

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Rio Vista Middle School
Address	6240 W. Palo Alto Fresno, CA 93722
County-District-School (CDS) Code	10-73965-6120539
Principal	Joe M. Bracamonte
District Name	Central Unified School District
SPSA Revision Date	10/2/18
Schoolsite Council (SSC) Approval Date	10/2/18
Local Board Approval Date	December 11, 2108

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
School Vision and Mission	3
School Profile	3
Stakeholder Involvement	3
School and Student Performance Data	5
Student Enrollment.....	5
CAASPP Results.....	7
Equity Report	11
Student Group Report	19
Goals, Strategies, & Proposed Expenditures.....	21
Goal 1.....	21
Goal 2.....	26
Goal 3.....	30
Goal 4.....	32
Annual Review and Update	35
Goal 1.....	35
Goal 2.....	39
Goal 3.....	43
Goal 4.....	46
Goal 5.....	50
Budget Summary and Consolidation	52
Budget Summary	52
Allocations by Funding Source.....	52
Expenditures by Funding Source	53
Expenditures by Budget Reference	54
Expenditures by Budget Reference and Funding Source	55
School Site Council Membership	56
Recommendations and Assurances	57
Addendum.....	58
Instructions: Linked Table of Contents.....	58
Appendix A: Plan Requirements for Schools Funded Through the ConApp.....	61
Appendix B: Select State and Federal Programs.....	63

School Vision and Mission

MISSION:

Rio Vista Middle School is committed to engaging every student in rigorous, relevant, standards based instruction in every classroom every day to ensure student-learning.

VISION

Rio Vista Middle School is dedicated to assuring that every student is prepared for success in college, career, and community.

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 (school mascot), 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 2018-2019 school year is 860. The majority of our 7th grade student population comes from four elementary feeder schools within the district. Our ethnic background consists of: 47.21% Hispanic; 24.3% White; 15.35% Asian; 9.53% African American; and 3.61% from other ethnicities.

Our English Learner population is composed of 23 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 143 Reclassified Fluent English Proficient (R-FEP) who are being monitored for continued academic proficiency.

Our Gifted And Talented Education program has 110 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 79 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 21 students.

All students are encouraged and provided multiple opportunities to be connected to the school beyond academics.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, students, and other stakeholders including those representing all students is critical to the process of writing a Single Plan for Student Achievement (SPSA). Central Unified School District and Rio Vista Middle School continues to focus on increasing parent involvement in the input process. Rio Vista Middle School reaches out to stakeholders in many ways including phone calls, emails, fliers, our school website, social media and personal conversations. Meeting evaluation forms and parent input forms are made available and completed by parent advisory committee members during all parent meetings including Title 1 parent meetings and School Site Council Meetings. Stakeholders were informed of the input process for SPSA by letter, social media, school website, and our weekly newsletter. Stakeholder input sessions were: Tuesday September 18, 2018 and Thursday September 20, 2018 in our school library.

Childcare and interpretation was provided as requested by stakeholders. (Spanish, Punjabi &/or Hmong). Overall trends in stakeholder feedback included: increased academic support including additional lunch and after school tutoring, an online tutoring component, other online services such as Brain Pop, increased recognition through our Positive Behavior Intervention and Supports system (prizes and awards for students), shaded area over our outdoor eating areas, increase the number of assemblies and guest speakers in the area of bullying prevention, creating a peer mediators program on campus, improve the classroom technology for students and teachers, create a section in the library for EL students with home language books. Rio Vista Middle School appreciates and take seriously the input of all of our stakeholder groups as this information informs our goals and actions.

The SPSA includes, as a result of the stakeholder input sessions, the following: tutoring (in person and online) and academic supports for students, piloting (training) of a peer mediators group, additional funding for assemblies and guest speakers, additional training for teachers to support struggling students, site license for Brain Pop, and improved technology for classrooms.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.9%	0.8%	0.58%	7	7	5
African American	9.1%	8.5%	8.57%	74	71	74
Asian	13.1%	13.4%	12.75%	107	112	110
Filipino	0.9%	1.6%	1.27%	7	13	11
Hispanic/Latino	47.3%	46.3%	45.89%	387	388	396
Pacific Islander	0.0%	0.1%	0.35%	0	1	3
White	26.2%	27.4%	28.97%	214	230	250
Multiple/No Response	2.7%	0.0%	0%	22	0	0
Total Enrollment				818	839	863

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten			0
Grade 1			0
Grade 2			0
Grade3			0
Grade 4			0
Grade 5			0
Grade 6			0
Grade 7		442	424
Grade 8		397	439
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		839	863

Conclusions based on this data:

1. Our enrollment numbers have been increasing each year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	24	27		2.9%	3.2%	
Fluent English Proficient	120	141		14.7%	16.8%	
Reclassified Fluent English Proficient	3	9		21.4%	37.5%	

Conclusions based on this data:

1. The number of English Learner students at Rio Vista has increased this year.
2. The number of English Learner students who met or exceeded proficiency on State Testing increased this year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	385	430	412	379	424	409	379	422	409	98.4	98.6	99.3
Grade 8	413	391	426	404	385	415	403	385	415	97.8	98.5	97.4
All Grades	798	821	838	783	809	824	782	807	824	98.1	98.5	98.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2547.	2533.	2569.	14	10.19	19.32	36	34.83	43.03	28	24.64	20.29	22	30.33	17.36
Grade 8	2563.	2565.	2543.	12	12.47	10.60	41	38.44	33.98	26	29.87	24.82	21	19.22	30.60
All Grades	N/A	N/A	N/A	13	11.28	14.93	38	36.56	38.47	27	27.14	22.57	22	25.03	24.03

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	19	21.14	29.58	53	45.13	46.45	28	33.73	23.96
Grade 8	20	22.60	19.52	50	48.57	41.45	30	28.83	39.04
All Grades	19	21.84	24.51	51	46.77	43.93	29	31.39	31.55

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	27	25.54	35.45	48	47.02	45.23	26	27.45	19.32
Grade 8	28	25.07	17.35	50	53.00	54.70	23	21.93	27.95
All Grades	27	25.31	26.33	49	49.88	50.00	24	24.81	23.67

