

The Single Plan for Student Achievement

School: Rivera Middle School
CDS Code: 19-64527-6061295
District: El Rancho Unified School District
Principal: Yvette Ventura- Rincon, Ed.D
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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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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Rivera Middle School's Vision and Mission Statements

The vision of the Rivera Middle School community is that our students will leave with the tools necessary to be successful in high school and beyond while preparing them to be global life long learners.

The mission of Rivera Middle School is to provide an educational environment that enhances the ability of all students. While creating a partnership with our community we can guide, direct, and support our students by creating:

Effective and engaging learning environments.

Academic achievement that promotes growth and success in this new age of technology.

Goal oriented learning as set forth by the California State Standards.

Life long learners that can meet the challenges of a constantly changing global community.

Equity for all students.

Self-esteem, self-confidence, socially accepted behavior, and a safe environment.

School Profile

Rivera Middle School is one of three middle schools in the El Rancho Unified School District and is located in Pico Rivera, California. It is bordered by the 605 freeway on the east, Rosemead Boulevard on the West, Washington Boulevard on the North and Slauson Avenue on the South.

The administrative staff is made up of the principal, assistant principal, one full time counselor and one part time counselor that is shared with North Park Middle School. We have a faculty of 31 teachers: 27 regular classroom teachers, and 4 Special Education teachers. Our classified staff consists of one secretary, a clerk typist, part time clerk, one health clerk, one library media assistant, a school psychologist, two Resource Specialist Program aides, two Special Day Class aides and three one-on-one aides.

Rivera Middle School has a student population of 755 and is comprised of the following ethnic representations: Hispanic = 98.01%, Asian = 0.27%, Black/African American = 0.66%, Caucasian = .80% and Multiple or no response .27%

Rivera Middle School subgroup populations: English Learners 10.89%, GATE 12.22 %, SPED 11.60 %, Socio-economically Disadvantaged (SED) 13.90%.

Home-school communication is well established and ongoing. Parents are kept informed of their child's progress in school and input from the parents is sought on a regular basis through parent portal.

In 2017-2018 school year we have 6 scheduled minimum days and 38 modified days that will be used for staff development and school activities.

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 California Healthy Kids Survey is used to provide an overview of the culture on our campus. Overall the students feel safe, feel like teachers care about them and feel a part of the school.

Classroom Observations

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

Informal and Formal Classroom observations and evaluations will be conducted by administration.

Informal observation of classrooms occur weekly by administration. Formal Evaluations are conducted yearly for those teachers identified for evaluation for that school year. This year 17 teachers will be going through the formal observation. Procedures/ Calendar for evaluation:

On or before September 29 2017 (End of 7th week) : Teachers scheduled for evaluation are to be notified in writing.

On or before: October 13, 2017 (End of 9th week): Completion of initial conference between Administrators(s) and teacher(s).

On or before: December 15, 2017 (Winter Break): Probationary and Temporary teachers receive at least one formal observation and post-conference.

On or before: January 12, 2018 (End of 19th week): All preliminary observations, conferences and required signatures completed.

On or before: January 19, 2018 (End of 20th week): Site Administrators notify the Director of Human Resources of teacher(s) being considered for release

On or before February 16, 2018: All final evaluations, conferences, and required signatures completed for second year probationary teachers.

On or before April 20, 2018: Final observations, conferences, and required signatures for all teachers completed and sent to Human Resources Office.

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)

District Benchmark Assessments:

Annual Benchmark measures student progress on district specified state standards throughout the year. Administration disseminates test results and allows time during modified days/SIP days to analyze data and modify instruction to meet current state goals and student needs. This criterion reference tests is aligned to the new state adopted standards that describe what students should know and should be able to do at each grade level in each subject area. Data drives lesson and curriculum planning.

California English Language Development (CELDT):

Measures the English Language Development of students whose primary language is a language other than English. Includes assessments in English reading, speaking and written skills. Administration disseminates test results and allows time during modified days/SIP days to analyze data and modify instruction to meet current state goals and student needs.

English Learner Proficiency Test for California (ELPTC)

State and federal law require that local educational agencies administer a state test of English language proficiency (ELP) to

eligible students in kindergarten through grade twelve. The California Department of Education (CDE) is transitioning from the CELDT to the ELPAC as the state ELP assessment by 2018. The ELPAC will be aligned with the 2012 California English Language Development Standards. It will be comprised of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

California Alternative Assessment (CAA)

The CAAs for ELA and mathematics in grades three through eight and grade eleven are individually administered to students who have an individualized education program that indicates the use of an alternate assessment on statewide assessments. All eligible students are required to participate in these online assessments.

English Language Development Progress Reports:

Tri-annually measures English Learner progress through district ELD program unit tests toward fluent English proficiency (redesignation). Teachers submit scores to district office 3 times a year and articulate with next years ELD teacher to assure appropriate placement and the best possible learning environment.

The Smarter Balanced Assessment System (SBAC)

The SBAC utilizes computer adaptive tests and performance tasks that allow students to show what they know and are able to do. This system is based on the Common Core State Standards (CCSS) for English–language arts (ELA) and mathematics. The Smarter Balanced Assessment System has three components: the Summative Assessments, designed for accountability purposes; Interim Assessments, designed to support teaching and learning throughout the year; and the Digital Library, designed to support classroom-based formative assessment processes. The Smarter Balanced Assessment System Graphic (PDF) displays the relationship between these components, the Common Core State Standards, and college and career readiness.

The California Science Test (CAST)

The CAST is an online test based on the California Next Generation Science Standards. All local educational agencies (LEAs) with eligible students in grades five and eight will administer a pilot CAST. LEAs with eligible students in high school (i.e., students in grades ten, eleven, or twelve) who were pre-selected and only one grade will participated in the spring 2017 pilot. The CAST pilot used the current California Assessment of Student Performance and Progress test delivery system and was administered online. Students did not receive scores for the pilot test; however, student participation data will be collected and reported for accountability.

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

During the modified days, teachers have the opportunity to meet in Departments and discuss students progress in courses. Individual conferences occur between teachers to discuss individual students progress and how teachers can modify instruction for special subgroups.

Staffing and Professional Development

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

Rivera Middle School students are instructed by highly qualified teachers. All teachers are highly qualified or in training to become highly qualified.

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

Two teachers attended AVID training during the summer.

Eight teachers attended International Baccalaureate Middle Years Program during the summer. One teacher attended MYP Art, three teachers attended MYP Science, four teachers attended MYP Language and Literature Training.

