

# 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 the 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 2017-2018 school year is 875. The majority of our 7th grade student population comes from four elementary feeder schools within the district. Our ethnic background consists of: 45.8% Hispanic; 29.3% White; 12.6% Asian; 8.3% African American; and 4% from other ethnicities. Our English Learner population is composed of 14 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 140 Reclassified English Learners (R-FEP) who are being monitored for continued academic proficiency. Our G.A.T.E. program has 142 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 88 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 2017 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.

2017 End of Year Staff Survey:

Teachers feel that students need more social emotional supports in place.

Students need extra academic support in place i.e. after school tutoring.

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

Support from administration both academically and behaviorally is strong  
Teachers feel that we are working more closely as a team to ensure students are not "slipping through the cracks".

#### 2017 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.

Students continue to ask for alternative lunch rotation so they can eat lunch with friends.

### **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 providing timely and effective feedback for all students. In addition we will focus on improving the Professional Learning Community (PLC) practices here on campus. We will pay specific attention to the creations of common assessments for the purposes of alignment and equity of access to essential knowledge for all students regardless of teacher of class.

### **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 Central USD employees meet current requirements for employment. The term 'highly qualified teacher' was no longer applicable to districts as on May 2017. The district is currently waiting on approved language and definitions from both state and federal Every Student Succeeds Act (ESSA).

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

All teachers meet the criteria for employment during the transition from NCLB to ESSA. 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 one-hour structured collaboration meeting every other week and provides adequate time for the PLC team to meet at a minimum of 40 minutes on alternating weeks 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. 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 for the standards-aligned, basic core RLA/ELD, strategic support and intensive intervention programs and standards-aligned mathematics basic core, strategic, and Grades intensive intervention programs 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 ELA/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 Amplify

ELA Intervention:

Language!Live.

ELD Core:

7 – 8 iLit

Mathematics:

Math 7: Carnegie

Math 7 Accelerated: Carnegie

Math 8: Carnegie

Math 8 Accelerated: Carnegie

Math Intervention: Think Through 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 (CCSS) and in mathematics (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. Eligible migrant students at Rio Vista are evaluated annually with a migrant "Needs Assessment". If they are determined to be Priority for Service (PFS) then the migrant liaison and the classroom teacher complete a migrant Student Learning Plan (SLP) with recommended interventions and alternative supports for the migrant PFS student.

14. Research-based educational practices to raise student achievement

Research-based educational practices that are proven to be effective in raising student achievement are the foundation of the Central Way. Developed with input from every school team, the Central Way identifies key expectations for the practices of teachers as well as the practices of students that should be developed in order to positively impact achievement. At the core of each of these practices are the characteristics of a multi-tiered system of support for teaching and learning that include student engagement, setting of standards-based learning intentions and success criteria based on diagnosis of student need, promotion of student ownership in learning with timely and the consistent use of effective feedback. Essential to student engagement and learning are teachers who create a learning environment that stimulates curiosity, creativity and motivation. The Central Way promotes teacher clarity, a research-based educational practice with the highest effect size (Hattie), through high-impact professional learning teams that rely on formative data to define progress and prescribe next steps for teaching and learning.

### 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 ELA/ELD and Mathematics and the Single Plan for Student Achievement (SPSA).

The SPSA is aligned with the goals and activities in the LEAP/LCAP 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 and LEAP/LCAP 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. Students have asked and we will be providing more after-school activities this year.
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. Targeting students with specific needs through a pullout intervention class. Students will be assessed for need and then meet regularly to address their needs.
  - B. Front-loading upcoming lessons
  - C. Reviewing assessments to ensure students are given proper feedback
3. A leadership team has been identified with a member from each grade level in the core area, one elective teacher, one PE teacher, at least one SPED teachers and our lead custodian. Team members will assist in determining the direction of professional development and facilitating PLCs we meet at least once per month as a team.

Goal #3 Rio Vista teachers will use Impact Teams to strengthen the PLC process on campus. Student work will continue to be the focus as will the use of feedback to help students improve.

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. Leadership team will be trained in the PLC process and become the lead in their department.
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		
	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 7	429	385	430	420	379	424	420	379	422	97.9	98.4	98.6
Grade 8	392	413	391	379	404	385	379	403	385	96.7	97.1	98.5
All Grades	821	798	821	799	783	809	799	782	807	97.3	97.8	98.5

\* 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 7	2532.8	2547.7	2533.1	7	14	10.19	36	36	34.83	29	28	24.64	28	22	30.33
Grade 8	2548.4	2563.7	2565.1	7	12	12.47	36	41	38.44	34	26	29.87	24	21	19.22
All Grades	N/A	N/A	N/A	7	13	11.28	36	38	36.56	31	27	27.14	26	22	25.03