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	17	10.19	18.34	66	63.27	65.04	17	26.54	16.63
Grade 8	13	15.32	13.73	69	69.09	63.86	18	15.58	22.41
All Grades	15	12.64	16.02	68	66.05	64.44	17	21.31	19.54

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	30	23.99	34.47	51	49.41	52.08	19	26.60	13.45
Grade 8	27	27.60	21.20	52	51.30	48.43	21	21.09	30.36
All Grades	28	25.71	27.79	52	50.31	50.24	20	23.98	21.97

Conclusions based on this data:

1. Rio Vista has 53% of the students meeting the standards in English Language Arts and 47% of the students not meeting the standards
2. The lowest claim performance is in Reading

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	385	430	412	380	423	409	380	423	409	98.7	98.4	99.3
Grade 8	413	391	426	405	385	415	405	385	415	98.1	98.5	97.4
All Grades	798	821	838	785	808	824	785	808	824	98.4	98.4	98.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2525.	2525.	2547.	9	11.82	21.03	23	24.11	21.52	41	31.44	32.27	26	32.62	25.18
Grade 8	2549.	2525.	2528.	14	9.61	13.25	24	16.36	21.93	31	35.58	26.75	31	38.44	38.07
All Grades	N/A	N/A	N/A	12	10.77	17.11	24	20.42	21.72	36	33.42	29.49	29	35.40	31.67

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	18	21.75	28.12	43	32.62	35.45	39	45.63	36.43
Grade 8	16	12.73	18.60	40	34.55	37.44	44	52.73	43.96
All Grades	17	17.45	23.33	42	33.54	36.45	41	49.01	40.22

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	11	12.77	22.98	49	54.61	48.90	40	32.62	28.12
Grade 8	25	14.55	17.87	53	49.61	50.24	22	35.84	31.88
All Grades	18	13.61	20.41	51	52.23	49.57	31	34.16	30.01

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	16	15.60	22.98	62	60.52	58.68	22	23.88	18.34
Grade 8	13	12.99	13.77	66	54.55	55.31	21	32.47	30.92
All Grades	15	14.36	18.35	64	57.67	56.99	21	27.97	24.67




Conclusions based on this data:

1. Rio Vista has 38% of the students meeting the standards in Mathematics and 62% of the students not meeting the standards
2. The lowest claim performance section is in Concepts & Procedures

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		6	1
English Learner Progress (1-12)		0	0
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		7	5
Mathematics (3-8)		7	6

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)


Conclusions based on this data:

1. Although our total percentage of students meeting or exceeding standards has improved, not all subgroups are improving.
2. A lot of work has gone into Social Emotional Learning through site based professional development and the results show it is working.








School and Student Performance Data

Status and Change Report Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		882	Medium 4.2%	Declined -0.8%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		882	Medium 4.2%	Declined -0.8%
English Learners		29	Medium 3.5%	Increased +3.5%
Foster Youth		8	*	*
Homeless		1	*	*
Socioeconomically Disadvantaged		347	Medium 7.2%	Declined -0.4%
Students with Disabilities		80	Medium 7.5%	Declined -2.9%
African American		74	Medium 5.4%	Declined Significantly -4.7%
American Indian		7	*	*
Asian		113	Very Low 0%	Declined -2.7%
Filipino		13	Medium 7.7%	
Hispanic		416	Medium 5.3%	Declined -0.5%
Pacific Islander		1	*	*
Two or More Races		20	Medium 5%	Declined Significantly -3.3%
White		238	Medium 3.4%	Increased +1.2%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. A lot of work has gone into Social Emotional Learning through site based professional development and the results show it is working.
2. Most subgroups declined in the number of overall suspensions.



School and Student Performance Data

Status and Change Report English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		32	Very High 93.8%	Declined -6.3%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 3.5%	Increased +3.5%
English Learner Progress (1-12)		Very High 93.8%	Declined -6.3%
College/Career (9-12)	N/A		N/A
English Language Arts (3-8)		Low 68.8 points below level 3	Maintained +1.4 points
Mathematics (3-8)		Very Low 107.2 points below level 3	Declined Significantly -19.1 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)


Conclusions based on this data:

1. Math is a struggle across the board with all students. After school tutorial is being revamped and will include additional opportunities to close the achievement gap.
2. Some progress has been made with ELA and we will continue to improve upon the actions taken.









School and Student Performance Data

Status and Change Report English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		778	Low 9.2 points below level 3	Declined -6.7 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		778	Low 9.2 points below level 3	Declined -6.7 points
English Learners		59	Low 68.8 points below level 3	Maintained +1.4 points
Foster Youth		4	*	*
Homeless		1	*	*
Socioeconomically Disadvantaged		289	Low 37.2 points below level 3	Declined -12.5 points
Students with Disabilities		53	Very Low 118.5 points below level 3	Increased +7.9 points
African American		62	Low 64 points below level 3	Declined Significantly -30.2 points
American Indian		7	*	*
Asian		105	Medium 6.1 points above level 3	Declined -10.6 points
Filipino		13	High 19.2 points above level 3	
Hispanic		360	Low 19.5 points below level 3	Declined -6.1 points
Two or More Races		15	High 22.2 points above level 3	Increased +3.3 points
White		216	High 14.6 points above level 3	Maintained -1.7 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	47	Low 48.4 points below level 3	Declined -9.6 points
EL - English Learner Only	12	Very Low 148.9 points below level 3	Declined -6.4 points
English Only	620	Low 9.7 points below level 3	Declined -7.7 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	19	31.6%	47.4%	21.1%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)


Conclusions based on this data:

1. There has been an increase in performance from the following subgroups: Students with Disabilities.
2. There was a significant decrease in performance for the following subgroup: African American students.