All teachers, admin and counselors attended a one day workshop " Launching Middle Years Program" part of the International Baccalaureate program.

Teachers meet during modified days to develop pacing guides and lesson plans.

99% of teachers have been received Project Based Learning training by end of the 2016-2017 school year.

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

Staff development is designed to provide dynamic standards based instruction to students of all levels. Teachers meet weekly to evaluate, coordinate, and plan lessons which are based on assessment standards and address needs which are demonstrated by the assessment results.

Accelerated Reader/Star: Provides systematic feedback in reading comprehension and vocabulary development of students. Teachers use information to continually set goals for students to achieve and to consult with students to provide instruction and strategies in reading comprehension. AR refresher meeting conducted by Administrator. Principal allowed for teachers to brainstorm any problems with the program. Need to motivate students. Rewards program will be started up again where students will be rewarded for attaining an 80% or higher on test, most improved and also top highest point winners will be awarded.

English Language Development Progress Reports: Allows teachers to assess and reflect on the language development and acquisition of English Language Learners and modify instruction, if necessary, to facilitate comprehension. First Progress Report was turned in November, the 2nd reports will be submitted in March and the last in May. ELD teachers reviewed procedure for assessment of EL students for the progress reports. They were also provided with an opportunity to coordinate assessment schedules and a timeline for administering the assessment.

CELDT(California English Language Development Test): Scores help teachers and school administrators determine the English language proficiency of pupils whose primary language is a language other than English. Staff development will be based on test results. EL teachers will meet to discuss the progress students have made since their last annual assessment and plan for next year.

Mathematics Curriculum Council: Item analysis of data to identify major components of instruction that need revisiting to benefit the majority of students in the class. The district math curriculum council provides teachers with valuable resources, as well as supplemental support within their own classroom. Teachers follow lesson studies each month to provide collaboration between school sites both vertically and horizontally. Based on assessment instruction is modified to meet needs of specific students assessed. Teachers then use a variety of techniques and assessments to check for student master of content standards.

Language Arts Curriculum Council: Item analysis of data to identify major components of instruction that need revisiting to benefit the majority of students in the class. Like the MCC, the district Language Arts Curriculum Council provides teachers with valuable resources, as well as supplemental support within their own classroom. The LACC is instrumental in taking a lead in the development of CCSS materials and assessments. Based on assessments, instruction is modified to meet needs of specific students assessed.

Science Curriculum Council: a District council that assists in the implementation of the Next Generation Science Standards .

Visual and Performing Arts Curriculum Council: a District Council that assists in the implementation of the arts.

English Learner Program Compact Teacher Committee: a district committee that meets to ensure there is communication between the district and school sites on all aspects of English Learners.

Positive Behavior Interventions and Support (PBIS) Coach: The Coach will lead the PBIS Leadership Team which will enhance policy, update action plans, and revise decisions and activities. Internal Coach will have the additional responsibility of gathering and presenting information for the implementation plan in order to enable implementation with integrity. Each coach will participate in all evidence based intervention training, including training/coaching on PBIS and RtI. The Coach will also be responsible for maintaining and sustaining all existing evidence based interventions such as but not limited to: Character Counts, Olweus Bullying Prevention Program, Too Good for Drugs/Violence, Safe Dates, and the Good Behavior Game.

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

El Rancho Unified School District continues to provide a variety of incentives to attract the highest qualified teachers. Additionally, new teachers are provided a strong beginning teacher support program with professional development that meets the needs of each individual through the Los Angeles County BTS Consortium.

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

Staff Development

Every effort will be made to select training opportunities which will result in the maximum number of staff members trained. All teachers have attended Launching Middle Years Program on August 15, 2017. International Baccalaureate Training for teachers in their subject areas will continue for the next three years. In addition district PBL training will occur for new staff member. KYTE Learning has been purchased to provide ongoing technology training at staffs own pace.

Teachers from all subject areas will be identified to attend training and will be responsible to providing feedback/staff development to other staff members.

Teaching and Learning

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

Planning guides

Different planning guides are available for teacher use and implementation of the Common Core State Standards through the District Adopted Text books for each core subject(Language Arts, Math, Science, Social Studies).

Curriculum alignment tools

A variety of supplemental instructional materials are available for use through district adopted textbook publishing companies to facilitate and curriculum alignment.

Instructional strategies

The use of SDAIE strategies, manipulatives, teacher generated tests, and other activities including but not limited to hand-on activities, grouping, and student led lessons help instill higher order problem solving skills.

Program Structure

The program structure is based on the idea of doing what is “ Best for Kids.” Rotating schedule is used to optimize student learning in all areas, by allowing them to have classes at a different time each day.

Modified Day Agenda Outcome

The outcome of the modified agenda is reflective in the notes from the discussions held in grade level and department articulations. Progress is monitored. It also allows for articulation amongst staff members on how to assist students to optimize learning. Also Modified days allow for teachers to make recommendations to administration on how to better address our students needs.

Benchmark Assessments

District Benchmarkas are completed once a year to assess student proficiency of the State Standards. The exams are used to modify instruction to address student needs

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

Rivera Middle school adheres to the instructional minutes for reading/language arts and mathematics.

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

2nd Semester two intervention courses will be offered at 7th and 8th Grade - Math (Math Academy). Math Academies are for students who were recommended by previous year teachers for additional support in mathematics. The master schedule allows for flexibility through out the year to move students in and out of the academies based on the students needs and recommendations of teachers.

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

ELD Teachers, Counselor DPI Assessments, CELDT Scores, CST Scores, HLS, Teacher Recommendations Accessible to all students identified English Learners.

Special Education

District guidelines are used to identify Sp. Ed. Students. Two RSP teachers and 2 Special DayClass teachers are on site to assist as well as full time school psychologist and full time speech pathologist. List of students identified and modifications required for each student are provided to teachers at the beginning of the school year. SPED students are placed in the least restricted environment. Collaboration takes place between the regular Ed. Teacher & the SPED teacher to best meet student needs.

Redesignated Fluent English Proficient –RFEP

Site Bilingual Resource Teacher works with district reclassification guidelines to reclassify students that meet criteria. Grades, CAASPP Scores, ELD Profiles Accessible to all English learners that meet criteria for reclassification.

