative Justice, etc.

2. Our Leadership class will continue to be run by one teacher. Activities director will create more lunch-time/school-time activities for all students to participate.

3. Connection- The idea of connecting to Rio Vista will permeate the campus. Families, teacher and most importantly students will become involved in multiple ways on campus. The idea that every student will connect with Rio in at least one additional way

Goal #2 Student Learning: All students at Rio Vista Middle School will increase their proficiency in literacy and math through the implementation of the following tactics:

1. Increase communication with parents and provide training to increase their capacity. Parents will be provided training on Parent Portal to help increase monitoring of student progress. Also a training on CELDT which will help parents understand how they can help their child

move towards re-designation. With the increased communication and the training the education for EL / R-FEP students should show improvement.

2. Restructure both reading and mathematics intervention classes. The focus of the intervention classes will now focus on three areas

A. Fill gaps in students math skills (Think Through Math)

B. Front-loading upcoming lessons

C. Reviewing assessments to ensure students are given proper feedback

3. Data Team leaders have been identified in each core area to facilitate PLCs following the Data Teams Protocols, meeting once per month with administration.

Goal #3 Rio Vista teachers will continue to use Instructional Rounds as a way to develop their skills and cultivate a culture of collaboration through the implementation of the following tactics:

1. The members of the administrative team need to become instructional leaders, implementing the use of feedback through the drop-in forms and follow-up on identified needs. Regular calibration of feedback is scheduled.

2. Training to Practice in content and strategies gained from PD and the use of technology.

3. Training and implementation of engagement activities i.e. Project Based learning strategies, Collaboration, Integrating Technology, Inquiry, Presentation and Performance

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	429	385	420	379	420	379	97.9	98.4
Grade 8	392	416	379	404	379	403	96.7	97.1
All Grades	821	801	799	783	799	782	97.3	97.8

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2532.8	2547.7	7	14	36	36	29	28	28	22
Grade 8	2548.4	2563.7	7	12	36	41	34	26	24	21
All Grades	N/A	N/A	7	13	36	38	31	27	26	22

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	15	19	53	53	32	28
Grade 8	18	20	48	50	34	30
All Grades	16	19	51	51	33	29

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	21	27	52	48	24	26
Grade 8	17	28	58	50	23	23
All Grades	19	27	55	49	23	24

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	10	17	68	66	22	17
Grade 8	11	13	65	69	23	18
All Grades	11	15	66	68	23	17

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	16	30	60	51	24	19
Grade 8	18	27	59	52	23	21
All Grades	17	28	59	52	24	20

Conclusions based on this data:

1. Rio Vista has 51% of the students meeting the standards in English Language Arts and 49% of the students not meeting the standard
2. The lowest sub section for standard mastery is in demonstrating understanding of literary and non-fictional texts

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	429	385	420	380	420	380	97.9	98.7
Grade 8	392	416	378	405	377	405	96.4	97.4
All Grades	821	801	798	785	797	785	97.2	98

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2519.3	2525.2	11	9	23	23	32	41	34	26
Grade 8	2530.3	2549.4	10	14	19	24	31	31	40	31
All Grades	N/A	N/A	11	12	21	24	32	36	37	29

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 7	18	18	39	43	43	39	
Grade 8	16	16	39	40	44	44	
All Grades	17	17	39	42	44	41	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	13	11	50	49	37	40
Grade 8	12	25	62	53	26	22
All Grades	13	18	56	51	32	31

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	12	16	71	62	16	22
Grade 8	11	13	53	66	36	21
All Grades	12	15	62	64	26	21

Conclusions based on this data:

1. Rio Vista has 36% of the students meeting the standards in Mathematics and 64% of the students not meeting the standard
2. The lowest sub section for standard mastery is in applying mathematical concepts and procedures.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
7	33		18	53	67	9	7	17	45	7	17	18			9
8				38		60	25	***	40	25	***		13		
Total	22		13	48	50	25	13	25	44	13	25	13	4		6

Conclusions based on this data:

1. Nearly 87% of tested 7th grade students scored Early Advanced or above on the CELDT.
2. Nearly 38% of tested 8th grade students scored Early Advanced or above on the CELDT.
3. This along with the other criteria allowed Rio Vista to re-designate multiple students.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
7	33	9		53	45		7	18		7	18			9	
8				30	33		30	17		30	50		10		
Total	20	6		44	41		16	18		16	29		4	6	

Conclusions based on this data:

1. 86% of our 7th graders scored Early advanced or above.
2. 70% of our 8th grade students scored Intermediate or below

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	23	8	16
Percent with Prior Year Data	91.3%	100%	100.0%
Number in Cohort	21	8	16
Number Met	--	--	12
Percent Met	--	--	75.0%
NCLB Target	59.0	60.5	62.0%
Met Target	--	--	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	2	22	1	9	5	11
Number Met	--	--	--	--	--	5
Percent Met	--	--	--	--	--	45.5%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	--	--	--	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. An analysis of three years Title III Accountability, AMAO 2 data reveals a decrease in the number of students participating in EL instruction for 5 or more years.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1462	1410	1,383
Percent with Prior Year Data	99.3	99.8	97.8
Number in Cohort	1452	1407	1,353
Number Met	828	779	731
Percent Met	57.0	55.4	54
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1300	577	1284	579	1,249	542
Number Met	317	237	282	215	286	155
Percent Met	24.4	41.1	22.0	37.1	22.9	28.6
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. The number of EL students in the District continues to decline yet the number of students meeting English proficiency is not keeping pace.
2. EL instruction and implementation of 2015 Title III Year 4 Plan is a focus in the District

Planned Improvements in Student Performance

Goal: English Language Arts

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL:
By June 2017, all students at Rio Vista Middle School will improve their Achievement level in literacy by one level (or if at Level 4 will maintain) and improve school wide proficiency to 58% in ELA, as measured by SBAC and district benchmarks.
Data Used to Form this Goal:
District Performance Task, CELDT and SBAC data.
Findings from the Analysis of this Data:
Although our data shows improvement 30% students are still performing below grade level in reading and writing skills. Performance Task data needs to be used to guide instruction ELs are receiving more support in classrooms, but still lack background knowledge and vocabulary needed to be successful
Means of evaluating progress & group data needed to measure gains:
Means of evaluating progress: <ul style="list-style-type: none">• SBAC assessment• Performance Tasks Group data needed to measure gains: <ul style="list-style-type: none">• Benchmark Assessments/Performance Tasks• SBAC Assessment results• Common assessments

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide ELA intervention for both 7th and 8th grade.	8/16-06/17	Administration and teachers	Additional books & resources for instruction in ELA/Social Studies/intervention courses	4000-4999: Books And Supplies	Title I Part A: Allocation	500
			Implement Language Live intervention program	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2460
Admin/Teachers to participate in professional development trainings, collaboration, instructional rounds and membership in professional organizations focusing on curriculum and instruction strategies to close the achievement gap	8/16-06/17	Administration and all teachers	Professional Development	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2500
			Provide substitute coverage for participation in professional growth, instructional rounds, planning days and collaboration activities for Target Assistance Title 1 students	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	3000
			Provide stipends to teachers for department planning and collaboration days	1000-1999: Certificated Personnel Salaries	LCFF	4000
Provide improved technology for student and teacher use to enhance research and presentation practices for our academically at-risk students.	8/16-06/17	Administration and Literacy Teachers	Upgrade projectors, printers, chromebooks, computers and production technologies to close the achievement gap	4000-4999: Books And Supplies	Title I Part A: Allocation	14085

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Provide Professional Learning opportunities and collaboration time to utilize technology in addressing the needs of all students in developing literacy skills to increase student engagement	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2000
			Provide additional instruction for teachers of literacy in strategies to implement the CCSS	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2000
			Provide notebooks and materials for the implementation of Interactive Notebooks and CCSS in all Literacy classes (ELA, Science, Social Studies)	4000-4999: Books And Supplies	LCFF	2000
			Technology for presentation and RVTV	4000-4999: Books And Supplies	LCFF	2892.30
Increase book selection in the library	8/16-06/17	Administration and Library Media Teacher	Purchase more library books and supplies	4000-4999: Books And Supplies	LCFF-SLIP	1,613.28
Student Nest subscription for ELA use to close the achievement gap for our academically at-risk studnets	8/16-06/17	Admin teachers	Site License	5000-5999: Services And Other Operating Expenditures	SES-Tutoring	3760
Increase student exposure to career, community, and college opportunities.	8/16-06/17	Admin and teacher	Career Research/presentations	4000-4999: Books And Supplies	LCFF	1500
Provide tutoring and reteaching for students after school/Saturday in order to increase student learning and close the achievement gap.	8/16-06/17	School Staff	Provide after school/saturday tutoring for students	1000-1999: Certificated Personnel Salaries	SES-Tutoring	4700