School and Student Performance Data

Status and Change Report Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		777	Low 48.1 points below level 3	Declined -10.8 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		777	Low 48.1 points below level 3	Declined -10.8 points
English Learners		59	Very Low 107.2 points below level 3	Declined Significantly -19.1 points
Foster Youth		4	*	*
Homeless		1	*	*
Socioeconomically Disadvantaged		288	Low 70.1 points below level 3	Declined -9.2 points
Students with Disabilities		52	Very Low 151.1 points below level 3	Increased Significantly +18.8 points
African American		60	Very Low 96.4 points below level 3	Declined Significantly -16.1 points
American Indian		7	*	*
Asian		105	Low 33.9 points below level 3	Declined Significantly -22 points
Filipino		13	Medium 9.8 points below level 3	
Hispanic		361	Low 61.8 points below level 3	Declined -13.2 points
Two or More Races		15	Low 38.9 points below level 3	Maintained +1.5 points
White		216	Medium 21 points below level 3	Declined -5.9 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	47	Low 86.1 points below level 3	Declined Significantly -23.3 points
EL - English Learner Only	12	Very Low 189.6 points below level 3	Declined Significantly -43.5 points
English Only	619	Low 47.9 points below level 3	Declined -7.7 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	19	47.4%	42.1%	10.5%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)
























Conclusions based on this data:

1. There has been an increase in performance from the following subgroups: Students with Disabilities.
2. There was a significant decrease in performance for the following subgroup: English Learners and African American students.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Our suspension rate improved for all subgroups with the exception of white students.

2. All subgroups showed a decline in performance for mathematics.

Goals, Strategies, & Proposed Expenditures

Goal 1

Every student meets or exceeds grade level core standards and is prepared for college, career, and community

Basis for this Goal

-Central USD's overall scores for our students in grades 3-8 and 11 indicate that 39% of students are meeting or exceeding standard in ELA and 26% are meeting or exceeding standards in Mathematics. At Rio Vista 53% of students are meeting or exceeding standard in ELA and 38% are meeting or exceeding standards in Mathematics.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC English Language Arts (ELA) Distance From Met (DFM) Spring 2018 SBAC Math DFM Spring 2018	ELA, DFM -9.2 Math, DFM -48.1	By June of 2019: The number of students scoring, meets and exceeds standards will increase by 7 points as measured by SBAC ELA assessments (DFM -2.2) The number of students scoring, meets and exceeds standards will increase by 10 points as measured by SBAC ELA assessments (DFM -38.1)

Planned Strategies/Activities

Strategy/Activity 1

Provide ELA intervention for both 7th and 8th grade.

Students to be Served by this Strategy/Activity

Title 1 Students

Timeline

8/18-6/19

Person(s) Responsible

Administration and teachers

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Additional books & resources for instruction in ELA/Social Studies/intervention courses

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

Title 1

Timeline

8/18-6/19

Person(s) Responsible

Administration and all teachers

Proposed Expenditures for this Strategy/Activity

Amount	12000
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development
Amount	3000
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide substitute coverage for participation in professional growth, instructional rounds, PLC development, planning days and collaboration activities for Target Assistance Title 1 students
Amount	5000
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide extended hours to teachers for department planning and collaboration days

Strategy/Activity 3

Provide improved technology for student and teacher use to enhance research and presentation practices for our academically at-risk students.

Students to be Served by this Strategy/Activity

All students

Timeline

8/18-6/19

Person(s) Responsible

Administration and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	22000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Upgrade projectors, printers, chromebooks, computers and production technologies to close the achievement gap
Amount	2250
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Technology for implementation, data collection, and meetings to help close the achievement gap.

Strategy/Activity 4

Increase book selection in the library

Students to be Served by this Strategy/Activity

All Students

Timeline

8/18-6/19

Person(s) Responsible

Administration and Library Media Teacher

Proposed Expenditures for this Strategy/Activity

Amount	1704.20
Source	LCFF-SLIP
Budget Reference	4000-4999: Books And Supplies
Description	Purchase additional library books and supplies

Strategy/Activity 5

Implementation of of interactive notebooks in all core academic courses.

Students to be Served by this Strategy/Activity

All students

Timeline

8/18-6/19

Person(s) Responsible

Administration and ELA/Social Studies teachers

Proposed Expenditures for this Strategy/Activity

Amount	3400
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Provide notebooks and materials for the implementation of Interactive Notebooks and CCSS in all Literacy classes (ELA, Science, Social Studies)

Strategy/Activity 6

Increase student exposure to career, community, and college opportunities.

Students to be Served by this Strategy/Activity

Title 1

Timeline

8/18-6/19

Person(s) Responsible

Admin and teacher

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Career Research/presentations

Strategy/Activity 7

Provide tutoring and reteaching for students after school/Saturday in order to increase student learning and close the achievement gap.

Students to be Served by this Strategy/Activity

Title 1

Timeline

8/18-6/19

Person(s) Responsible

School Staff

Proposed Expenditures for this Strategy/Activity

Amount	13500
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide after school/saturday tutoring for students

Amount	11500
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Additional tutoring program for use in after school math tutorial. Online subscription based program to close the achievement gap.

Strategy/Activity 8

Brain Pop- Engaging learning games, animated movies and activities. Designed with relevance, depth, and humor to encourage kids on their unique learning paths.

Students to be Served by this Strategy/Activity

Title 1 Students

Timeline

8/18-6/19

Person(s) Responsible

Admin

Proposed Expenditures for this Strategy/Activity

Amount	1600
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Brain Pop

Strategy/Activity 9

Students to be Served by this Strategy/Activity

Provide high risk students with opportunities to expand their experiences in core academic courses through activities, research, life application projects, and activities.

Timeline

8/18-6/19

Person(s) Responsible

Admin and teachers

Proposed Expenditures for this Strategy/Activity

Amount	1700
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Project/Lab Supplies

Goals, Strategies, & Proposed Expenditures

Goal 2

Connect every student to school by providing equity of access to educational opportunities and creating an environment conducive to learning for all students.