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)

Mathematics:

Grade 6 Core Connections, Course 1

Grade 7 Core Connections, Course 2

Grade 8 Core Connections, Course

Grade 8 Integrated Math 1

Reading/Language Arts

Grade 6 Reading, Houghton Mifflin

Grade 7-8 Timeless Voices, Timeless Themes, Prentice Hall

Science

Grade 6: Focus on Earth Science California Edition © 2007 Glencoe/McGraw-Hill

Grade 7: Focus on Life Science California Edition © 2007 Glencoe/McGraw-Hill

Grade 8: Focus on Physical Science California Edition © 2007 Glencoe/McGraw-Hill

Social Science

Grade 6: World History: Ancient Civilization , McDougal Littell

Grade 7: World History: Medieval and Early Modern Times, McDougal Littell

Grade 8: Creating America: Beginnings through World War I, McDougal Littell

ELD

Grades 6-8 High Point, Hampton- Brown

Opportunity and Equal Educational Access

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

School Counseling

School Counselors provide supplemental counseling to student in grades 6 - 8. During these meetings a review of the student's academic record is conducted and information on promotion requirements, high school graduation and college preparation are reviewed and discussed.

Mental Health Counselors

Mental Health provide mental health services to students who have been referred by a staff member. There are two district mental health counselors that are assigned to our site. One for one day and the other for two days a week.

Program scheduling:

The program scheduling is based on the idea of doing what is "Best for Kids." It is a student centered master schedule. Rotating schedule is used to optimize student learning in all areas, by allowing them to have classes at a different time each day. With the exception of the few accelerated classes and academy classes, students are placed into classes heterogeneously to enable students of different ability groups to receive the core instruction. Program scheduling allows for flexibility when scheduling students.

Mathematics Intervention: Students who have been recommended by teachers as needed extra support have been recommended for Mathematics Academy Classes. Grade 7/8 Only second semester.

Instructional practices:

Teachers develop innovative lessons for their individual classes based on current test/assessment data. Lessons are designed around the California State for the Teaching Profession to provide class instruction based on student need and learning styles.

English Language Development:

Students and teachers are provided with District adopted textbooks and assessments. Training and use of textbooks and supplemental materials is made available to teachers and staff at in-services and through textbook publishers.

Student Study Team (SST):

The SST is designed to determine a course of action in addressing specific student needs as identified by teachers or parents. The SST recommends alternative teaching techniques, interventions and if necessary, further assessments to evaluate the student for potential learning disabilities.

14. Research-based educational practices to raise student achievement

Teachers use a variety of research based educational practices which include SDAIE Strategies, Depth of Knowledge and Cornell Notes.

All 6th Grade students that are not in SDC classes are receiving study and organizational skills through their Academic Academy classes. Some study skills include: Cornell Notes, Character counts, use of minders binders and test taking skills.

Parental Involvement

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

School Counseling:

School Counselors schedule and meet with all students and parents to discuss and explain educational data, school promotion requirements and high school graduation requirements and college/vocational preparedness. During these meetings the parent,

student and counselor develop a plan to meet the individual educational and personal/ social needs of the student. In addition, the counselors facilitate group counseling, crisis intervention and peer mediation sessions.

Community Resources at the School

Rivera Middle School collaborates with several community partners in order to provide needed services to students. Many agencies have entered MOU agreements with the school in order to provide the services on site. The School Counselors provide referrals and link families to agencies that provide child and family mental services through ALMA Family Services, alcohol and drug counseling with MELA Counseling Services, prevention and intervention programs by the Sheriff's Department, parenting education through SPIRITT Family Services and basic needs referrals.

A district paid full time Library Media Assistant is utilized to fully implement the Accelerated Reader program. The time needed to check out books, review tests, and re-shelve books is critical for this program to run efficiently.

SSC- School Site Council:

Meetings are held at Rivera Middle School on a monthly schedule. Needs of all students are addressed. The results of these meetings will indicate the steps necessary for the student to become successful in their academic program.

ELAC – English Learner’s Advisory Council:

ELAC delegates responsibilities to SSC. Administrative, community and teacher representation are present to discuss school activities and concerns.

DAC – District Advisory Council:

Member elected from SSC to attend and represent Rivera Middle School at meetings.

DELAC – District EL Advisory Council:

Member elected from SSC to attend and represent Rivera Middle School at meetings.

Department Chairs - Department Chairs work continuously with the school administration to develop the school wide curriculum plan. The chairs insure continual planning time, curriculum review, assessment review and follow up, and lesson design based on the Common Core State Standards for their specific subject area.

Character Counts - Character education is an important part of Rivera's building of the "whole child". Monthly themes surrounding the Character Counts curriculum identifies positive character traits and reinforces it with lessons, announcements and recognition of students who have displayed those traits.

OLWEUS Anti-Bullying Program - The impact of bullying on students is potentially damaging to students self esteem, academics and overall school experience. In conjunction with the district, Rivera has implemented the OLWEUS antibullying program to address the issue. Students receive anti-bullying instruction where they are able to identify the characteristics of bullying, the consequences of it and what actions they can take when they are either a victim or witness it on campus. Rivera has adopted the policy/slogan, "At Rivera Middle School, No One Stands Alone". This allows for the sense that no student has to bear the burden or consequences of bullying and that they are always supported on site by students, teachers and staff.

Positive Behavior Intervention and Supports

Positive Behavior Interventions and Supports (PBIS) is a proactive system-wide framework for creating and maintaining safe and effective learning environments in schools, and ensuring that all students have the social skills needed to ensure their success at school and beyond.

Check N Connect Teams- is used to increase student achievement by linking educational interventions with needed support services.

The implementation of programs i.e. Accelerated Reader, and other interventions are difficult to schedule at the 7th and 8th grade levels due to departmentalized instruction.

Student absences are problematic that negatively affects student achievement are monitored by our Welfare and Attendance Counselor.

With an enrollment of 755 students for the 2017-2018 school year, a critical need is evident in the office and custodial services. More classrooms and more students require more staff in supervision, attendance, clerical, counseling, and custodial services.

Parent involvement at Rivera Middle School has always been a challenge for multiple reasons. Low-income, educational levels, home environment, and parents' hours of employment can attribute to lower parent involvement at school and home.

Students transferring between schools and districts due to parents' constant relocation because of issues relating to income, job market, and court appointed guardianship.

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)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs through the School Site Council. School Site council provides input on how the budget should be used. School Site council also reviews the school plan, monitors and approves the SPSA throughout the school years School site council meetings.

Funding

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

Extended Library Hours:

Library is open two days a week from 3pm to 4pm. During this time students can come check out books and have access to the internet for class assignments.

After School Support Classes/Homework Club

An after school Tutoring and homework club is available to assist students two times a week with any homework assignment needs. Teachers are available to provide assistance.