Planned Improvements in Student Performance

Goal: Mathematics

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL:
By June 2017, all students at Rio Vista Middle School will improve their Achievement level in math by one level (or if at Level 4 will maintain) and improve school wide proficiency to 45% in math, as measured by SBAC and district benchmarks.
Data Used to Form this Goal:
2016-17 Performance Task Data 2017 SBAC Data 2016-2017 ST Math/Mathia X results Curriculum Embedded Common Assessments
Findings from the Analysis of this Data:
Increase of 11% in overall performance on the Math CAASPP assessment Common Assessments need to be utilized on a regular basis to provide progress information for all students. Performance Task data needs to be used to guide instruction Students were not able to adequately verbalize conceptual practices/understandings in mathematics. ST Math data was incomplete and unable to provide enough information due to limited usage
Means of evaluating progress & group data needed to measure gains:
Means of evaluating progress: <ul style="list-style-type: none">• SBAC assessment• Performance Task Assessment aligned to SBAC Group data needed to measure gains: <ul style="list-style-type: none">• Baseline Benchmark Assessments (trimester)• SBAC Assessment results• Common assessments

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Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Institute mathematics intervention programs for both 7th and 8th grade to close the achievement gap for our academically at-risk students	8/16-6/17	Administration and Intervention teachers	Additional books and resources for intervention students	4000-4999: Books And Supplies	Title I Part A: Allocation	500
Provide support for Mathematics/Science teachers/Admin -CCSS implementation and to close the achievement gap	8/16-6/17	Administration and Mathematics teachers	Provide professional learning opportunities and collaboration time to address the needs students in developing mathematical/science skills to close the achievement gap for at-risk students	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2500
			Provide additional instruction for math/science teachers in differentiation and strategies to implement CCSS and close the achievement gap	5000-5999: Services And Other Operating Expenditures	LCFF	1000
			Provide substitute coverage for participation in professional growth, department planning days and collaboration activities to increase student engagement	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1500
			Provide stipends to teachers for department planning and collaboration days	1000-1999: Certificated Personnel Salaries	LCFF	4000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			Upgrade projectors, printers, chromebooks, computers and production technologies to increase student engagement and close the achievement gap.	4000-4999: Books And Supplies	Title I Part A: Allocation	14085
			Technology for presentation and RVTV	4000-4999: Books And Supplies	LCFF	3292.30
Implementation of interactive notebooks in science and math	8/16-6/17	Administration and Math/Science teachers	Provide notebooks and materials for implementation of interactive notebooks and CCSS in all mathematics/science classes	4000-4999: Books And Supplies	LCFF	2000
Brain Pop	8/16-6/17	Admin	Brain Pop	5000-5999: Services And Other Operating Expenditures	LCFF	700
Provide high risk students with opportunities to expand their experiences in mathematics and science through activities, research, life application projects, and activities.	8/16-6/17	Admin teachers	Project/Lab Supplies	4000-4999: Books And Supplies	LCFF	2000
Provide tutoring and reteaching for students after school/Saturday in order to increase student learning and close the achievement gap.	08/12/15 - 06/8/16	Admin and teachers	Provide after school tutoring for students	1000-1999: Certificated Personnel Salaries	SES-Tutoring	4700

Planned Improvements in Student Performance

Goal: English Language Development

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LEA GOAL:
LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 6: Assure 1 year of growth in language acquisition for every EL student. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL
All English learner students will progress at least one EL proficiency level as measured by CELDT and will meet the percent proficient target in English Language Arts and Mathematics as measured by statewide assessments.
Data Used to Form this Goal:
2016-2017 CELDT 2016-2017 CAASPP 2016-2017 Performance Task/Benchmark Scores 2016-2017 EL Benchmark results 2016-2017 Instructional Observations
Findings from the Analysis of this Data:
Early hand-scored CELDT tests have shown improvement. EL PT scores are consistent with their language fluency Teachers are using targeted data to improve their reading comprehension in SDAIE classrooms
Means of evaluating progress & group data needed to measure gains:
Monitoring pacing of standards-based classroom instruction. Administering and analyzing results of the CUSD performance tasks/Benchmarks. Analyzing results of spring CAASPP data Analyzing the results of past and recent CELDT data. Administering and analyzing results of the CUSD EL Benchmarks.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide additional supplies and equipment for EL students and teachers to increase student learning and close the achievement gap.	8/16-6/17	Administration, ELD teacher, SDAIE teachers	Participation in professional growth activities for teachers	5000-5999: Services And Other Operating Expenditures	LCFF	500
			Provide substitute coverage for participation in professional growth activities	1000-1999: Certificated Personnel Salaries	LCFF	270
			Provide supplies and technology to address the needs of all students	4000-4999: Books And Supplies	LCFF	1400
			Supplies to address organization	4000-4999: Books And Supplies	LCFF	700
EL and R-FEP Coordination on-site	8/16-6/17	Admin and teachers	Provide ELD teacher with collaboration time and stipends to analyze student data, and plan instruction	1000-1999: Certificated Personnel Salaries	LCFF	400
			Provide substitute coverage for participation in professional growth, department planning days and collaboration activities	1000-1999: Certificated Personnel Salaries	LCFF	270
Parent education for EL and R-FEP students	8/16-6/17	ELD Coordinator and Administration	Parent Education Opportunities	5000-5999: Services And Other Operating Expenditures	LCFF	750
			Translation/Interpreters /child care	2000-2999: Classified Personnel Salaries	LCFF	250
			Supplies including food for evening meetings	4000-4999: Books And Supplies	LCFF	200