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 7	15	19	21.14	53	53	45.13	32	28	33.73
Grade 8	18	20	22.60	48	50	48.57	34	30	28.83
All Grades	16	19	21.84	51	51	46.77	33	29	31.39

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 7	21	27	25.54	52	48	47.02	24	26	27.45
Grade 8	17	28	25.07	58	50	53.00	23	23	21.93
All Grades	19	27	25.31	55	49	49.88	23	24	24.81

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 7	10	17	10.19	68	66	63.27	22	17	26.54
Grade 8	11	13	15.32	65	69	69.09	23	18	15.58
All Grades	11	15	12.64	66	68	66.05	23	17	21.31

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 7	16	30	23.99	60	51	49.41	24	19	26.60
Grade 8	18	27	27.60	59	52	51.30	23	21	21.09
All Grades	17	28	25.71	59	52	50.31	24	20	23.98

**Conclusions based on this data:**

1. Rio Vista has 48% of the students meeting the standards in English Language Arts and 52% of the students not meeting the standards
2. The lowest sub section for standards mastery is in demonstrating effective communication skills

## 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 7	429	385	430	420	380	423	420	380	423	97.9	98.7	98.4
Grade 8	392	413	391	378	405	385	377	405	385	96.4	97.4	98.5
All Grades	821	798	821	798	785	808	797	785	808	97.2	98	98.4

\* 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 7	2519.3	2525.2	2525.7	11	9	11.82	23	23	24.11	32	41	31.44	34	26	32.62
Grade 8	2530.3	2549.4	2525.7	10	14	9.61	19	24	16.36	31	31	35.58	40	31	38.44
All Grades	N/A	N/A	N/A	11	12	10.77	21	24	20.42	32	36	33.42	37	29	35.40

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 7	18	18	21.75	39	43	32.62	43	39	45.63	
Grade 8	16	16	12.73	39	40	34.55	44	44	52.73	
All Grades	17	17	17.45	39	42	33.54	44	41	49.01	

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 7	13	11	12.77	50	49	54.61	37	40	32.62
Grade 8	12	25	14.55	62	53	49.61	26	22	35.84
All Grades	13	18	13.61	56	51	52.23	32	31	34.16

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 7	12	16	15.60	71	62	60.52	16	22	23.88
Grade 8	11	13	12.99	53	66	54.55	36	21	32.47
All Grades	12	15	14.36	62	64	57.67	26	21	27.97

**Conclusions based on this data:**

1. Rio Vista has 31% of the students meeting the standards in Mathematics and 69% of the students not meeting the standards
2. The lowest sub section for standards mastery is in using appropriate tools and strategies to solve real world and mathematical problems.

## 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
7		18	8	67	9	50	17	45	17	17	18	8		9	17
8			10		60	20	***	40	50	***					20
<b>Total</b>		13	9	50	25	36	25	44	32	25	13	5		6	18

#### 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 18 students over the last two years.

## 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
<b>7</b>	9	25		45	8		18	42		18	17		9	8	
<b>8</b>		10		33	60		17	20		50				10	
<b>Total</b>	6	18		41	32		18	32		29	9		6	9	

#### 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

## 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 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:

<b>SUBJECT: English Language Arts</b>
<b>LEA GOAL:</b>
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.
<b>SCHOOL GOAL:</b>
By June 2018, 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 52% in ELA, as measured by SBAC and district benchmarks.
<b>Data Used to Form this Goal:</b>
District Performance Task, common assessments, CELDT and SBAC data.
<b>Findings from the Analysis of this Data:</b>
Our data shows a decline in students who met or exceeded standards Multiple forms of student data is needed to guide daily classroom instruction ELs are receiving more support in classrooms, but still lack background knowledge and vocabulary needed to be successful
<b>Means of evaluating progress &amp; group data needed to measure gains:</b>
Means of evaluating progress: <ul style="list-style-type: none"><li>• SBAC assessment</li><li>• Performance Tasks</li></ul> Group data needed to measure gains: <ul style="list-style-type: none"><li>• Benchmark Assessments/Performance Tasks</li><li>• SBAC Assessment results</li><li>• Common assessments</li></ul>

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.	8/17-06/18	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
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	8/17-06/18	Administration and all teachers	Professional Development	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	6450
			Provide substitute coverage for participation in professional growth, instructional rounds, PLC development, planning days and collaboration activities for Target Assistance Title 1 students	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2000
			Provide extended hours to teachers for department planning and collaboration days	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	3000
			Provide Professional Learning opportunities and collaboration time to utilize technology in addressing the needs of Target Assistance Title 1 students in developing literacy skills to increase student engagement	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2250
Provide improved technology for student and teacher use to enhance research and presentation practices for our academically at-risk students.	8/17-06/18	Administration and Literacy Teachers	Upgrade projectors, printers, chromebooks, computers and production technologies to close the achievement gap	4000-4999: Books And Supplies	LCFF	10417.15