Department Chair Positions:

The Department Chairs are responsible for representing the subject matter departments across the three grade levels. They are the subject matter coordinators who plan, organize and make recommendations for training and staff development. The Chairs serve as a resource to staff members as well as to the school leadership team. Chairs prepare assessments, collect data, present department goals, facilitate planning and monitor program effectiveness.

18. Fiscal support (EPC)

Rivera Middle School receives Title 1 funding . All Federal, state and local services and programs are coordinated and integrated at Rivera Middle School as outlined throughout the SPSA plan.

Description of Barriers and Related School Goals

Student absences are problematic and negatively affect student achievement.

With an enrollment of 756 students for the 2017-2018 school year, a critical need is evident in the office and for supervision before and after school. More classrooms and more students require more staff in supervision, attendance, clerical, counseling and custodial.

The funding from state and federal programs is limited and the assistance of paraprofessionals (Aides is very costly to the program). More funding is needed in order to completely and fully implement programs for our under-performing students and to provide the technological skills for the 21st century. Funding is also a need for after school programs as the needs of the students grow.

Staff Development is a critical area of need if we are going to continue to offer curriculum needed for our students. Out of school conferences and seminars on current successful program is needed for faculty and staff.

Vertical articulation with the elementary and high school common planning and sharing of ideas in all areas is greatly needed. Horizontal articulation with the other two middle schools is needed.

Access to technology is a barrier as we are limited to sharing 16 chrome carts, 1 HP Cart, 1 PLTW Cart (Specifically for the PLTW classes), 32 Mac computers (for computer class) and with a school population of 753. Goal is to become a 1:1 with technology.

As RMS moves towards becoming an International Baccalaureate World School an IB Coordinator is needed.

Parent involvement for our ELAC has been an barrier as it has been difficult to find an English Learner parent.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	275	259	245	273	254	240	273	254	240	99.3	97.7	98
Grade 7	243	271	252	243	269	250	242	269	250	100.0	99.3	99.2
Grade 8	249	238	265	248	234	263	248	233	263	99.6	98.7	99.2
All Grades	767	768	762	764	757	753	763	756	753	99.6	98.6	98.8

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2497.8	2475.7	2485.5	6	4	5.83	31	21	25.83	32	35	31.67	31	40	36.67
Grade 7	2508.7	2512.3	2507.0	3	7	6.40	27	28	28.00	32	27	26.80	37	38	38.80
Grade 8	2546.6	2540.9	2520.8	6	5	4.18	38	36	29.28	31	33	31.94	24	25	34.60
All Grades	N/A	N/A	N/A	5	6	5.44	32	28	27.76	32	31	30.15	31	35	36.65

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 6	10	7	8.75	49	41	49.17	41	52	42.08	
Grade 7	8	14	12.00	47	46	44.00	45	41	44.00	
Grade 8	15	15	11.41	52	49	43.73	33	45	44.87	
All Grades	11	12	10.76	49	45	45.55	40	43	43.69	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	13	9	10.04	51	43	49.37	36	48	40.59
Grade 7	14	18	18.80	50	45	44.80	36	37	36.40
Grade 8	19	11	10.65	56	60	52.09	25	28	37.26
All Grades	15	13	13.16	52	49	48.80	32	38	38.03

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	10	6	9.17	69	75	61.67	21	19	29.17
Grade 7	7	8	6.80	66	64	60.40	28	28	32.80
Grade 8	8	5	9.13	71	75	67.30	21	20	23.57
All Grades	8	6	8.37	68	71	63.21	23	23	28.42

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	17	15	16.67	67	61	49.17	16	24	34.17
Grade 7	11	16	16.80	59	54	49.60	31	30	33.60
Grade 8	14	15	13.69	57	58	50.95	25	24	35.36
All Grades	15	16	15.67	61	58	49.93	24	26	34.40

Conclusions based on this data:

1. There is a large number of students at each grade level that have not met the new Common Core Standards as based on the CAASPP test scores.
2. There is room for growth in all ELA areas Lowest percent above standard is Listening at 8.37% above standard and the highest percent was Writing at 13.6%above standards.
3. Our largest groups are in the at or Near standard for all areas.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	275	259	245	273	254	242	271	254	239	99.3	97.7	98.8
Grade 7	243	270	252	241	268	250	239	267	250	99.2	99.3	99.2
Grade 8	249	238	265	247	234	262	243	234	262	99.2	98.7	98.9
All Grades	767	767	762	761	756	754	753	755	751	99.2	98.6	99

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2471.6	2480.6	2466.2	5	5	3.77	13	15	15.90	33	39	33.47	48	42	46.86
Grade 7	2483.9	2484.1	2480.9	7	9	10.80	15	13	10.00	28	27	24.80	49	51	54.40
Grade 8	2500.2	2528.3	2494.4	11	13	12.60	11	16	8.02	29	32	23.28	48	39	56.11
All Grades	N/A	N/A	N/A	7	9	9.19	13	14	11.19	30	33	27.03	48	44	52.60

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 6	9	8	7.98	27	30	32.35	64	61	59.66	
Grade 7	11	14	14.00	31	26	22.00	58	60	64.00	
Grade 8	15	20	13.36	31	33	25.19	54	47	61.45	
All Grades	12	14	11.87	29	30	26.40	59	56	61.73	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	5	7	6.28	47	49	41.84	48	44	51.88
Grade 7	11	11	12.00	41	36	38.00	48	54	50.00
Grade 8	9	12	13.36	54	53	30.53	37	35	56.11
All Grades	8	10	10.65	47	46	36.62	44	45	52.73

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	8	6	7.95	51	54	44.35	41	39	47.70
Grade 7	8	9	12.80	71	48	42.80	21	44	44.40
Grade 8		15	11.83	44	56	43.89	42	29	44.27
All Grades	10	10	10.92	55	52	43.68	35	38	45.41

Conclusions based on this data:

1. There is a large number of students at each grade level that have not met the new Common Core Standards as based on the CAASPP test score.
2. Overall Problem Solving and Modeling Data Analysis where they students scored the lowest at 10.65 % above standard the highest was Communicating Reasoning at 10.92 % above standard.
3. There is room for growth in all areas of mathematics.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	18	18	8	39	39	35	30	35	41	9	8	8	4		8
7	29	14	15	44	34	48	16	26	22	7	17	15	4	9	
8	19	10	7	37	52	14	33	26	50	5	13	14	7		14
Total	22	15	10	40	41	33	26	30	38	7	12	12	5	3	8

Conclusions based on this data:

1. The largest percentage of RMS students scored in the Early Advanced.
2. The largest number of English Learners that met the CELDT Criterion for reclassification is last years 6th Grade students .
3. We currently have 4 sections of ELD based on needs of 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	18	18		39	37		30	33		9	8		4	4	
7	29	13		44	32		16	24		7	16		4	16	
8	19	10		37	52		33	26		5	13		7		
Total	22	14		40	39		26	28		7	12		5	7	

Conclusions based on this data:

1. Highest number of English Learners are in the 6th grade.
2. 40% of our English Learners scored in the Early Advanced level.
3. 26% of our English Learners scored in the intermediate level.