Basis for this Goal

Central USD needs to continue to increase student engagement/attendance and reduce suspension/expulsion and dropout rates. 2015-16 district attendance rate is 95.3%, with no significant increase or decrease from the previous year's rate. Chronic absenteeism rate was 13.43% in 2016-17. The suspension rate is 5.6% (2015-16) and expulsion rate is .3% (also 2015-16). Currently the suspension rate at Rio Vista is 4.2%, the expulsion rate is 0.45%, the attendance rate is 95.58%, and chronic absenteeism is 8.7%.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate Expulsion Rate Attendance Rate Chronic Absenteeism	2017-18 Data from DataQuest and CA Dashboard Suspension Rate- 4.2% Expulsion Rate- 0.45% Attendance Rate- 95.58% Chronic Absenteeism- 8.7%	By June of 2019: Suspension Rate will decrease by 0.5% (to 3.7%) Expulsion Rate will decrease by 0.1% (to 0.35%) Attendance Rate will increase to 97% or higher (increase by 1.42% Chronic Absenteeism will decrease by 1% (to 7.7%)

Planned Strategies/Activities

Strategy/Activity 1

Expand and enhance PBIS and Positive School Culture

Students to be Served by this Strategy/Activity

All Students

Timeline

8/18-6/19

Person(s) Responsible

Administrators, leadership and PBIS Support Team Members

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description	Professional Development opportunities
Amount	4500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Technology, supplies, awards, and spirit wear needed to expand and promote positive school culture, PBIS and the Fantastic 4 message to all students
Amount	2200
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Student Agendas
Amount	500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute support for PBIS training / development / monitoring meetings
Amount	750
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide extended hours to teachers for planning and collaboration days

Strategy/Activity 2

Speakers, training, conferences, supplies, activities and assemblies

Students to be Served by this Strategy/Activity

All Students

Timeline

8/18-6/19

Person(s) Responsible

Administrators, leadership and PBIS Support Team Members

Proposed Expenditures for this Strategy/Activity

Amount	2150
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Anti-bullying and motivational all-school activities/assemblies/speakers/training

Amount	2046.14
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	5 Star Students- Involvement management system, scanners and ID supplies

Strategy/Activity 3

Provide opportunities for students, parents, and staff to be recognized for positive contributions to campus culture.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/18-6/19

Person(s) Responsible

Administrators, leadership and PBIS Support Team Members

Proposed Expenditures for this Strategy/Activity

Amount	3500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Awards

Strategy/Activity 4

Provide training for our Activities Director for the purpose of developing a stronger school culture as well as networks with other activity directors

Students to be Served by this Strategy/Activity

All Students

Timeline

8/18-6/19

Person(s) Responsible

Administrators, leadership teacher

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences/Trainings

Amount	450
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	substitute coverage for conferences/trainings

Strategy/Activity 5

Provide technology and supplies to enhance our Fantastic Four message, increase school-wide participation in co-curricular and school activities, and enhance student recognition opportunities

Students to be Served by this Strategy/Activity

All Students

Timeline

8/19-6/19

Person(s) Responsible

Administrators and teachers

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Technology for presentation, supplies to promote the fantastic 4 message, RVTV and PBIS

Goals, Strategies, & Proposed Expenditures

Goal 3

Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.

Basis for this Goal

Central USD and Rio Vista MS will continue to engage families in educational programs to support student well-being and academic success. Central USD has a full time Parent Involvement Coordinator, Community Liaisons-Bilingual, and Family Outreach Liaisons to assist with this goal. The district and Rio Vista MS will continue providing quality parent education based on parent interest and need. Rio Vista MS will encourage parent participation in providing input and being a part of the decision making process. At Rio Vista MS parent involvement consists of PBSParents parenting classes, committees, parent nights and Parent Teacher Association.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of Parent meetings/trainings/workshops Number of Parents participating in Parent meetings/trainings/workshops % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" 2) "The school is a safe place where bullying and disrespect are not tolerated"	2017-18 Number of Parent meetings/trainings/workshops Number of Parents participating in Parent meetings/trainings/workshops % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" 88.5% 2) "The school is a safe place where bullying and disrespect are not tolerated" 53.2%	By June of 2019 : Number of Parent meetings/trainings/workshops will increase Number of Parents participating in Parent meetings/trainings/workshops will increase % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" will increase to 95 % 2) "The school is a safe place where bullying and disrespect are not tolerated" will increase to 58.2%

Planned Strategies/Activities

Strategy/Activity 1

Parent Engagement activities for parents of academically at-risk students

Students to be Served by this Strategy/Activity

Title 1 Students

Timeline

8/18-6/19

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	1616
Source	Title I Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	PBS Parent engagement
Amount	1026
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	PBS Parent engagement

Strategy/Activity 2

Provide technology and supplies for parent use- parent portal, online needs and supplies

Students to be Served by this Strategy/Activity

Title 1 Students

Timeline

8/18-6/19

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Technology and supply needs
Amount	250
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Supplies including snacks, drinks and supplies for evening meetings

Goals, Strategies, & Proposed Expenditures

Goal 4

Assure 1 year of growth in language acquisition for every EL student.

Basis for this Goal

Not all English Learners (ELs) are currently making yearly progress in acquiring English proficiency. Data from the CA Dashboard indicates that the district performance indicator for EL Progress is high (green) overall. Of the 22 schools in our district 4 of the schools are either rated in the low (orange) or very low (red) level for EL Progress. One school is rated medium (yellow) and 11 schools are rated high or very high (green or blue.) Schools not represented on the dashboard do not have enough English Learners (ELs) to comprise a cohort for reporting.

There is a need to develop teacher knowledge of the ELA/ELD Framework and how to use new materials to meet the needs of English Learners so that we can reduce the creation of long term English learners. Central USD has 7.4% LTELs (6+ years) and 5.1% At Risk for LTEL (4-5 years). Both rates are below the state and county average, but there is still a need for improvement. At Rio Vista 11% of EL students met or exceeded ELA standards as measured by SBAC, compared to 54% of non-EL students. This data indicates an achievement gap for ELs at Rio Vista of 43%.

At Rio Vista the current English Learner Progress Indicator is at 71.88% with a decline of 9.94%, putting our school site in the low (orange) rating overall.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CA Dashboard English Learner Progress Indicator (ELPI)	2017-18 ELPI 71.88%	By June of 2019: ELPI will be no less than 70.9%
CA Dashboard EL SBAC ELA DFM	2017-18 ELA DFM -68.8	By June of 2019: The number of EL students scoring 'meets or exceeds' standard will increase by 7 points as measured by SBAC ELA (DFM -61.8)

Planned Strategies/Activities

Strategy/Activity 1

Provide additional supplies and equipment for EL students and teachers to increase student learning and close the achievement gap.