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Increase book selection in the library	8/17-06/18	Administration and Library Media Teacher	Purchase more library books and supplies	4000-4999: Books And Supplies	LCFF-SLIP	1,624.63
Implementation of of interactive notebooks in ELA and Social Studies	8/17-06/18	Administration and ELA/Social Studies teachers	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	1750
Increase student exposure to career, community, and college opportunities.	8/16-06/17	Admin and teacher	Career Research/presentations	4000-4999: Books And Supplies	Title I Part A: Allocation	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	Title I Part A: Allocation	7500

## 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 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:

<b>SUBJECT: Mathematics</b>
<b>LEA GOAL:</b>
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.
<b>SCHOOL GOAL:</b>
By June 2018, 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 36% in math, as measured by SBAC and district benchmarks.
<b>Data Used to Form this Goal:</b>
2016-17 Performance Task Data 2017 SBAC Data 2016-2017 ST Math/Mathia X results Curriculum Embedded Common Assessments
<b>Findings from the Analysis of this Data:</b>
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. Multiple forms of student data is needed to guide daily classroom 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
<b>Means of evaluating progress &amp; group data needed to measure gains:</b>
Means of evaluating progress: <ul style="list-style-type: none"><li>• SBAC assessment</li><li>• Performance Task Assessment aligned to SBAC</li></ul> Group data needed to measure gains: <ul style="list-style-type: none"><li>• Baseline Benchmark Assessments (trimester)</li><li>• SBAC Assessment results</li><li>• Common assessments</li></ul>

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Institute an intensive mathematics class for 7th grade students to close the achievement gap for our academically at-risk students	8/17-6/18	Administration and Intervention teachers	Additional books and resources for intensive students	4000-4999: Books And Supplies	Title I Part A: Allocation	1000
Provide support for Mathematics/Science teachers/Admin -CCSS implementation and to close the achievement gap	8/17-6/18	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	6450
			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	Title I Part A: Allocation	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	2247
			Provide extended hours to teachers for department planning and collaboration days	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	3000

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Implementation of interactive notebooks in science and math	8/17-6/18	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	1750
Brain Pop- Engaging learning games, animated movies and activities. Designed with relevance, depth, and humor to encourage kids on their unique learning paths.	8/17-6/18	Admin	Brain Pop	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	700
Provide high risk students with opportunities to expand their experiences in mathematics and science through activities, research, life application projects, and activities.	8/17-6/18	Admin teachers	Project/Lab Supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	1500
Provide tutoring and reteaching for students after school/Saturday in order to increase student learning and close the achievement gap.	8/17-6/18	Admin and teachers	Provide after school tutoring for students	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	7750
Provide improved technology for student and teacher use to increase engagement and provide multiple opportunities to enhance learning	8/17-6/18	Admin and teachers	Upgrade projectors, printers, chromebooks, computers and production technologies to increase student engagement and close the achievement gap.	4000-4999: Books And Supplies	LCFF	10400
			Technology for implementation, data collection, and meetings to help close the achievement gap.	4000-4999: Books And Supplies	LCFF	2100

## 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 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:

<b>SUBJECT: English Language Development</b>
<b>LEA GOAL:</b>
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: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. LCAP Goal 4: Assure 1 year of growth in language acquisition for every EL student.
<b>SCHOOL GOAL</b>
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.
<b>Data Used to Form this Goal:</b>
2016-2017 CELDT 2016-2017 CAASPP 2016-2017 Performance Task/Benchmark Scores 2016-2017 EL Benchmark results 2016-2017 Instructional Observations
<b>Findings from the Analysis of this Data:</b>
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
<b>Means of evaluating progress &amp; group data needed to measure gains:</b>
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	Title I Part A: Allocation	500
			Provide substitute coverage for participation in professional growth activities	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	350
			Provide supplies and technology to address the academic and organizational needs of students	4000-4999: Books And Supplies	Title I Part A: Allocation	2200
EL and R-FEP Coordination on-site to close the achievement gap	8/16-6/17	Admin and teachers	Provide ELD teacher with collaboration time and extended hours to analyze student data, and plan instruction	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	400
			Provide substitute coverage for participation in professional growth, department planning days and collaboration activities	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	350
Parent education for EL and R-FEP students to close the achievement gap	8/16-6/17	ELD Coordinator and Administration	Parent Education Opportunities	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	800
			Translation/Interpreters /child care	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	350
			Supplies including light snacks for evening meetings	4000-4999: Books And Supplies	Title I Part A: Allocation	400