LCFF State Priorities Snapshot

Planned Improvements in Student Performance

School Goal #1

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 student performance 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/LCAP GOAL:
Upon graduation, all students will demonstrate fluent literacy skills using both literary and informational texts.
SCHOOL GOAL #1:
Upon Promotion, Rivera Middle School students will demonstrate literacy skills using both literary and informational texts. To increase the overall achievement of RMS in grades 6-8 as measured by the CCSS assessment criteria by a minimum of 5 % increasing from 33.2% at or above standards to 38.2 % by June 2018
Data Used to Form this Goal:
To properly measure academic gains the CAASPP summative scores from the 2016-2017 were used.
Findings from the Analysis of this Data:
The percent of students who met or exceeded the ELA standards was 33.16 % down .83 % from 2016-2017.
How the School will Evaluate the Progress of this Goal:
The following evaluation tools will be used to measure the progress of students in attaining this goal: CAASPP scores , Teacher made monthly benchmark assessments, district assessment, CELDT scores.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Materials are needed in addition to the regular district wide adoptions. The materials are proven to assist conceptual understanding, and student success. The materials will be used as part of the regular school day as well as part of the after school program. Selection of the materials is based on teacher recommendation and review by school leadership and will include but not limited to books and technology.	2017-2018 School Year	Principal Department Chairs Teacher Parents	Common Core supplemental materials for classrooms	4000-4999: Books And Supplies	Title I	2000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In order to increase student vocabulary, promote reading for enjoyment, and to raise the overall reading ability of students funds are to be directed to the RMS library for the purchase of reading materials and online World Books. Library Text, books, periodicals, technology, audio and other reading support materials will be purchased with these funds.	2017-2018 School Year	Principal All teachers Library Media tech Students Parents	Library Text, books, periodicals, technology, audio and other reading support materials.	4000-4999: Books And Supplies	Title I	2000.00
Staff will attend professional development both inside and outside the school site. The goal of professional development is to enhance staff knowledge of the most effective instructional practices, build on skills already attained, and all for adaptation of current practices to changes in the education profession. Our main focus is International Baccalaurate, Technology, Project Based Learning.	2017-2018 School Year	Administration Teachers Classified staff as appropriate	Staff Development, conferences, presenters, etc Sub Costs	5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries	Title I Title I	2000 1000
Provide ongoing PD through LACOE AND AVID Coordinator meetings, supplies needed for program and sub time for planning for the AVID Program and AVID field trips.	2017-2018 School year	Administration AVID elective teachers College Tutors	AVID SUMMER INSTITUTE for teacher training Sub costs needed for workshops, collaboration and field trips AVID WEEKLY College Tutors (2)	5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures 2000-2999: Classified Personnel Salaries	District Funded Title I District Funded District Funded	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Accelerated Reader is used in English Classes to increase students reading comprehension and vocabulary	2017-2018	Library Media Technician English Teachers SPED teachers	Students read books from library and take reading comprehension test and data can be gathered.	None Specified	District Funded	0.00
			Extra duty pay for library media tech for extended library hours	2000-2999: Classified Personnel Salaries	LCFF - Base	5000.00
Teacher Collaboration provided during modified days to discuss pacing, projects and curriculum.	2017-2018	teachers	Time embedded in school calendar	None Specified	None Specified	0.00

Planned Improvements in Student Performance

School Goal #2

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 student performance 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/LCAP GOAL:
Upon graduation, all students will demonstrate the mathematical skills required to be an astute problem-solver.
SCHOOL GOAL #2:
Upon promotion students will demonstrate mathematical skills required to be an astute problem solver. To increase the overall math achievement of RMS in grades 6-8 as measured by the CCSS assessment criteria by a minimum of 5 % increasing from 20.38.% at or above standards to 25.38 % by June 2018
Data Used to Form this Goal:
To properly measure academic gains the CAASPP scores from the 2016-2017 were used.
Findings from the Analysis of this Data:
The number of students who met or exceed the standards was 20.32 % which is 3% decrease from the 2016-2017 CASSPP scores
How the School will Evaluate the Progress of this Goal:
The following evaluation tools will be used to measure the progress of students in attaining this goal: SBAC scores , District made annual benchmark assessments, Teacher made assessments, Publisher generated test.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development opportunities will be made available to staff. All workshops, presentations, etc.. will be research based with the goals of improving instruction, meeting student needs and addressing the meeting of state standards. Focus is on International Baccalaureate Middle Year Program, Program Based Learning and Technology.	2017-2018 School Year	Administration Staff	Substitute cost	1000-1999: Certificated Personnel Salaries	Title I	3000.00
			Workshops, conferences	5000-5999: Services And Other Operating Expenditures	Title I	3000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Collaboration provided during modified days to discuss pacing, projects and curriculum.	2017-2018	Math teachers	Time embedded in school calendar	None Specified	None Specified	
Monthly Saturday School provides opportunity for students to get additional help with mathematics	2017-2018	Admin Teachers	Saturday School	1000-1999: Certificated Personnel Salaries	District Funded	