Students to be Served by this Strategy/Activity

English Learners

Timeline

8/18-6/19

Person(s) Responsible

Administration and teachers

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Participation in professional growth activities
Amount	350
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide substitute coverage for participation in professional growth activities
Amount	1500
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Provide supplies and technology to address the academic and organizational needs of students

Strategy/Activity 2

EL and R-FEP Coordination on-site to close the achievement gap

Students to be Served by this Strategy/Activity

English Learners

Timeline

8/18-6/19

Person(s) Responsible

Admin and teachers

Proposed Expenditures for this Strategy/Activity

Amount	400
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide ELD teacher with collaboration time and extended hours to analyze student data, and plan instruction
Amount	350
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries

Description

Provide substitute coverage for participation in professional growth, department planning days and collaboration activities

Strategy/Activity 3

Parent education for EL and R-FEP students to close the achievement gap

Students to be Served by this Strategy/Activity

English Learners

Timeline

8/18-6/19

Person(s) Responsible

ELD Coordinator and Administration

Proposed Expenditures for this Strategy/Activity**Amount**

1000

Source

Title I Part A: Allocation

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Parent Education Opportunities

Amount

350

Source

Title I Part A: Allocation

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Translation/Interpreters/child care

Amount

250

Source

Title I Part A: Allocation

Budget Reference

4000-4999: Books And Supplies

Description

Supplies including snacks, drinks and supplies for evening meetings

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELA SBAC and ELA District Benchmark Baseline SBAC 2016-17 47% met or exceeded standard Benchmark * new assessment in 2017	SBAC 52% met or exceeded 100% of students to grow a level Benchmark * new assessment	SBAC 54% met or exceeded 30.2% of students improved a level Our average distance to 3 (meeting standards) improved from -13 to -6 which indicates our students are moving closer to meeting standards Benchmark 7th grade 30% 8th grade 37.7%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide ELA intervention for both 7th and 8th grade.	Resources provided for students enrolled in an ELA intervention class.	Additional books & resources for instruction in ELA/Social Studies/intervention courses 4000-4999: Books And Supplies Title I Part A: Allocation 3050	Additional books & resources for instruction in ELA/Social Studies/intervention courses 4000-4999: Books And Supplies Title I Part A: Allocation 3018.53
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	Administration and department leads participated in a Professional Learning Community conference held on campus. Each department sent 2 representatives Substitutes were employed to cover the class time teachers missed for the PLC training, curriculum	Professional Development 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 6600 Provide substitute coverage for participation in professional growth, instructional rounds, PLC development, planning days and	Professional Development 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 6725 Provide substitute coverage for participation in professional growth, instructional rounds, PLC development, planning days and

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>trainings and for collaborative instructional planning days.</p> <p>Teachers were provided release days to plan instruction to meet the needs of their students.</p>	<p>collaboration activities for Target Assistance Title 1 students 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 2000</p> <p>Provide extended hours to teachers for department planning and collaboration days 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 2000</p> <p>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 500</p>	<p>collaboration activities for Target Assistance Title 1 students 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 2495</p> <p>Provide extended hours to teachers for department planning and collaboration days 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 600</p> <p>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 359</p>
Provide improved technology for student and teacher use to enhance research and presentation practices for our academically at-risk students.	<p>Classroom technology was upgraded and replaced. Classrooms in need of projectors had them replaced. New printers were placed in classrooms and the library for both student and teacher use. Additional computers and Chromebooks were purchased to support classroom needs.</p> <p>New computers were purchased to support our video production class. This class creates a daily news program to keep students and teachers informed.</p>	Upgrade projectors, printers, chromebooks, computers and production technologies to close the achievement gap 4000-4999: Books And Supplies LCFF 10417.15	Upgrade projectors, printers, chromebooks, computers and production technologies to close the achievement gap 4000-4999: Books And Supplies LCFF 15357.61
Increase book selection in the library	123 new library books were purchased as well	Purchase more library books and supplies 4000-4999: Books And	Purchase more library books and supplies 4000-4999: Books And

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>as supplies to make them available to students.</p> <p>Supplies for the poster printer were also purchased to help improve school messaging and encourage students to become involved at the school.</p>	Supplies LCFF-SLIP 1,624.63	Supplies LCFF-SLIP 2198.37
Implementation of of interactive notebooks in ELA and Social Studies	Interactive notebooks were purchased for all students in ELA and Social Studies.	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	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 3340.75
Increase student exposure to career, community, and college opportunities.	Supplies were purchased for Career Day presentation a culminating for 8th grade students.	Career Research/presentations 4000-4999: Books And Supplies Title I Part A: Allocation 1500	Career Research/presentations 4000-4999: Books And Supplies LCFF 450.50
Provide tutoring and reteaching for students after school/Saturday in order to increase student learning and close the achievement gap.	Tutoring provided for students in need twice per week in both ELA and Math. Multiple teachers provided this service with at least two teachers available each day for 1.5 hours. Saturday tutoring was also available on multiple occasions.	Provide after school/saturday tutoring for students 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 7500	Provide after school/saturday tutoring for students 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 5076.47

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The Professional Learning Committee conference held on campus with our leadership team was very informative. Our leadership was able to take the information and restructure our PLC process. New procedures were put into place that have made the meetings more effective. Our school library purchased more books with input from students. The books helped to increase the usage of our library and increased the circulation numbers. One period of intervention continued to be used for students who were struggling and need additional support. Math held one math class that had limited seats to help our most needy students. After school tutoring was held multiple days per week after school in both Math and Language Arts. Additional technology was purchased to improve our school computer lab which students are able to use during lunch and break or with their whole class. Interactive Notebooks were used for writing, reflection, goal setting and note taking.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