## 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 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:

<b>SUBJECT: School Culture</b>
<b>LEA GOAL:</b>
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 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. LCAP Goal 2: Connect every student to school by providing equity of access to education opportunities and creating an environment conducive to learning for all students. LCAP Goal 3: Engage families in system-wide programs assuring student/families access to support for academic, social/emotional and physical well-being.
<b>SCHOOL GOAL</b>
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.
<b>Data Used to Form this Goal:</b>
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.
<b>Findings from the Analysis of this Data:</b>
86.2% of students feel safe on campus. PBIS continues to help decrease the number of student suspensions. Over 80% of teachers surveyed mentioned "a more trusting environment" has been developed at Rio Vista.
<b>Means of evaluating progress &amp; group data needed to measure gains:</b>
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	8/17-6/18	Administrators, leadership and PBIS Support Team Members	Professional Development opportunities	5000-5999: Services And Other Operating Expenditures	LCFF	1500
			Technology, supplies, awards, and spirit wear needed to expand and promote positive school culture, PBIS and the Fantastic 4 message to all students	4000-4999: Books And Supplies	LCFF	3700
			Student Agendas	4000-4999: Books And Supplies	LCFF	2156
			Substitute support for PBIS training / development / monitoring meetings	1000-1999: Certificated Personnel Salaries	LCFF	500
			Provide extended hours to teachers for planning and collaboration days	1000-1999: Certificated Personnel Salaries	LCFF	500
Speakers, training, conferences, supplies, activities and assemblies	8/17-6/18	Administrators, leadership and PBIS Support Team Members	Anti-bullying and motivational all-school activities/assemblies/speakers/training	5000-5999: Services And Other Operating Expenditures	LCFF	1000
			5 Star Students-Involvement management system, scanners and ID supplies	5000-5999: Services And Other Operating Expenditures	LCFF	1500
Provide opportunities for students, parents, and staff to be recognized for positive contributions to campus culture.	8/17-6/18	Administrators, leadership and PBIS Support Team Members	Awards	4000-4999: Books And Supplies	LCFF	3500
Provide training for activity director for the purpose of developing a stronger school culture as well as networks with other activity directors	8/17-6/18	Administrators, leadership teacher	Conferences/Trainings	5000-5999: Services And Other Operating Expenditures	LCFF	1500

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
			substitute coverage for conferences/trainings	1000-1999: Certificated Personnel Salaries	LCFF	450
Provide technology to enhance our Fantastic Four message, increase school-wide participation in co-curricular and school activities, and enhance student recognition oppurtuities	8/17-6/18	Administrators and teachers	Technology for presentation, RVTV and PBIS	4000-4999: Books And Supplies	LCFF	6000

## 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 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:

<b>SUBJECT: Parent Engagement</b>
<b>LEA GOAL:</b>
LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 3: Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.
<b>SCHOOL GOAL</b>
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.
<b>Data Used to Form this Goal:</b>
Sign-in sheets online registration emails attendance at events
<b>Findings from the Analysis of this Data:</b>
81% of parents feel that the school communicates regularly Over 84% of parents feel welcomed at school
<b>Means of evaluating progress &amp; group data needed to measure gains:</b>
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	8/17-6/18	Admin	PBS Parent engagement	5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement	1572

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	678
Provide technology and supplies for parent use- parent portal, online needs and supplies	8/17-6/18	Admin	Technology supply needs	4000-4999: Books And Supplies	Title I Part A: Allocation	1500

## Summary of Expenditures in this Plan

### Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	48,723.15	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	1,624.63	0.00
Title I Part A: Allocation	54375.00	0.00
Title I Parent Involvement	1572.00	0.00

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF	48,723.15
LCFF-SLIP	1,624.63
Title I Part A: Allocation	54,375.00
Title I Parent Involvement	1,572.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	34,497.00
2000-2999: Classified Personnel Salaries	350.00
4000-4999: Books And Supplies	51,997.78
5000-5999: Services And Other Operating Expenditures	19,450.00

## 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	1,450.00
4000-4999: Books And Supplies	LCFF	41,773.15
5000-5999: Services And Other Operating	LCFF	5,500.00
4000-4999: Books And Supplies	LCFF-SLIP	1,624.63
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	33,047.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	350.00
4000-4999: Books And Supplies	Title I Part A: Allocation	8,600.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	12,378.00
5000-5999: Services And Other Operating	Title I Parent Involvement	1,572.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Section</b>	<b>Total Expenditures</b>
<b>Goal: English Language Arts</b>	36,991.78
<b>Goal: Mathematics</b>	37,897.00
<b>Goal: English Language Development</b>	5,350.00
<b>Goal: School Culture</b>	22,306.00
<b>Goal: Parent Engagement</b>	3,750.00

## 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
Kody Donnelly		X			
Erika Taylor-Ruffin		X			
Lorraine Tomerlin		X			
Annie Lokrantz		X			
Krystle Pumarejo			X		
Joe M. Bracamonte	X				
Erin Freeman				X	
Matt Bergman				X	
Robert Abbate				X	
Maddie Hernandez					X
Saphire Taylor					X
Hailey Sullivan					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

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

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 .