Planned Improvements in Student Performance

School Goal #3

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 student performance 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: All Subjects
LEA/LCAP GOAL:
All students will graduate from high school ready for college and career based on Common Core State Standards in all content areas.
SCHOOL GOAL #3:
RMS students will promote from middle school ready for High School based on Common Core State Standards in all content areas. To increase the number of students who have met or exceeded standards in grades 6-8 on the CAASPP measured by the CCSS assessment criteria by a minimum of 5%. Increase the number of students who have met or exceeded standards from 20.38.% to 25.38 % and in ELA 33.2% to 38.2 % by June 2018.
Data Used to Form this Goal:
Data used was taken from the 2016-2017, CAASPP and CELDT Testing scores, subgroup Data.
Findings from the Analysis of this Data:
The data shows an large number of special education students and english learners not meeting standards in both ELA or Math.
How the School will Evaluate the Progress of this Goal:
The following evaluation tools will be used to measure the progress of students in attaining this goal: SBAC, District made bi-annual benchmark assessments, Teacher made monthly benchmark assessments, Publisher generated end of unit test and reclassification data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Materials are needed in addition to the regular district wide adoptions. The materials are proven to assist conceptual understanding, and student success in all subject areas. The materials will be used as part of the regular school day as well as part of the after school program. Selection of the materials is based on teacher recommendation and review by school leadership and will include books, and technology.	2017-2018 School year	Admin Dept Chair Staff	Supplemental materials, text, workbooks, technology, etc..	4000-4999: Books And Supplies	Title I	3000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Emails provided to teachers with SPED and ELD instructional Strategies.	2017-2018	Principal	Monthly	None Specified		0.00
Project Based Learning Leads are to facilitate and organize PBL information for grade level implementation and for showcase. Two per grade level	2017-2018	Principal PBL Grade Level leads	Extra duty extra pay	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2808.50
English Learner Program Contact Teacher provides support to transitions students from EL to RFEPS	2017-2018	ELPCT	Subcosts	1000-1999: Certificated Personnel Salaries	Title I	600.00
Sub release time for SPED teachers to assess and address needs of students on their caseloads such as updating files, contacting parents, writing up IEP's.	2017-2018	SPED teachers	Sub costs	1000-1999: Certificated Personnel Salaries	Title I	2000.00

Planned Improvements in Student Performance

School Goal #4

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 student performance 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: Other
LEA/LCAP GOAL:
ERUSD will invest resources to ensure a safe and productive 21st century learning environment for all students.
SCHOOL GOAL #4:
RMS will invest resources to ensure a safe and productive 21st century learning environment for all students and increase the number of computers access to students. Increase are chrome books from 14 chrome carts to 16 carts.
Data Used to Form this Goal:
Administration observation and last year testing schedule, student feedback from LCAP student roundtable, California Healthy Kids Survey.
Findings from the Analysis of this Data:
There is a need for additional technology to be used for classes and for the CAASPP. Students need more access to technology in the classroom and RMS will Continue year 2 of PBIS
How the School will Evaluate the Progress of this Goal:
The school will evaluate this goal by an increase in the use of technology in the classroom by teacher observations. To evaluate PBIS implementation would be through faculty meeting agendas.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase of technology (computers, projectors, software, licenses) for use in classrooms and library.	2017-2018 School Year	Administration	Computers,software, projectors, etc..	4000-4999: Books And Supplies	Title I	25000.00
Professional Development opportunities will be made available to staff. All workshops, presentations, etc.. will be research based with the goals of improving instruction, meeting student needs and addressing the meeting of state standards. Focus is on Technology and CCSS.	2017-2018	Administration Teachers	Conference fees	5000-5999: Services And Other Operating Expenditures	Title I	3000.00
			Sub costs	1000-1999: Certificated Personnel Salaries	Title I	2000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6th Grade Academic Academy	2017-2018	Administration Academic Academy Teachers	Provide 6th grade with study skills and access to Email with permission of parents. Sub costs for planing	1000-1999: Certificated Personnel Salaries	Title I	600
Teachers are provided technology strategies during modified days and through emails .	2017-2018	Administration teachers	Technology application is shared with teachers during staff meetings or through weekly email.	None Specified	None Specified	0
Currently in 3rd year of PBIS training for site team. PBIS team attends professional development throughout the year and summer needs release time to plan, gather data, develop staff professional development in order for school wide implementation. PBIS planning also includes certificates and incentives.	2017-2018	Admin PBIS lead PBIS Site team	sub costs	1000-1999: Certificated Personnel Salaries	Title I	3000.00
			incentives for students	4000-4999: Books And Supplies	Title I	2000.00
Custodial and Health Supplies needed for day to day operation	2017-2018	Health Clerk Head custodian School Secretary Admin	Supplies needed for day to day operations of school	4000-4999: Books And Supplies	LCFF - Base	10000
Office and teacher supplies	2017-2018	School Secretary Admin	Supplies needed for day to day operations of school and for teacher's classrooms	4000-4999: Books And Supplies	LCFF - Base	10000
CCGI platform used with primarily 8th grade students.	2017-2018	Counselors	Training for AVID Teachers and Academic Academy Teachers	1000-1999: Certificated Personnel Salaries	District Funded	
School Security Officer	2017-2018	Administration sso	Add a SSO to provide additional supervision during school hours	2000-2999: Classified Personnel Salaries	LCFF - Base	8635.68
School Security Officer for 7:00 am opening	2017-2018	Admin sso	Additional SSO needed for morning Coverage paying the difference of salary for a noon aide.		LCFF - Base	3000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			District Funded			

Planned Improvements in Student Performance

School Goal #5

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 student performance 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: Parental Involvement
LEA/LCAP GOAL:
ERUSD will actively promote and invest in engaging parents and students in classroom activities and extended learning opportunities.
SCHOOL GOAL #5:
RMS will actively promote and invest in engaging parents and students in classroom activities and extended learning opportunities. Increase parent participation in school activities by 10%.
Data Used to Form this Goal:
Sign In sheets from Back to school, field trips, parent conferences, and use of parent portal.
Findings from the Analysis of this Data:
There continues to be a need to increase parent communication and involvement.
How the School will Evaluate the Progress of this Goal:
SSC attendance sign in sheets, sign in sheets for school wide events, increased contact with home/teacher/office via teleparent phone log, parent conference sign in sheets.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continuous production and monitoring of media to include, newsletters, teleparent, social Media, flyers, emails etc... will be provided for by the school. In some cases the tasks as stated may incur no cost at all.	2017-2018 School year	Principal Assistant Principal Counselors All other staff	Communications supplies and materials	4000-4999: Books And Supplies	Title I	589.00
Provide Workshops, field trips, and newsletters for parents regarding the whole child and Common core	2017-2018	Principal Leadership Team Parents Teachers	Parent Workshops	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1841

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Sub costs for workshop	1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	2200
Parents were provided opportunities to attend parent workshops such as HOT and ERUSD Parent Workshops.	2017-2018	Principal District Staff	Parents are notified of workshops by email, on website and facebook	5000-5999: Services And Other Operating Expenditures	District Funded	