Planned Improvements in Student Performance

Goal: School Culture

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Culture
LEA GOAL:
LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 2: Prepare every student for college, career & community LCAP Goal 3: Connect every student to school LCAP Goal 4: Provide equity of access to educational opportunities & create an environment conducive to learning for all students. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
SCHOOL GOAL
Rio Vista will deepen our commitment to improve culture on our campus with 90% of students involved in at least one extra-curricular activity including music, after school program, athletics, clubs, school activities as measured by our 5 Star Student accounting system.
Data Used to Form this Goal:
2015-2016 Parent Survey 2016 End of Year Staff Survey Anecdotal Information gathered through the Parent-Teacher Association, School Site Council, Leadership Class, Staff meetings, etc.
Findings from the Analysis of this Data:
86.2% of students feel safe on campus. PBIS continues to help decrease the number of student suspensions. Staff feels that a more trusting environment has been developed at Rio Vista.
Means of evaluating progress & group data needed to measure gains:
2017 Parent Survey 2017 End of Year Staff Survey Anecdotal Information gathered through the Parent-Teacher Association, School Site Council, Leadership Class, Staff meetings, etc.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Expand and enhance PBIS and Positive School Culture	8/16-6/17	Administrators, leadership and PBIS Support Team Members	Professional Development opportunities	5000-5999: Services And Other Operating Expenditures	LCFF	1500
			Curriculum for student advisory period	5000-5999: Services And Other Operating Expenditures	LCFF	500
			Student Agendas	4000-4999: Books And Supplies	LCFF	3000
			Substitute support for PBIS training / development / monitoring meetings	1000-1999: Certificated Personnel Salaries	LCFF	500
			Provide stipends to teachers for planning and collaboration days	1000-1999: Certificated Personnel Salaries	LCFF	500
			Supplies needed to encourage student buy-in for PBIS implementation	4000-4999: Books And Supplies	LCFF	2500
			Technology and/or supplies needed to expand the PBIS and Fantastic 4 message to all students	4000-4999: Books And Supplies	LCFF	5000
			Speakers, training, conferences, supplies, activities and assemblies	8/16-6/17	Administrators, leadership and PBIS Support Team Members	Anti-bullying and motivational all-school activities/assemblies/speakers/training
5 Star Students-Involvement management system, scanners and ID supplies	1000-1999: Certificated Personnel Salaries	LCFF				2000
Provide opportunities for students, parents, and staff to be recognized for positive contributions to campus culture.	8/16-6/17	Administrators, leadership and PBIS Support Team Members	Rewards/Awards	4000-4999: Books And Supplies	LCFF	4000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide training for activity director for the purpose of developing a stronger school culture as well as networks with other activity directors	8/16-6/17	Administrators, leadership teacher	Conferences/Trainings	5000-5999: Services And Other Operating Expenditures	LCFF	1500
			substitute coverage for conferences/trainings	1000-1999: Certificated Personnel Salaries	LCFF	600

Planned Improvements in Student Performance

Goal: Parent Engagement

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent Engagement
LEA GOAL:
LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
SCHOOL GOAL
75% of parents will participate in at least one school activity as measured by volunteer logs, event (athletics/VAPA) attendance, parent night attendance, parent portal registration, group email lists, and parent surveys.
Data Used to Form this Goal:
Sign-in sheets online registration emails attendance at events
Findings from the Analysis of this Data:
81% of parents feel that the school communicates regularly Over 84% of parents feel welcomed at school
Means of evaluating progress & group data needed to measure gains:
volunteer logs, event sign in sheets, parent portal registration, group email lists, and 2015 Parent Survey

