2017 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by clicking here.

A list of answers to frequently asked questions can be reviewed by clicking here. If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by clicking here.

School Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Rio Vista Middle School
Street	6240 W. Palo Alto
City, State, Zip	Fresno, CA 93722
Phone Number	(559) 276-3185
Principal	Joe M. Bracamonte
E-mail Address	jbracamonte@centralusd.k12.ca.us
School Website	rv.centralunified.org
CDS Code	10-73965-6120539
School Logo	Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here.

[District Contact Information (School Year 2017-18)](#)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Central Unified School District
Street	4605 North Polk Ave.
City, State, Zip	Fresno, CA 93722
Phone Number	(559) 274-4700
Superintendent	Mr. Mark G. Sutton
Web Site	www.centralunified.org
E-mail Address	msutton@centralusd.k12.ca.us
District Logo	Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by [clicking here](#).

District Governing Board

Please review and update the information below as needed. This section should include **current** contact District Governing Board information for your district.

District Governing Board (in the order to be listed)	
Member 1	Mr.Cesar Granda, Area 1
Member 2	Mr. Ruben Coronado, Area 2
Member 3	Mr. Phillip Cervantes, Area 3
Member 4	Mr. Richard Atkins, Area 4
Member 5	Mr. Richard A. Solis, Area 5
Member 6	Mrs. Terry Cox, Area 6
Member 7	Mr. Rama Dawar, Area 7
Member 8	
Member 9	
Member 10	
Member 11	
Member 12	

District Administration

Please review and update the information below as needed. This section should include **current** District Administration information for your district.

District Administration (in the order to be listed)	
Superintendent	Mr. Mark G. Sutton
Administrator 1	
Administrator 2	Mr. Kelly Porterfield Assistant Superintendent, Chief Business Officer
Administrator 3	Mrs. Ketti Davis Assistant Superintendent, Educational Services
Administrator 4	Mr. Jack Kelejian Assistant Superintendent, Human Resources
Administrator 5	Mrs. Andrea Valadez Administrator, Special Education & Support Service
Administrator 6	Mr. Paul Birrell Director, 7-12 & Adult Education
Administrator 7	Dr. Tami Boatright Director, K-8 Education
Administrator 8	
Administrator 9	
Administrator 10	
Administrator 11	
Administrator 12	
Administrator 13	

School Description and Mission Statement (School Year 2017-18)
Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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.

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 a positive learning environment. 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: put kids 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 by offering many opportunities to help them elevate their self-value, self-esteem, and ability to unlock their full potential. We, as a staff, believe that all students deserve the best, and we are devoted and committed to providing them every opportunity to succeed. The Rio Vista staff and students look forward to coming to work and school each and every day where the school spirit resonates, the staff empowers, and the students thrive. It is always a great day to be a Titan!

Opportunities for Parental Involvement (School Year 2017-18)
Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

School-Parent Compact
Rio Vista Middle School jointly developed with and distributed to parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The school-parent compact describes the following items:

1. The school's responsibility to provide high-quality curriculum and instruction.
2. The parents' responsibility to support their children's learning.
3. The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.
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Building Capacity for Involvement
Rio Vista Middle School engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assist parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. Parents are provided with information at parent conferences. Assessments are reviewed, as well as the opportunities through the use of the Parent Portal, with parents at parent conferences and through course syllabi.

2. The Rio Vista Weekly Update is emailed each weekend and provides strategies and techniques that assist parents to improve their child's grades and test scores. There is also a printed quarterly newsletter sent home with students.

3. Educate staff in the value of parent contributions and how to work with parents as equal partners. Staff development meetings review needs as indicated by parents such as classroom and school expectations and how to help with homework.

4. Coordinate and integrate the parental involvement program with other programs and conduct other activities that encourage and support parents in more fully participating in the education of their children. Through ELAC, SSC, and PTA meetings, parents are encouraged to attend as the general public to receive valuable data that will allow them to better understand how the education system works and to provide ideas and strategies to help their child succeed in school.

5. Distribute to parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand if requested. Parents are informed of programs and meetings through their home language, such as Spanish, Hmong, or Punjabi if a request is made. This is done through both written means as well as through Connect Ed, a program that records telephone messages and automatically telephones parents informing them of upcoming events or important messages.

6. Provide support for parental involvement activities requested by parents. Through teacher contact with parents through the Parent Portal, the Rio Vista agenda and Progress Reports, parents are kept informed of student progress regarding grades on tests and weekly assignments. Parents can request meetings at any time with teachers and administrators for further ideas on student success.

Accessibility
Rio Vista Middle School provides opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. Rio Vista provides interpreters for any meeting at the request of parents. Parents are informed of programs and meetings through their home language, such as Spanish, Hmong, or Punjabi. This is done through both written means as well as through Blackboard Connect, a program that records telephone messages and automatically telephones parents informing them of upcoming events or important messages.

Parent Involvement Contact Person: Joe Bracamonte, jbracamonte@centralusd.k12.ca.us
Parent Involvement Phone Number: (559) 276-3185

School Safety Plan (School Year 2017-18)
Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field).   This section should be kept to 1-2 paragraphs.

This Emergency Response Plan/School Safety Plan is for Rio Vista Middle School and has been prepared in compliance with Central Unified School District Governing Board Policy and California Administrative Code, Title 5, California Education Section 560, which requires all public schools, kindergarten through community college, to have written emergency response plans which will be reviewed at least annually by the local

governing board. This plan was developed and approved in cooperation with state, county, city, and district civil emergency response staff. Cooperation with these agencies is essential in times of an emergency.