With 53% of our students meeting or exceeding standards, we exceeded our goal. Nearly 83% of our students maintained, improved a level or stayed at the highest level this past school year. After school tutoring has been a challenge. With so many after hours activities e.g. sports and music, students are finding it difficult to attend regularly. One issue that was resolved this year was transportation. Providing the 4pm bus allowed many more students to attend. We continue to work to refine the structure of tutoring. The first year it was more of a drop-in homework assistance room. This past year it continued to be that with some re-teaching of lesson also.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

It was still a struggle to get students to stay after school for tutoring so we did not spend the money allocated for the Extra Work Agreement (EWA) for the teachers. Technology needs increased as the school progressed, so more money was spent in that area than we anticipated. More funding was used for a large poster printer that is housed in the library. The printer is used to provide improved school messaging and encourage students to become involved at the school. Our end of year Career Presentation day required less supplies than we anticipated this year. Other issues with using our allocated funding came from the difficulty we had spending Title 1 funding.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Moving into 2018-19, this goal will stay as Goal 1 but will be combined with Mathematics as an overall academic goal to align with the Central Unified School District's Local Control Accountability Plan (LCAP). We will continue with this goal, but will increase our meeting or exceeding to 55%. Our Leadership/Visible Learning team will become more involved with the professional learning on campus which will require an increase in the number of substitute days needed and EWAs. Our teacher planning days will focus on planning and creating common assessments. The use of Interim Assessment Blocks (IAB) will also increase. We will continue to improve our plan for students in need of tutoring. How we are able to spend our budget has been discussed by our School Site Council (SSC). A change has been recommended by our SSC that Rio Vista middle school should transition from Title 1 Targeted Assistance School (TAS) to school wide program.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>ELA SBAC and ELA District Benchmark</p> <p>Baseline</p> <p>SBAC</p> <p>2016-17 31% met or exceeded standard</p> <p>Benchmark</p> <p>* new assessment in 2017</p>	<p>SBAC</p> <p>36% met or exceeded 100% of students to grow a level</p> <p>Benchmark</p> <p>* new assessment</p>	<p>SBAC</p> <p>38% met or exceeded 27.1% of students improved a level Our average distance to 3 (meeting standards) improved from -52 to -41 which indicates our students are moving closer to meeting standards</p> <p>Benchmark 7th grade 43.1% 8th grade 47.9%</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Institute an intensive mathematics class for 7th grade students to close the achievement gap for our academically at-risk students	One math class was provided a smaller number in class to help provide extra support for struggling students. Additional supplies were purchased to support our struggling students.	Additional books and resources for intensive students 4000-4999: Books And Supplies Title I Part A: Allocation 800	Additional books and resources for intensive students 4000-4999: Books And Supplies Title I Part A: Allocation 300.00
Provide support for Mathematics/Science teachers/Admin -CCSS implementation and to close the achievement gap	Teachers were provided release days to plan and create lessons to close the gap. When teachers were provided release days subs were employed to cover classes.	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 6900	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 6500.00
		Provide additional instruction for	Provide additional instruction for

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		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	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 900.00
		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 2139	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 2500.00
		Provide extended hours to teachers for department planning and collaboration days 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 2600	Provide extended hours to teachers for department planning and collaboration days 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1800.00
Implementation of interactive notebooks in science and math	Interactive notebooks were purchased for all students in Math and Science.	Provide notebooks and materials for implementation of interactive notebooks and CCSS in all mathematics/science classes 4000-4999: Books And Supplies LCFF 1750	Provide notebooks and materials for implementation of interactive notebooks and CCSS in all mathematics/science classes 4000-4999: Books And Supplies LCFF 1670.37
Brain Pop- Engaging learning games, animated movies and activities. Designed with relevance, depth, and humor to encourage kids on their unique learning paths.	Provide yearly unlimited access for all students and Science/Math teachers.	Brain Pop 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 1508	Brain Pop 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 1507.99
Provide high risk students with opportunities to expand their experiences in mathematics and science through activities,	Supplies for extended projects and hands-on lessons were purchased for teachers.	Project/Lab Supplies 4000-4999: Books And Supplies Title I Part A: Allocation 1000	Project/Lab Supplies 4000-4999: Books And Supplies Title I Part A: Allocation 1465.38

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
research, life application projects, and activities.			
Provide tutoring and reteaching for students after school/Saturday in order to increase student learning and close the achievement gap.	Tutoring provided for students in need twice per week in both ELA and Math. Multiple teachers provided this service with at least two teachers available each day for 1.5 hours. Saturday tutoring was also available on multiple occasions.	Provide after school tutoring for students 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 7750	Provide after school tutoring for students 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 5076.47
Provide improved technology for student and teacher use to increase engagement and provide multiple opportunities to enhance learning	Classroom technology was upgraded and replaced. Classrooms in need of projectors had them replaced. New printers were placed in classrooms and the library for both student and teacher use. Additional computers and Chromebooks were purchased to support classroom needs.	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	Upgrade projectors, printers, chromebooks, computers and production technologies to increase student engagement and close the achievement gap. 4000-4999: Books And Supplies LCFF 6178.32 Technology for implementation, data collection, and meetings to help close the achievement gap. 4000-4999: Books And Supplies LCFF 1837.00

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Professional Development (PD) with Math Solutions was held for teachers and admin. A piece of the PD included a math consultant, Dr. Mason, working with teachers and administrators on best practices and standards. Release days were used for departments to plan lessons and common assessments. Technology and interactive notebooks were provided to assist with classroom instruction including note-taking. After school tutoring was offered two afternoons a week for a total of 3 hours per week. Science lab supplies were purchased to help engage students in lessons.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