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Parent Engagement activities for parents of academically at-risk students	8/16-6/17	Admin	PBS Parent engagement	5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement	1418

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			PBS Parent engagement	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1582
			supplies needed for parent engagement activities	4000-4999: Books And Supplies	LCFF	300
Provide technology and supplies for parent use- parent portal, online needs and supplies	8/16-6/17	Admin	Technology supply needs	4000-4999: Books And Supplies	LCFF	750

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	53,274.60	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	1,613.28	0.00
Title I Part A: Allocation	46712.00	0.00
Title I Parent Involvement	1,418.00	0.00
SES-Tutoring	13160.00	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF	53,274.60
LCFF-SLIP	1,613.28
SES-Tutoring	13,160.00
Title I Part A: Allocation	46,712.00
Title I Parent Involvement	1,418.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	28,940.00
2000-2999: Classified Personnel Salaries	250.00
4000-4999: Books And Supplies	62,317.88
5000-5999: Services And Other Operating Expenditures	24,670.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF	12,540.00
2000-2999: Classified Personnel Salaries	LCFF	250.00
4000-4999: Books And Supplies	LCFF	31,534.60
5000-5999: Services And Other Operating	LCFF	8,950.00
4000-4999: Books And Supplies	LCFF-SLIP	1,613.28
1000-1999: Certificated Personnel Salaries	SES-Tutoring	9,400.00
5000-5999: Services And Other Operating	SES-Tutoring	3,760.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	7,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	29,170.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	10,542.00
5000-5999: Services And Other Operating	Title I Parent Involvement	1,418.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	47,010.58
Goal: Mathematics	36,277.30
Goal: English Language Development	4,740.00
Goal: School Culture	24,100.00
Goal: Parent Engagement	4,050.00

School Site Council Members

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mittie Hinman-Garcia		X			
Erika Taylor-Ruffin		X			
David Nazaroff		X			
Annie Lokrantz		X			
Krystle Pumarejo			X		
Joe M. Bracamonte	X				
Cindy Henard				X	
Matt Bergman				X	
Robert Abbate				X	
Isabella Aguila					X
Bria Cooper					X
Sehaj Singh					X
Numbers of members of each category:	1	4	1	3	3

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

Recommendations and Assurances

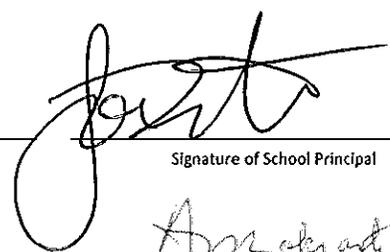
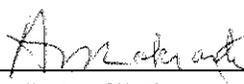
The School site advisory (SSA) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSA is correctly constituted and was formed in accordance with district policy.
2. The SSA reviewed its responsibilities under district policies.
3. The SSA sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

	English Learner Advisory Committee	_____ Signature
X	Special Education Advisory Committee	 Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. The SSA reviewed the content requirements for school plans of programs included in this SSP and believes all such content requirements have been met, including those found in district policies and the local control and accountability plan local educational agency plan.
5. This SSP is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SSP was reviewed by the SSA at a public meeting on .

Attested:

<u>Joe M. Bracamonte</u> <small>Typed Name of School Principal</small>	 <small>Signature of School Principal</small>	<u>10/12/16</u> <small>Date</small>
<u>Annie Lokrantz</u> <small>Typed Name of SSA Chairperson</small>	 <small>Signature of SSA Chairperson</small>	<u>10/12/16</u> <small>Date</small>