Planned Improvements in Student Performance

School Goal #6

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 student performance 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: All
LEA/LCAP GOAL:
ERUSD will provide differentiated learning options for students above and beyond the core program.
SCHOOL GOAL #6:
RMS will provide differentiated learning options for students above and beyond the core program to increase student achievement goal. To increase grade level proficiency in grades 6-8 on the CAASPP assessment as measured by the CCSS assessment criteria by a minimum of 5% . Increase the number of students who have met or exceeded standards from 20.38.% to 25.38 % and in ELA 33.2% to 38.2 % by June 2018.
Data Used to Form this Goal:
CAASPP ELA and Math scores.
Findings from the Analysis of this Data:
Students need additional support in their classes
How the School will Evaluate the Progress of this Goal:
By sign in sheets from afters school tutoring and after school sign in sheets from Library and CAASPP scores

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students with low test score, performing below average on teacher assessments, school and district benchmarks, SBAC scores, etc... will be assigned and/or may attend after school tutoring to be provided with additional support from staff and be monitored for effort and success.	2017-2018	Administration Teachers	After School Staffing	1000-1999: Certificated Personnel Salaries	Title I	20000.00
Teachers will develop intervention lessons to meet the needs of all students	June 1, 2018-June 30, 2018	Administration Department chairs Teachers	Intervention Unit Planning- IB	1000-1999: Certificated Personnel Salaries	Title I	4660.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Saturday School once a month is provided for students to make up work, review concepts and access technology.	2017-2018	Student Services Admin Teachers Student services	Dates on RMS calendar	1000-1999: Certificated Personnel Salaries	District Funded	
Intervention Courses offered at the 7th and 8th grade in Math for those students who need additional support.	2017-2018	Admin Teachers	Classes scheduled into master schedule and students recommended by teachers for second semester	None Specified	None Specified	0.00
Summer school offered for Accelerated mathematics (7th/8th Grade) and an intervention math class	2017-2018	Assitant Superintendent of educational services Admin Teachers	Extra duty extra pay College tutors School Security Officer	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	District Funded LCFF - Base LCFF - Base	
English Learner Literacy Classes offered after school twice a week	2017-2018	Principal District Categorical Coordinator Teacher	Extra Duty extra pay	1000-1999: Certificated Personnel Salaries	District Funded	



El Rancho Unified School District

Title I Program Improvement (PI) Required Components Checklist

The following components required in Title I, Part A, Section 1116, for PI are addressed in the Rivera Middle School School Single Plan for Student Achievement as indicated below.

Required PI Plan Components		SPSA Reference Page(s)
	1. Scientifically-based research: Incorporate strategies based on scientifically-based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement	
	2. Successful Policies & Practices: Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students enrolled in the school will meet the State's proficient level of achievement on the State academic assessment.	
	3. Professional Development (PD):	
	Provide an assurance that the school will spend not less than 10 percent of the Title I funds made available to the school for each fiscal year that the school is in program improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that -	
	Directly addresses the academic achievement problem that caused the school to be identified for school improvement	
	Meets the requirement for professional development activities under section 1119	
	Is provided in a manner that affords increased opportunity for participating in that professional development	
	4. 10% Title I Reservation: Specify how the funds described above in (3) will be used to remove the school from school improvement status.	
	5. Specific Annual, Measurable Objectives: Establish specific annual, measurable objectives for continuous and substantial progress by each group of students enrolled in the school that will ensure that all such groups of students will meet the State's proficient level of achievement on the State academic assessment.	
	6. Parent Notification: Describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that parents can understand.	
	7. Shared Responsibility for Improvement: Specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency.	
	8. Parent Involvement: Include strategies to promote effective parental involvement in the school.	

	9. Extended Learning: Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year.	
	10. Incorporation of a teacher mentoring program: Activities to coach and assist teachers in their effectiveness working with at-risk subgroups.	



El Rancho Unified School District

Title I School Wide Plan Required Components Checklist

The following components required in NCLB Title I, Part A, Section 1114 for SWP are addressed in the Rivera Middle School School Single Plan for Student Achievement as indicated below.

Required SWP Plan Components	SPSA Reference Page(s)
1. Comprehensive needs assessment of the entire school: Based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards	3-12
2. Schoolwide reform strategies that: <ul style="list-style-type: none"> ▪ provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement ▪ use effective methods and instructional strategies that are based on scientifically based research that – <ol style="list-style-type: none"> 1. strengthen the core academic program; 2. increase the amount and quality of learning time, such as providing extended opportunities outside the regular school day; 3. include strategies for meeting the educational needs of historically underserved populations (migrant students, homeless students, and American Indian students) ▪ include strategies to address the needs of all children in the school, but particularly the needs of low-achievement children 	32-33
3. Instruction by highly qualified teachers	5
4. High-quality ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, other school staff and parents	5-8
5. Strategies to attract high quality, highly qualified teachers to high-need schools	6
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services	30-31
7. Plans for assisting preschool children in transition from early childhood programs to local elementary programs	N/A
8. Measures to include teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program	5-8
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of state content standards receive timely, effective additional assistance.	32-33
10. Coordination and integration of federal, state, and local services and programs	11

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	80449.00	0.00
Title I Part A: Parent Involvement	4041.00	0.00
LCFF - Base	97308.00	60,672.32

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	0.00
LCFF - Base	36,635.68
LCFF - Supplemental	2,808.50
None Specified	0.00
Title I	80,449.00
Title I Part A: Parent Involvement	4,041.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	42,868.50
2000-2999: Classified Personnel Salaries	13,635.68
4000-4999: Books And Supplies	54,589.00
5000-5999: Services And Other Operating Expenditures	9,841.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified	District Funded	0.00
	LCFF - Base	3,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	13,635.68
4000-4999: Books And Supplies	LCFF - Base	20,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,808.50
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	37,860.00
4000-4999: Books And Supplies	Title I	34,589.00
5000-5999: Services And Other Operating	Title I	8,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	2,200.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	1,841.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,000.00
Goal 2	6,000.00
Goal 3	8,408.50
Goal 4	67,235.68
Goal 5	4,630.00
Goal 6	24,660.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Dr. Ventura- Rincon	X				
Aracely Valenzuela		X			
Laura- Valencia Haro		X			
Aldee Nova- Wahler		X			
Beth Salisbury		X			
Ana Melgar			X		
Michelle Jimenez				X	
Margaret Villegas				X	
Adriana Perea				X	
Priscilla Robles					X
Giselle Covarrubias					X
Kevin Manzo					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 council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

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

X Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 9/25/2017.