Attested:

Joe M. Bracamonte

\_\_\_\_\_

Typed Name of School Principal

\_\_\_\_\_

Signature of School Principal

\_\_\_\_\_

Date

Annie Lokrantz

\_\_\_\_\_

Typed Name of SSC Chairperson

\_\_\_\_\_

Signature of SSC Chairperson

\_\_\_\_\_

Date

## **Rio Vista Middle School Home - School Compact, 2017-2018**

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

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### **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

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### **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

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## 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

Departmental Advisory Committee (secondary)

Signature

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

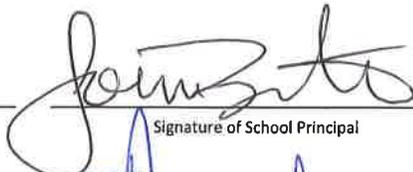
Signature

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 .

Attested:

Joe M. Bracamonte

Typed Name of School Principal



Signature of School Principal

10/5/17

Date

Annie Lokrantz

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/5/17

Date

RIO VISTA MIDDLE SCHOOL

2017-2018

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  
School Site Council (SSC)  
1<sup>st</sup> Quarter Meeting**

**Date of Posting: 10/02/2017**

**Meeting Date: 10/05/17**

**Location: Library**

**Starting Time: 5:00 p.m.**

**Ending Time: 6:00 p.m.**

**Outcomes: Participants will be able to:**

- **Recognize the importance of CUSD Guiding Principles**
- **Explain the purpose of SSC, roles and responsibilities of the SSC members**
- **Elect officers and District Advisory Committee (DAC) representative**
- **Receive information on by-laws, academic progress, SPSA, LCAP engagement, purpose, priorities & goals, parent involvement & plan for parent professional learning**
- **Discuss and begin to analyze school's academic instructional program**
- **Determine future meeting dates, times and training schedules**

**Representatives & Staff:**

Joe M. Bracamonte – Principal  
Kody Donnelly – Teacher  
Annie Lokrantz  
Erika Taylor-Ruffin – Teacher  
Lorraine Tomerlin – Teacher  
Krystle Pumarejo – Staff  
Stephanie Schoenau – ASP Coordinator

Robert Abbate – Parent  
Matthew Bergmann – Parent  
Erin Freeman – Parent  
Maddie Hernandez – Student  
Saphire Tylor – Student  
Hailey Sullivan – Student

All staff, parents, and members of the public are invited to attend the meeting.

<b>Agenda Item</b>	<b>Action Requested</b>	<b>Responsible Person(s)</b>	<b>Time Limit</b>
<b>Call the Meeting to Order</b>	None	Principal	2 minutes
<b>Roll Call—establish quorum</b>	None	Principal	1 minute
<b>Changes/Additions to the Agenda</b>	Approval/Modification of the agenda	Principal	1 minute
<b>Secretary's Report</b>	Approval/Amendments	Principal until election of secretary	5 minutes
<b>Report of Officers, Standing &amp; Special Committees</b>	Determined by SSC	Determined by SSC	5 minutes
<b>New Business</b>			
a. SSC Training	Information	Principal until chairperson is elected	30 minutes
● Video			
b. Review the purpose of the SSC	Information & discussion.		
c. Review the duties of SSC members.	Information & discussion.		





RIO VISTA MIDDLE SCHOOL  
Central Unified School District

SCHOOL SITE COUNCIL  
October 5, 2017

NAME	POSITION	SIGNATURE
Joe M. Bracamonte	Principal	<i>[Signature]</i>
Kody Donnelly	Teacher	<i>[Signature]</i>
Annie Lokrantz	Teacher	<i>[Signature]</i>
Erika Taylor-Ruffin	Teacher	<i>[Signature]</i>
Lorraine Tomerlin	Teacher	<i>[Signature]</i>
Krystle Pumarejo	Staff	
Stephanie Schoenau	ASP Coordinator	<i>[Signature]</i>
Robert Abbate	Parent	
Matthew Bergmann	Parent	
Erin Freeman	Parent	
Maddie Hernandez	Student	<i>[Signature]</i>
Saphire Tylor	Student	<i>[Signature]</i>
Hailey Sullivan	Student	<i>[Signature]</i>

*"Simply Be The Best"*

**RIO VISTA SCHOOL SITE COUNCIL  
(SSC) MINUTES  
October 5, 2017**

**1. Call the Meeting to Order:**

- The meeting was called to order at 5:19 p.m. by Annie Lokrantz. Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian/Student		Present		Staff		Present
1	Robert Abbate	Parent		1	Kody Donnelly	Teacher	X
2	Matthew Bergmann	Parent		2	Annie Lokrantz	Teacher	X
3	Erin Freeman	Parent		3	Erika Taylor-Ruffin	Teacher	X
4	Maddie Hernandez	Student	X	4	Lorraine Tomerlin	Teacher	X
5	Sapphire Tylor	Student	X	5	Krystle Pumarejo	Other	
6	Haley Sullivan	Student	X	6	Joe M. Bracamonte	Principal	X