Budget By Expenditures

Rio Vista Middle School

Funding Source: LCFF

\$53,274.60 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide stipends to teachers for department planning and collaboration days	1000-1999: Certificated Personnel Salaries	\$4,000.00	English Language Arts	Admin/Teachers to participate in professional development
Provide notebooks and materials for the implementation of Interactive Notebooks and CCSS in all Literacy classes (ELA, Science, Social Studies)	4000-4999: Books And Supplies	\$2,000.00	English Language Arts	Provide improved technology for student and teacher use to enhance research and presentation practices for our academically at-risk students.
Technology for presentation and RVTV	4000-4999: Books And Supplies	\$2,892.30	English Language Arts	Provide improved technology for student and teacher use to enhance research and presentation practices for our academically at-risk students.
Career Research/presentations	4000-4999: Books And Supplies	\$1,500.00	English Language Arts	Increase student exposure to career, community, and college opportunities.
Participation in professional growth activities for teachers	5000-5999: Services And Other Operating Expenditures	\$500.00	English Language Development	Provide additional supplies and equipment for EL students and teachers to increase student learning and close the achievement gap.
Provide substitute coverage for participation in professional growth activities	1000-1999: Certificated Personnel Salaries	\$270.00	English Language Development	Provide additional supplies and equipment for EL students and teachers to increase student learning and close the achievement gap.
Provide supplies and technology to address the needs of all students	4000-4999: Books And Supplies	\$1,400.00	English Language Development	Provide additional supplies and equipment for EL students and teachers to increase student learning and close the achievement gap.
Supplies to address organization	4000-4999: Books And Supplies	\$700.00	English Language Development	Provide additional supplies and equipment for EL students and teachers to increase student learning and close the achievement gap.
Provide ELD teacher with collaboration time and stipends to analyze student data, and plan instruction	1000-1999: Certificated Personnel Salaries	\$400.00	English Language Development	EL and R-FEP Coordination on-site
Provide substitute coverage for participation in professional growth, department planning days and collaboration activities	1000-1999: Certificated Personnel Salaries	\$270.00	English Language Development	EL and R-FEP Coordination on-site

Rio Vista Middle School

Parent Education Opportunities	5000-5999: Services And Other Operating Expenditures	\$750.00	English Language Development	Parent education for EL and R-FEP students
Translation/Interpreters/child care	2000-2999: Classified Personnel Salaries	\$250.00	English Language Development	Parent education for EL and R-FEP students
Supplies including food for evening meetings	4000-4999: Books And Supplies	\$200.00	English Language Development	Parent education for EL and R-FEP students
Professional Development opportunities	5000-5999: Services And Other Operating Expenditures	\$1,500.00	School Culture	Expand and enhance PBIS and Positive School Culture
Curriculum for student advisory period	5000-5999: Services And Other Operating Expenditures	\$500.00	School Culture	Expand and enhance PBIS and Positive School Culture
Student Agendas	4000-4999: Books And Supplies	\$3,000.00	School Culture	Expand and enhance PBIS and Positive School Culture
Substitute support for PBIS training / development / monitoring meetings	1000-1999: Certificated Personnel Salaries	\$500.00	School Culture	Expand and enhance PBIS and Positive School Culture
Provide stipends to teachers for planning and collaboration days	1000-1999: Certificated Personnel Salaries	\$500.00	School Culture	Expand and enhance PBIS and Positive School Culture
Supplies needed to encourage student buy-in for PBIS implementation	4000-4999: Books And Supplies	\$2,500.00	School Culture	Expand and enhance PBIS and Positive School Culture
Technology and/or supplies needed to expand the PBIS and Fantastic 4 message to all students	4000-4999: Books And Supplies	\$5,000.00	School Culture	Expand and enhance PBIS and Positive School Culture
Anti-bullying and motivational all-school activities/assemblies/speakers/training	5000-5999: Services And Other Operating Expenditures	\$2,500.00	School Culture	Speakers, training, conferences, supplies, activities and assemblies
5 Star Students- Involvement management system, scanners and ID supplies	1000-1999: Certificated Personnel Salaries	\$2,000.00	School Culture	Speakers, training, conferences, supplies, activities and assemblies
Rewards/Awards	4000-4999: Books And Supplies	\$4,000.00	School Culture	Provide opportunities for students, parents, and staff to be recognized for positive contributions to campus culture.
Conferences/Trainings	5000-5999: Services And Other Operating Expenditures	\$1,500.00	School Culture	Provide training for activity director for the purpose of developing a stronger school culture as well as networks with other activity directors