Attested:

Yvette Ventura- Rincon, Ed.D

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

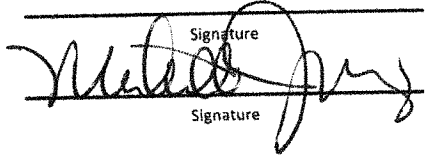
Signature of SSC Chairperson

Date

Recommendations and Assurances

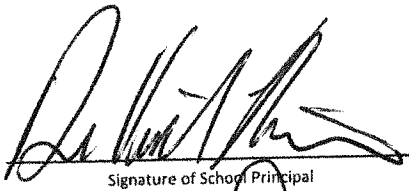

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State Compensatory Education Advisory Committee		_____ Signature
English Learner Advisory Committee		_____ Signature
Special Education Advisory Committee		_____ Signature
Gifted and Talented Education Program Advisory Committee		_____ Signature
District/School Liaison Team for schools in Program Improvement		_____ Signature
Compensatory Education Advisory Committee		_____ Signature
<input checked="" type="checkbox"/> Departmental Advisory Committee (secondary)		 _____ Signature
Other committees established by the school or district (list):		_____ Signature

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Attested:

<u>Yvette Ventura- Rincon, Ed.D</u> Typed Name of School Principal	 Signature of School Principal	<u>9/25/17</u> Date
<u>Michelle Jimenez</u> Typed Name of SSC Chairperson	 Signature of SSC Chairperson	<u>9/25/17</u> Date

Rivera Middle School
Parent Involvement Policy



Rivera Middle School recognizes that when the school, parents and community form a strong partnership, our children's potential for educational success improves significantly. With this in mind, every effort is made to promote involvement from all vested parties.

Parents are expected to be involved in the planning, review and improvement of the school site plan and parental policy in an organized, ongoing and timely manner.

Provided with various opportunities to participate in all school activities such: as Parent Back-to-School Night, Parent Conference Night, RMS Showcase, PLTW Showcase, Parent College Field Trips and other activities throughout the year.

Good communication is a vital part of increasing parent involvement. We communicate to our parents via the Loop automated calling system and handouts and flyers. All calls, letters, announcements, report cards and any other written documents are sent home in both English and Spanish to meet the language needs of our parents. Each student is also given a "minder binder" where parents and teacher can maintain daily written communication.

Parents are invited to participate in our School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings held the 1st Monday of the month at 3:30pm. Dates are posted on the school website calendar. At these meetings parents have the opportunity to actively access student learning, approve the school plan and develop curriculum and budget objectives.

Rivera Middle School supports the local RMS Parent Teacher Organization. The PTO was established to help RMS with good communications, activities, and to address school wide needs. The PTO organizes teacher recognition luncheons, student award activities, student incentive awards for reading, campus beautification, and overall input to improve the RMS experience.

Políza de Participación de los Padres

Rivera Middle School reconoce que cuando los escolares, padres y la comunidad forman una asociación fuerte, el potencial de nuestros hijos para el éxito educativo mejora significativamente. Con esto en mente, hace todo lo posible para promover la participación de todas las partes creados.

Los padres deben estar involucrados en la planificación, revisión y mejoramiento del plan escolar y la política de los padres de una manera organizada, continua y oportuna.

Se le brindan varias oportunidades para participar en todas las actividades escolares tales como: Noche de Regreso a la Escuela de Padres, Noche de Conferencia con los Padres, Exhibición de RMS, Exhibición de PLTW, Excursiones Universitarias para Padres y otras actividades durante el año.

La buena comunicación es una parte vital de la participación de los padres en aumento. Comunicamos a nuestros padres a través del sistema de llamada automática y "Loop" folletos y volantes. Todas las llamadas, cartas, anuncios, tarjetas de calificaciones y otros documentos escritos son enviados a casa en Inglés y Español para satisfacer las necesidades lingüísticas de nuestros padres. A cada estudiante se hace después una "carpeta minder" donde los padres y los maestros pueden mantener una comunicación escrita diaria.

Los padres están invitados a participar en nuestro Consejo Escolar (SSC) y Estudiantes de Inglés (ELAC) reuniones celebradas el 2do lunes del mes. En estas reuniones, los padres tienen la oportunidad de acceder activamente el aprendizaje del estudiante, aprobar el plan de la escuela y desarrollar planes de estudio y los objetivos presupuestarios.

Rivera Middle School apoya el local de padres RMS Organización de Maestros y Padres (PTO). La toma de fuerza se creó para ayudar a RMS con buenas comunicaciones, actividades, y para hacer frente a las necesidades de toda la escuela. El PTO organiza almuerzos de reconocimiento docente, actividades estudiantiles de premios, premios para estudiantes de incentivo a la lectura, embellecimiento del campus, y la entrada general para mejorar la experiencia de RMS.

Rivera Middle School School Parent Compact

La filosofía de la escuela secundaria de Rivera es que las familias, estudiantes y maestros deben trabajar juntos a ayudar los estudiantes llegar a su nivel apropiada. Somos de acuerdo que:

Como padre/s:

- Voy a hablar con mi hijo/hija diariamente sobre el valor de tener educación.
- Voy a asegurar que mi hijo/hija esta en la escuela diariamente, en tiempo, y con sus tareas completas.
- Voy a asegurar que mis hijo/hija obedece las reglas de la escuela.
- Voy a supervisar el progreso de mi hijo/hija
- Voy a hacer un esfuerzo a atender los actividades de la escuela y conferencias.
- Voy a participar en haciendo decisiones para el beneficio de los estudiantes.
- Voy a respetar la escuela, los maestros y a todas familias.

Como Maestro/a:

- Voy a comunicar el deseo que mis estudiantes avansen academicamente.
- Voy a enseñarles cosas interesantes y de mucha dificultad que los estudiantes van a aprender.
- Voy a participar en la educación para mejorar mi profesión y a ayudar me trabajar con las familias de la escuela.
- Voy a fortalecer las reglas de la escuela para hacer un salón que apoye el aprendizaje.
- Voy a comunicar me regularmente con las familias sobre el progreso de los estudiantes.
- Voy a asistir las familias a apoyar sus hijos/hijas.
- Voy a participar en hacer decisiones para el beneficio de los estudiantes.
- Voy a respetar la escuela, los maestros y a todas familias.

Rivera Middle School School Parent Compact

The philosophy of Rivera Middle School is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

As a parent/guardian or family member I will:

- Talk to my child regularly about the value of education.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code policy
- Be an active part of monitoring my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, and Back-to-School Night.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

As a teacher I will:

- Communicate high expectations for every student and motivate them to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other school staff and families for the benefit of students.
- Respect the school, staff, students, and families.