With 38% of our students meeting or exceeding standards we exceeded our goal. Nearly 78% of our students maintained, improved a level or stayed at the highest level this past school year. After school tutoring has been a challenge. With so many after hours activities e.g. (sports and music) students were finding it difficult to attend regularly. One issue that was resolved this year was transportation. Providing the 4pm bus allowed many more students to attend. We continue to work to refine the structure of tutoring. The first year it was more of a drop-in homework assistance room. This past year it continued to be that with some re-teaching of lesson also.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Our school being a Targeted Assistance School for Title 1 has been a struggle. With a potential move to School-wide this issue may be alleviated. Technology needs were not as expensive as we originally anticipated. Science lab supplies were more expensive than we anticipated. Less students attended math tutoring than anticipated so a fewer number of hours were needed. Some teachers chose the option to have substitutes cover classes as opposed to having planning days outside school time which led to costs being less than anticipated.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Moving into 2018-19, this goal will stay as Goal 1 but will be combined with English Language Arts & Literacy as an overall academic goal to align with the Central Unified School District's LCAP. Our goal for math will be 40% meeting or exceeding standards on the SBAC and to continue to close the gap from meeting standard. The teachers will be participating in lesson study with Math Solutions twice this school year. IABs/Common Assessments will be used in class and PLCs. After School tutoring will split and become a drop-in homework center and targeted tutoring. How we are able to spend our budget has been discussed by our School Site Council (SSC). A change has been recommended by our SSC that Rio Vista middle school should transition from Title 1 TAS to schoolwide program.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Baseline	SBAC	SBAC
SBAC	English Language Arts 100% Math 100%	English Language Arts 14% Math 14%
English Language Arts 10% Math 10%		
CELDT was replaced with ELPAC		

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide additional supplies and equipment for EL students and teachers to increase student learning and close the achievement gap.	Student supplies purchased for organization Release time Substitute coverage	Participation in professional growth activities for teachers 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 500	Participation in professional growth activities for teachers 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 225
		Provide substitute coverage for participation in professional growth activities 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 350	Provide substitute coverage for participation in professional growth activities 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 250
		Provide supplies and technology to address the academic and organizational needs of students 4000-4999: Books And Supplies Title I Part A: Allocation 2200	Provide supplies and technology to address the academic and organizational needs of students 4000-4999: Books And Supplies Title I Part A: Allocation 1502.78

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
EL and R-FEP Coordination on-site to close the achievement gap	Release time to work with staff Substitute coverage	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 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 200
		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	Provide substitute coverage for participation in professional growth, department planning days and collaboration activities 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 150
Parent education for EL and R-FEP students to close the achievement gap	PBS Parent Engagement training	Parent Education Opportunities 5000- 5999: Services And Other Operating Expenditures Title I Part A: Allocation 800	Parent Education Opportunities 5000- 5999: Services And Other Operating Expenditures Title I Part A: Allocation 809
		Translation/Interpreters/ child care 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 350	Translation/Interpreters/ child care 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 0
		Supplies including light snacks for evening meetings 4000-4999: Books And Supplies Title I Part A: Allocation 400	Supplies including light snacks for evening meetings 4000-4999: Books And Supplies Title I Part A: Allocation 0

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Our English Language Development teacher attended Professional Development with another middle school in our district because they already had contracted with The English Learner Group. PD was focused on EL strategies. ELD teacher had two days of planning and an end of the year Newcomer training with our Supervisor of EL Migrant Programs.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The number of EL students who met or exceeded standards on the 2018 SBAC in ELA increased from 2 in 2017 to 5 in 2018 and in Math from 2 in 2017 to 3 in 2018 (of approximately 20 students each year)

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Students came to school more prepared this school year with most of the supplies they needed. The teacher did not need to provide as many supplies. The number of days needed out of class decreased this year so substitutes were not employed. The parent engagement meetings organizers provided snacks and child care as part of the program. Many of the training and planning time occurred after student hours so substitute needs was less than anticipated.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Moving into 2018-19, this goal will be moved to Goal 4 to align with the Central Unified School District's LCAP
This year we will assure improvement and growth in language acquisition for our English Learner students.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>5-Star Student accounting system</p> <p>Baseline</p> <p>* no data as the feature of the program is new to us this year</p>	<p>90% of students involved in at least one extra-curricular activity</p>	<p>Incomplete results due to issues with our proficiency with the program</p> <p>80 members in band 32 students performed with the Guitar class 10 Color Guard 38 Dance class Clubs- 12 total clubs</p> <p>200 kids in clubs</p> <p>Athletics 480 students on at least one school team 60 total students on cheer teams</p> <p>After hours activities- dances, carnival, 2 carnivals- 650 Students 1 dance- 130 Students Holiday Joy- 30 students Kids Day- 45 students Leadership Academy- 45 students</p> <p>CenCal Mentoring 115 unique students served</p> <p>Counseling 150 unique students served 4 groups (6-8 week sessions multiple sessions per year) created and 70 students served</p>

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Expand and enhance Positive Behavior Interventions and Supports (PBIS) and Positive School Culture	Purchased technology, supplies, awards and spirit wear Purchased student agendas	Professional Development opportunities 5000-5999: Services And Other	Professional Development opportunities 5000-5999: Services And Other

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Provided substitute coverage when staff attended conferences and trainings	Operating Expenditures LCFF 1500	Operating Expenditures LCFF 587.38
		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	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 3302.25
		Student Agendas 4000-4999: Books And Supplies LCFF 2161	Student Agendas 4000-4999: Books And Supplies LCFF 2160.19
		Substitute support for PBIS training / development / monitoring meetings 1000-1999: Certificated Personnel Salaries LCFF 495	Substitute support for PBIS training / development / monitoring meetings 1000-1999: Certificated Personnel Salaries LCFF 125
		Provide extended hours to teachers for planning and collaboration days 1000-1999: Certificated Personnel Salaries LCFF 500	Provide extended hours to teachers for planning and collaboration days 1000-1999: Certificated Personnel Salaries LCFF 200
Speakers, training, conferences, supplies, activities and assemblies	Champions for Tomorrow lunch time activities were held to spread the message Other speakers were brought in 5 Star students data management system subscription purchased	Anti-bullying and motivational all-school activities/assemblies/speakers/training 5000-5999: Services And Other Operating Expenditures LCFF 1000	Anti-bullying and motivational all-school activities/assemblies/speakers/training 5000-5999: Services And Other Operating Expenditures LCFF 500
		5 Star Students-Involvement management system, scanners and ID supplies 5000-5999: Services And Other Operating Expenditures LCFF 1500	5 Star Students-Involvement management system, scanners and ID supplies 5000-5999: Services And Other Operating Expenditures LCFF 809.81
Provide opportunities for students, parents, and staff to be recognized for positive contributions to campus culture.	Ceremonies held and award purchased to recognize adults and students	Awards 4000-4999: Books And Supplies LCFF 3500	Awards 4000-4999: Books And Supplies LCFF 1714.70