	Guest		Non member staff	Position
1	Ruben Coronado, Board Member	1	Stephanie Schoenau	ASP Coordinator
2		2		
3		3		
4		4		

**2. Roll Call:**

- (Sign in Sheet).
- Chairperson announced
  - 7 members are needed to establish a quorum
  - 8 members are present and 4 members are absent
  - A quorum has been established

**3. Changes/Additions to the Meeting Agenda:**

- The following changes were made to the agenda: change the spelling of Sapphire's name to "Sapphire" and change the spelling of Hailey's name to "Haley" M/S/C to approve the agenda (Lokrantz/Donnelly) Vote was 7-0 in favor.

**4. Secretary's Report:**

- M/S/C to approve the minutes of the May 18<sup>th</sup> School Site Council (Donnelly/Taylor-Ruffin) Vote was 7-0 in favor.

**5. Committee Reports:**

- Abbate and Bergmann will report at the next School Site Council Meeting.

**6. Unfinished Business:**

- There was no unfinished business.

**7. New Business**

- a) SSC Training – The SSC training video was watched by all members.
- b) Purpose of the SSC – Mr. Bracamonte reviewed the purpose of the SSC and asked if any member could give more details. Annie Lokrantz reviewed what was important about the SSC.
- c) Duties of the SSC – Mr. Bracamonte reviewed the importance of the SSC and its duties
- d) SSC Officers – Mr. Bracamonte reviewed the roles and responsibilities of the SSC officers. SSC officers were nominated and elected:
  - M/S/C Annie Lokrantz – Chairperson (Taylor-Ruffin/Donnelly) Vote was 7-0 in favor.
  - M/S/C Kody Donnelly – Vice-Chairperson (Tomerlin/Ruffin-Taylor) Vote was 7-0 in favor.
  - M/SC Erika Taylor-Ruffin – Secretary (Lokrantz/Donnelly) Vote was 7-0 in favor.
- e) Review and Approve SPSA - The SSC was notified that Rio Vista has no ELAC this year. Mr. Bracamonte reviewed the SPSA and the budget. Items discussed included:

1. As Math and ELA scores went down, it was important to allocate a higher budget for Professional Development (page 18 - \$6450 Professional Development). Mr. Bracamonte went over the importance of a strong PLC. We are working with Solution Tree to help us with PLC's. A big portion of the funds are going towards the PLC training. A couple of the Principals are planning to pool their money to bring the PLC training locally.
  2. Annie Lokrantz asked about the \$10,000 for Chromebooks. The funds budgeted actually covers projectors, printers, etc. Having printers in the classroom will help students and teachers. Currently, students are going to the library to print.
  3. Maddie Hernandez asked about the mobile projectors that are being purchased this year. She also had concerns about the wobbly desks in the classroom (they are not stable). Mr. Bracamonte will work with Dan to fix the desks.
  4. School Culture Budget (pg. 25) – Mr. Bracamonte reviewed PBIS---team members, incentives for students, PBIS store, etc. The students would like to create a game room. This would be for those students who earn rewards to take their friends to play. Maddie Hernandez suggested that the game room be used for students with good behavior to go to the game room every semester. Mr. Bracamonte said the idea would be for the entire semester.
  5. Mrs. Tomerlin asked if a speaker could be paid out of the SPSA budget. Mr. Bracamonte confirmed that it would come out of the budget. Mrs. Tomerlin was thinking of bringing in a speaker for the Friends of Rachel club.
  6. The categories for the SPSA budget include English, Math, EL, School Culture, and Parent Engagement.
  7. M/S/C to approve the SPSA (Tomerlin/Taylor) Vote was 7-0 in favor.
- f) District/Site Parent Education – Parent trainings will be held throughout the year (AVID, GATE, EL, etc.) Other items discussed included:
    - 1 Benchmarks – Mr. Bracamonte reviewed the purpose of the beginning of the year Benchmarks. He also reviewed the end-of-the-year benchmarks. The reports tells us what Rio needs to teach and work on throughout the year.
    - 2 An e-mail will be sent to the SSC when the LCAP will happen this year. (The student members will learn how to log-on to their email.)
    - 3 SARC – The School Accountability Report Card is older information and doesn't reflect current information. The SARC gives certain information that is not accurate for the current year.
  - g) Safety Plan – On Monday (10/2), Rio had a lockdown. Mr. Bracamonte asked for feedback on how it went. Items discussed included:
    - 1 Stephanie Schoenau reviewed how the After School Program students did not listen during the lockdown.
    - 2 The outside announcement will now include "This is not a drill."
    - 3 Parents were pounding on the office door. Office staff was unsure whether they could or should unlock the office door. It was also mentioned that a parent complained about the lockdown---how the gate was locked and her child couldn't get into the school.
    - 4 Maddie Hernandez recommended having a parent meeting about what to do if we have a lockdown or fire drill.
    - 5 Mr. Donnelly asked if our procedures are on the school website.
    - 6 Mrs. Lokrantz suggested a video featuring Mr. Bracamonte explaining what we do during lockdowns. It was also suggested a district email/video from Kevin Torosian stating this is the procedure for the entire district be included.
  - h) After School Program – Stephanie Schoenau (Barragan), ASP Coordinator, discussed:
    1. National Chemistry Week
    2. A flyer for a poetry contest was sent out. There is a cash prize and the winner advances to Nationals.
    3. Field trip on October 26<sup>th</sup> (approximately 25 students will participate).
    4. Meeting regarding starting a farmer's market for the After School Program. There are problems with our irrigation system. The district isn't able to help us with the irrigation system because they did not put it in. ASP is looking at expanding the garden.
    5. There is a problem with foul language.
  - i) Future Meeting Dates – The next SSC meeting is scheduled for December 5<sup>th</sup> at 5:00 p.m.