Rio Vista Middle School

substitute coverage for conferences/trainings	1000-1999: Certificated Personnel Salaries	\$600.00	School Culture	Provide training for activity director for the purpose of developing a stronger school culture as well as networks with other activity directors
Provide additional instruction for math/science teachers in differentiation and strategies to implement CCSS and close the achievement gap	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Mathematics	Provide support for Mathematics/Science teachers/Admin -CCSS implementation and to close the achievement gap
Provide stipends to teachers for department planning and collaboration days	1000-1999: Certificated Personnel Salaries	\$4,000.00	Mathematics	Provide support for Mathematics/Science teachers/Admin -CCSS implementation and to close the achievement gap
Technology for presentation and RVTV	4000-4999: Books And Supplies	\$3,292.30	Mathematics	Provide support for Mathematics/Science teachers/Admin -CCSS implementation and to close the achievement gap
Provide notebooks and materials for implementation of interactive notebooks and CCSS in all mathematics/science classes	4000-4999: Books And Supplies	\$2,000.00	Mathematics	Implementation of interactive notebooks in science and math
Brain Pop	5000-5999: Services And Other Operating Expenditures	\$700.00	Mathematics	Brain Pop
Project/Lab Supplies	4000-4999: Books And Supplies	\$2,000.00	Mathematics	Provide high risk students with opportunities to expand their experiences in mathematics and science through activities, research, life application projects, and activities.
supplies needed for parent engagement activities	4000-4999: Books And Supplies	\$300.00		Parent Engagement activities for parents of academically at-risk students
Technology supply needs	4000-4999: Books And Supplies	\$750.00		Provide technology and supplies for parent use- parent portal, online needs and supplies
LCFF Total Expenditures:		\$53,274.60		
LCFF Allocation Balance:		\$0.00		

Funding Source: LCFF-SLIP

\$1,613.28 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase more library books and supplies	4000-4999: Books And Supplies	\$1,613.28	English Language Arts	Increase book selection in the library

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LCFF-SLIP Total Expenditures: \$1,613.28

LCFF-SLIP Allocation Balance: \$0.00

Funding Source: SES-Tutoring

\$13,160.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Site License	5000-5999: Services And Other Operating Expenditures	\$3,760.00	English Language Arts	Student Nest subscription for ELA use to close the achievement gap for our academically at-risk studnets
Provide after school/saturday tutoring for students	1000-1999: Certificated Personnel Salaries	\$4,700.00	English Language Arts	Provide tutoring and reteaching for students after school/Saturday in order to increase student learning and close the achievement gap.
Provide after school tutoring for students	1000-1999: Certificated Personnel Salaries	\$4,700.00	Mathematics	Provide tutoring and reteaching for students after school/Saturday in order to increase student learning and close the achievement gap.

SES-Tutoring Total Expenditures: \$13,160.00

SES-Tutoring Allocation Balance: \$0.00

Funding Source: Title I Part A: Allocation

\$46,712.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Upgrade projectors, printers, chromebooks, computers and production technologies to increase student engagement and close the achievement gap.	4000-4999: Books And Supplies	\$14,085.00	Mathematics	Provide support for Mathematics/Science teachers/Admin -CCSS implementation and to close the achievement gap
Provide substitute coverage for participation in professional growth, department planning days and collaboration activities to increase student engagement	1000-1999: Certificated Personnel Salaries	\$1,500.00	Mathematics	Provide support for Mathematics/Science teachers/Admin -CCSS implementation and to close the achievement gap

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PBS Parent engagement	5000-5999: Services And Other Operating Expenditures	\$1,582.00		Parent Engagement activities for parents of academically at-risk students
Additional books and resources for intervention students	4000-4999: Books And Supplies	\$500.00	Mathematics	Institute mathematics intervention programs for both 7th and 8th grade to close the achievement gap for our academically at-risk studnets
Provide professional learning opportunities and collaboration time to address the needs students in developing mathematical/science skills to close the achievement gap for at-risk students	1000-1999: Certificated Personnel Salaries	\$2,500.00	Mathematics	Provide support for Mathematics/Science teachers/Admin -CCSS implementation and to close the achievement gap
Upgrade projectors, printers, chromebooks, computers and production technologies to close the achievement gap	4000-4999: Books And Supplies	\$14,085.00	English Language Arts	Provide improved technology for student and teacher use to enhance research and presentation practices for our academically at-risk students.
Provide Professional Learning opportunities	5000-5999: Services And Other Operating Expenditures	\$2,000.00	English Language Arts	Provide improved technology for student and teacher use to enhance research and presentation practices for our academically at-risk students.
Provide additional instruction for teachers of literacy in strategies to implement the CCSS	5000-5999: Services And Other Operating Expenditures	\$2,000.00	English Language Arts	Provide improved technology for student and teacher use to enhance research and presentation practices for our academically at-risk students.
Additional books & resources for instruction in ELA/Social Studies/intervention courses	4000-4999: Books And Supplies	\$500.00	English Language Arts	Provide ELA intervention for both 7th and 8th grade.
Implement Language Live intervention program	5000-5999: Services And Other Operating Expenditures	\$2,460.00	English Language Arts	Provide ELA intervention for both 7th and 8th grade.
Professional Development	5000-5999: Services And Other Operating Expenditures	\$2,500.00	English Language Arts	Admin/Teachers to participate in professional development
Provide substitute coverage for participation in professional growth, instructional rounds, planning days and collaboration activities for Target Assistance Title 1 students	1000-1999: Certificated Personnel Salaries	\$3,000.00	English Language Arts	Admin/Teachers to participate in professional development