The plan is devoted to the welfare and safety of the students of Rio Vista Middle School during school hours. It includes a procedure whereby the school could be used, under disaster conditions, as a community resource for the care of people.

Mission of the Rio Vista Safe School Plan: Proactivity, Preparedness, Prevention, and Planning.
The Central Unified School District recognizes the elements of the Standard Emergency Management System (SEMS) and the National Incident Management system as the only Emergency Management System to be implemented at a time of emergency. This plan establishes the basic elements of SEMS/NIMS and provides mechanisms for further development and refinement. Our plan integrates best practices that have proven effective over the years into a comprehensive framework for use by incident management organizations, including other schools and districts, in all hazardous conditions.

The Rio Vista Site Emergency Response Plan was reviewed and updated with existing staff members on October 26, 2017.

School Facility Conditions and Planned Improvements (School Year 2017-18)
Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

• Description of the safety, cleanliness, and adequacy of the school facility
• Description of any planned or recently completed facility improvements
• The year and month in which the data were collected
• Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by clicking here. Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

Year and month of the most recent FIT report: 06/13/2017

This section should be kept to 1-2 paragraphs.

Rio Vista sits on 26.4 acres and 84,346 square feet. It contains 46 classrooms at 46,424 sq ft, and 18 restrooms at 2,754 sq ft. The oldest main building in 2001. Current enrollment is 790. Two portables were removed in 2013 and moved to Polk.

School Facility Good Repair Status (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Ceiling tiles have stains. Ceiling tiles are broken. Rubber molding is loose.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Electrical conduit cap is missing. One hand dryer has no power.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Drinking fountain mouth guard is broken.Cold faucet handle is broken.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	34	29	31	649
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	1	3	3	22
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.00	844
Counselor (Social/Behavioral or Career Development)	0.00	♦
Library Media Teacher (Librarian)	1.00	♦
Library Media Services Staff (paraprofessional)	1.00	♦
Psychologist	1.00	♦
Social Worker	0.00	♦
Nurse	0.20	♦
Speech/Language/Hearing Specialist	0.20	♦
Resource Specialist (non-teaching)	1.00	♦
Other	1.00	♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instruction materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

• Year they were adopted
• Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
• Percent of students who lack their own assigned textbooks and/or instructional materials*
• For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: September 2017

This section should be kept to 1-2 paragraphs.

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees review and adopt based on the recommendation of the district adoption committees and Educational Services.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify (Grades 7-8) Adopted 2016-17 ELD Middle School Hampton Brown Inside Language, Literature and Content Adopted 2010-11 Houghton Mifflin Access, 6-8 Adopted 2004-05 Pearson Unit Adopted 2016-17	Yes	0%
Mathematics	Carnegie Learning - Integrated Math I Adopted 2015-2016 Carnegie Learning Math Course 2 (Grade 7) Adopted 2014-2015 Carnegie Learning Math Course 3 (Grade 8) Adopted 2014-2015	Yes	0%
Science	Holt - Physical Science (Grade 8) Adopted 2007-2008 Holt - Life Science (Grade 7) Adopted 2007-2008 Houghton Mifflin: Access Science, Building Literacy Through Learning Adopted 2004/05 Sexual Health Education, Supplementary Adopted 2016-17	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Holt, Rinehart & Winston: Medieval to Early Modern, (7) Adopted 2006-2007 Holt, Rinehart & Winston: Independence to 1914 (8) Adopted 20006-2007 Houghton Mifflin Access History: Building Literacy Through Learning Adopted 2004-05	Yes	0%
Foreign Language	EMC Paradigm- Accion (Adopted 05-06)	Yes	0%
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, <mark>highlighted yellow,</mark> are populated for you with data provided by CDE (as available).

Percent differences, highlighted light-blue, are calculated by this form.

The remaining data was copied over form last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	$4,263.42	$29.96	$4,233.46	$72,363.63
District	◆	◆	$7,062.53	$69,635
Percent Difference: School Site and District	◆	◆	-40.1	4.0
State	◆	◆	$6,574	$77,824
Percent Difference: School Site and State	◆	◆	-25.4	-2.5

◆ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

*Special Education students have designated curriculum support classes to support core instruction.
*Language! Live program for Reading Intervention and Amplify SDC English classes
*Teacher collaboration on Common Core Lesson design.
*MathiaX for Math Intervention and SDC Math classes
*ELA and Math after-school tutorial
*Instructional Coaches in Math, Science and ELA
*Professional Development training days for core instructional planning days

*Parenting Classes and Parent Nights on site

Professional Development (2015-16, 2016-17 and 2017-18)
Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

The main focus of the ongoing professional development programs that were implemented throughout the 2016-2017 school year during our site-based Minimum Day Staff Development were:
- Data Team protocols for use in the work of the Professional Learning Communities
- Positive Based Interventions & Supports (PBIS) and our Fantastic Four behavioral expectations
- Student Engagement
- Instructional Rounds (By Department)

Our goals were to develop and maintain a 5-star culture on our campus, to implement writing in every classroom, the implementation of Chromebooks and that all students at Rio Vista Middle School would advance one proficiency band on the math and ELA portions of the SBAC.

Rio Vista's Language Arts, Math, Science, and Social Studies Departments were given staff development time to analyze student data and to adjust their curriculum to better meet the needs of their students based on that analysis, using the Data Teams protocols. Core departments utilized common assessments and uploaded test data into a software program called Illuminate that compiled data into useable reports. Data was then analyzed as departments, gaps identified and re-teaching strategies are developed and deployed. ?

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2016-17)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	