## **8. Public Comment**

- Next week is Global Math Week. A professor from FPU is coming to Rio to discuss Exploding dots. His goal is to create an hour of code for math. Teachers should sign-up at Globaldots.com.
- Ruben Coronado, board member, reminded the SSC that the council is a legal entity. He reviewed how important the SSC is and that the Board cannot change items once the council approves it. He explained that the money is important because, academically, we are not where we need to be. The State has increased a lot of money so Rio can improve in academics. The input of everyone is very important. The school Board depends on the SSC to give them guidance. There are funds and resources available to help our CUSD students. Mr. Coronado appreciates the SSC's work.

## **9. Evaluation & Adjournment:**

- M/S/C to adjourn the meeting (Lokrantz/Donnell) Vote was 7-0 in favor.
- The Rio Vista SSC meeting was adjourned at 6:41 p.m.

**Respectfully submitted,**

**Erika Taylor-Ruffin  
SSC Secretary  
10/5/17**

# Budget By Expenditures

## Rio Vista Middle School

**Funding Source: LCFF**

**\$48,723.15 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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	\$1,750.00	English Language Arts	Implementation of of interactive notebooks in ELA and Social Studies
Provide notebooks and materials for implementation of interactive notebooks and CCSS in all mathematics/science classes	4000-4999: Books And Supplies	\$1,750.00	Mathematics	Implementation of interactive notebooks in science and math
Upgrade projectors, printers, chromebooks, computers and production technologies to increase student engagement and close the achievement gap.	4000-4999: Books And Supplies	\$10,400.00	Mathematics	Provide improved technology for student and teacher use to increase engagement and provide multiple opportunities to enhance learning
Technology for implementation, data collection, and meetings to help close the achievement gap.	4000-4999: Books And Supplies	\$2,100.00	Mathematics	Provide improved technology for student and teacher use to increase engagement and provide multiple opportunities to enhance learning
Professional Development opportunities	5000-5999: Services And Other Operating Expenditures	\$1,500.00	School Culture	Expand and enhance PBIS and Positive School Culture
Technology, supplies, awards, and spirit wear needed to expand and promote positive school culture, PBIS and the Fantastic 4 message to all students	4000-4999: Books And Supplies	\$3,700.00	School Culture	Expand and enhance PBIS and Positive School Culture
Student Agendas	4000-4999: Books And Supplies	\$2,156.00	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 extended hours to teachers for planning and collaboration days	1000-1999: Certificated Personnel Salaries	\$500.00	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	\$1,000.00	School Culture	Speakers, training, conferences, supplies, activities and assemblies

## Rio Vista Middle School

5 Star Students- Involvement management system, scanners and ID supplies	5000-5999: Services And Other Operating Expenditures	\$1,500.00	School Culture	Speakers, training, conferences, supplies, activities and assemblies
Awards	4000-4999: Books And Supplies	\$3,500.00	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
substitute coverage for conferences/trainings	1000-1999: Certificated Personnel Salaries	\$450.00	School Culture	Provide training for activity director for the purpose of developing a stronger school culture as well as networks with other activity directors
Technology for presentation, RVTV and PBIS	4000-4999: Books And Supplies	\$6,000.00	School Culture	Provide technology to enhance our Fantastic Four message, increase school-wide participation in co-curricular and school activities, and enhance student recognition oppurtuities
Upgrade projectors, printers, chromebooks, computers and production technologies to close the achievement gap	4000-4999: Books And Supplies	\$10,417.15	English Language Arts	Provide improved technology for student and teacher use to enhance research and presentation practices for our academically at-risk students.