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Title I Part A: Allocation Total Expenditures: \$46,712.00

Title I Part A: Allocation Allocation Balance: \$0.00

Funding Source: Title I Parent Involvement

\$1,418.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
PBS Parent engagement	5000-5999: Services And Other Operating Expenditures	\$1,418.00		Parent Engagement activities for parents of academically at-risk students

Title I Parent Involvement Total Expenditures: \$1,418.00

Title I Parent Involvement Allocation Balance: \$0.00

Rio Vista Middle School Total Expenditures: \$116,177.88

RIO VISTA MIDDLE SCHOOL

2016-2017

Parent Involvement Policy

Recognizing the valuable role parents play in the educational development of their children, Rio Vista Middle School's goal is to develop a strong partnership with its parents.

The intent of this policy is to clearly define current practices in a more efficient, consistent, and effective manner, as well as generate new ways of strengthening the partnership. Rio Vista's staff is committed to the following:

1. Meeting with parents/guardians to help determine what type of services will best meet the needs of their students requiring intervention for success.
2. Explaining and distributing the Home-School Compact which describes how parents/guardians, school staff, and students will share responsibility for improved student achievement.
3. Providing parents with an overview of and strongly encouraging parent participation in the various advisory groups at Rio Vista Middle School. These advisory groups offer parents the opportunity to participate in decisions related to the education of their children.
4. Informing parents on the methods available for the monitoring of student progress.
5. Providing parents/guardians with techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.
6. Providing, to the extent possible, information related to school and parent programs, meetings, and other activities that will be sent home in the language parents understand.
7. Providing interpreters for parents when necessary to promote effective communication.
8. Distributing and explaining each portion of the "Home/School Compact" to parents/guardians and students when needed.

Rio Vista Middle School Home - School Compact, 2016-2017

The faculty at Rio Vista Middle School is committed to providing a quality education for every student and to recognizing the essential role of parents and the value of their input. We ask that you join us in creating a partnership for academic excellence!

SCHOOL STAFF COMMITMENTS

I understand the importance of the school experience to every student and my role as an educator and model. Therefore, I agree to and commit to the following responsibilities:

- ✓ Communicate high expectations to every student
- ✓ Motivate every student to learn
- ✓ Enforce rules equitably and provide a safe, positive, and healthy learning environment
- ✓ Teach and involve students in classes that are interesting and challenging
- ✓ Communicate regularly with families about their student progress
- ✓ Teach grade level standards and concepts while addressing the needs of individual students
- ✓ Participate in shared decision making with other school staff and families for the benefit of students
- ✓ Respect every student and prepare them for success in college, career, and community

Teacher's Signature

Date

PARENT COMMITMENTS

I understand that my participation in my student's education will help his/her achievement and attitude. Therefore, I agree to and commit to the following responsibilities:

- ✓ Talk with my child regularly about the value of education
- ✓ Make sure that my child attends school every day, on time, and with assignments completed
- ✓ Encourage my child to engage in reading activities for at least 30 minutes every day
- ✓ Support Rio Vista/Central Unified discipline and dress code policies
- ✓ Monitor my child's progress in school
- ✓ Make every effort to attend school events, such as Parent-Teacher Conferences, Open House, Back-to-School Night, and other school events
- ✓ Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition
- ✓ Participate in shared decision making with school staff for the benefit of my student

Parent or Guardian's Signature

Date

STUDENT COMMITMENTS

I understand that my education is important and I am responsible for my own success. Therefore, I agree to and commit to the following responsibilities:

- ✓ Come to class on time, ready to learn, and with assignments completed
- ✓ Believe that I can learn and will learn
- ✓ Set aside time everyday to complete my homework
- ✓ Know and follow the school and classroom rules
- ✓ Follow Rio Vista/Central Unified dress code policy
- ✓ Take all communications home to my parent/guardian
- ✓ Ask for help when needed
- ✓ Respect my school, staff, and family

Student's Signature

Date