LCFF Total Expenditures: \$48,723.15

LCFF Allocation Balance: \$0.00

### Funding Source: LCFF-SLIP

**\$1,624.63 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase more library books and supplies	4000-4999: Books And Supplies	\$1,624.63	English Language Arts	Increase book selection in the library

LCFF-SLIP Total Expenditures: \$1,624.63

LCFF-SLIP Allocation Balance: \$0.00

### Funding Source: Title I Part A: Allocation

**\$54,375.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Rio Vista Middle School

PBS Parent engagement	5000-5999: Services And Other Operating Expenditures	\$678.00		Parent Engagement activities for parents of academically at-risk students
Technology supply needs	4000-4999: Books And Supplies	\$1,500.00		Provide technology and supplies for parent use- parent portal, online needs and supplies
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	\$350.00	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 academic and organizational needs of students	4000-4999: Books And Supplies	\$2,200.00	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 extended hours to analyze student data, and plan instruction	1000-1999: Certificated Personnel Salaries	\$400.00	English Language Development	EL and R-FEP Coordination on-site to close the achievement gap
Provide substitute coverage for participation in professional growth, department planning days and collaboration activities	1000-1999: Certificated Personnel Salaries	\$350.00	English Language Development	EL and R-FEP Coordination on-site to close the achievement gap
Parent Education Opportunities	5000-5999: Services And Other Operating Expenditures	\$800.00	English Language Development	Parent education for EL and R-FEP students to close the achievement gap
Translation/Interpreters/child care	2000-2999: Classified Personnel Salaries	\$350.00	English Language Development	Parent education for EL and R-FEP students to close the achievement gap
Supplies including light snacks for evening meetings	4000-4999: Books And Supplies	\$400.00	English Language Development	Parent education for EL and R-FEP students to close the achievement gap
Brain Pop	5000-5999: Services And Other Operating Expenditures	\$700.00	Mathematics	Brain Pop- Engaging learning games, animated movies and activities. Designed with relevance, depth, and humor to encourage kids on their unique learning paths.
Project/Lab Supplies	4000-4999: Books And Supplies	\$1,500.00	Mathematics	Provide high risk students with opportunities to expand their experiences in mathematics and science through activities, research, life application projects, and activities.
Provide after school tutoring for students	1000-1999: Certificated Personnel Salaries	\$7,750.00	Mathematics	Provide tutoring and reteaching for students after school/Saturday in order to increase student learning and close the achievement gap.

## Rio Vista Middle School

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.
Professional Development	5000-5999: Services And Other Operating Expenditures	\$6,450.00	English Language Arts	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
Provide substitute coverage for participation in professional growth, instructional rounds, PLC development, planning days and collaboration activities for Target Assistance Title 1 students	1000-1999: Certificated Personnel Salaries	\$2,000.00	English Language Arts	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
Provide extended hours to teachers for department planning and collaboration days	1000-1999: Certificated Personnel Salaries	\$3,000.00	English Language Arts	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
Provide Professional Learning opportunities and collaboration time to utilize technology in addressing the needs of Target Assistance Title 1 students in developing literacy skills to increase student engagement	5000-5999: Services And Other Operating Expenditures	\$2,250.00	English Language Arts	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
Career Research/presentations	4000-4999: Books And Supplies	\$1,500.00	English Language Arts	Increase student exposure to career, community, and college opportunities.
Provide after school/saturday tutoring for students	1000-1999: Certificated Personnel Salaries	\$7,500.00	English Language Arts	Provide tutoring and reteaching for students after school/Saturday in order to increase student learning and close the achievement gap.
Additional books and resources for intensive students	4000-4999: Books And Supplies	\$1,000.00	Mathematics	Institute an intensive mathematics class for 7th grade students to close the achievement gap for our academically at-risk students
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	\$6,450.00	Mathematics	Provide support for Mathematics/Science teachers/Admin -CCSS implementation and to close the achievement gap
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

## Rio Vista Middle School

Provide substitute coverage for participation in professional growth, department planning days and collaboration activities to increase student engagement	1000-1999: Certificated Personnel Salaries	\$2,247.00	Mathematics	Provide support for Mathematics/Science teachers/Admin -CCSS implementation and to close the achievement gap
Provide extended hours to teachers for department planning and collaboration days	1000-1999: Certificated Personnel Salaries	\$3,000.00	Mathematics	Provide support for Mathematics/Science teachers/Admin -CCSS implementation and to close the achievement gap

Title I Part A: Allocation Total Expenditures: \$54,375.00

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

### Funding Source: Title I Parent Involvement

**\$1,572.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
PBS Parent engagement	5000-5999: Services And Other Operating Expenditures	\$1,572.00		Parent Engagement activities for parents of academically at-risk students

Title I Parent Involvement Total Expenditures: \$1,572.00

Title I Parent Involvement Allocation Balance: \$0.00

Rio Vista Middle School Total Expenditures: \$106,294.78