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide training for activity director for the purpose of developing a stronger school culture as well as networks with other activity directors	AD attended trainings	Conferences/Trainings 5000-5999: Services And Other Operating Expenditures LCFF 1500	Conferences/Trainings 5000-5999: Services And Other Operating Expenditures LCFF 815
		substitute coverage for conferences/trainings 1000-1999: Certificated Personnel Salaries LCFF 450	substitute coverage for conferences/trainings 1000-1999: Certificated Personnel Salaries LCFF 500
Provide technology to enhance our Fantastic Four message, increase school-wide participation in co-curricular and school activities, and enhance student recognition opportunities	Technology needed to use 5 Star Students management system	Technology for presentation, RVTV and PBIS 4000-4999: Books And Supplies LCFF 6000	Technology for presentation, RVTV and PBIS 4000-4999: Books And Supplies LCFF 485.17

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We reorganized our Positive Behavior Intervention and Support (PBIS) Team which included increasing and diversifying our members. We provided Social Emotional Learning Professional Development once per month. Our school psychologist, Vice Principal and school counselor attended conferences that allowed them to provide PD to our teachers that included teachers, school psychologist, Vice Principal and the Principal as presenters. During this PD we had teachers complete a Universal Screener and based on this teacher input support services were put in place for students who were struggling. Student leadership opportunities were developed that included a team of students who helped host three Special Olympic Events on our campus. Students coached and volunteered for events. Our students visited multiple college campuses. Our students were provided agendas, IDs and lanyards. A safety plan showed a need for increasing the number of radios on campus for student safety. We recognized students for exhibiting the Fantastic 4 Classroom Expectations

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

80 members in band
32 students performed with the Guitar class
10 Color Guard
38 Dance class
Clubs- 12 total clubs

200 kids in clubs

Athletics
480 students on at least one school team
60 total students on cheer teams

After hours activities- dances, carnival,
2 carnivals- 650 Students
1 dance- 130 Students
Holiday Joy- 30 students
Kids Day- 45 students
Leadership Academy- 45 students

CenCal Mentoring

115 unique students served

Counseling

150 unique students served

4 groups (6-8 week sessions multiple sessions per year) created and 70 students served

GATE/Leadership/AVID- STEM field trip to Disneyland

GATE field trip to the USS Iowa

4 college visit trips

CSUF, FPU, CSUMB, CSULA

University Representatives visited our campus

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The plan to expand technology for PBIS became stalled due to the team re-examining the use of the 5-Star student platform. After much discussion the team did decide to continue with the program, but it was too late in the year to purchase needed technology. We struggled to find programs to come out to our school and provide assemblies due to insurance requirements of our district. The need for PD and conferences was less than anticipated this year. Champions for Tomorrow had been a grant funded assembly in years past and this year it was a cost for our school.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Moving into 2018-19, this goal will be moved to Goal 2 to align with the Central Unified School District's LCAP. Technology will be increased for tracking of PBIS which will allow us to recognize more students and more easily track numbers. Training with students on social media is needed as it has created issues on campus. We plan to implement a Teacher Advisory Committee- where teachers and students meet to help improve our school culture. We will continue our Social Emotional Learning PD.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Sign in/Logs for events on campus Baseline *New goal	75% of parents will participate in at least one school activity	Over 90% of parents were involved in some capacity at our school Over 800 parents signed up for our weekly email Approximately 80% of parents completed registration for Parent Portal School Site Council meetings had a total of 3 adults attend outside of the members Approximately 200 parents attended Open House and Back to School Night 2 Rio Vista Parents attended PBS Parent Engagement Meetings

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent Engagement activities for parents of academically at-risk students	In conjunction with our feeder elementary schools training was provided for parents. A multiple week program was provided with the assistance of PBS Parent engagement. Once per week a parent training was provided along with child care and snacks.	PBS Parent engagement 5000-5999: Services And Other Operating Expenditures Title I Parent Involvement 1572 PBS Parent engagement 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 678	PBS Parent engagement 5000-5999: Services And Other Operating Expenditures Title I Parent Involvement 1572 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	Multiple computers were purchased for parent use for registration and to access parent portal for	Technology supply needs 4000-4999: Books And Supplies	Technology supply needs 4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	those without internet access at home.	Title I Part A: Allocation 1500	Title I Part A: Allocation 1500

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have School Site Council Meetings quarterly, monthly Parent Teacher Association meetings, parent conferences twice per year, Open House, Back to School Night and our PBS Parent Engagement meetings. We offer 22 sports teams and multiple Visual and Performing Arts programs that bring parents onto our campus. In addition, we hold a 7th grade Parent Orientation and an 8th grade Parent meeting every year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Opportunities for parent involvement have been lightly attended at Rio Vista. Very few parents, outside of committee members, attend School Site Council Meetings, Parent Teacher Association meetings, parent conferences, Open House, Back to School Night and our PBS Parent Engagement meetings. Parents do, however, attend sporting events and Visual and Performing Arts programs. We have attempted to pair events that parents do attend with events and meetings they do not, but that has not helped improve participation.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

All parent activities were provided and costs were exactly as anticipated.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Moving into 2018-19, this goal will be moved to Goal 3 to align with Central Unified School District's LCAP. Engaging parents in events outside athletics and the arts has been difficult. We will continue to engage in talks with our many parent groups to determine ways to get parents involved. A partnership will be worked on that should help with a particular group of parents on our campus.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	60392.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	53950.34

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF	52246.14	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	1704.20	0.00
Title I Part A: Allocation	58776.00	0.00
Title I Parent Involvement	1616.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	52,246.14
LCFF-SLIP	1,704.20
Title I Part A: Allocation	58,776.00
Title I Parent Involvement	1,616.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	24,300.00
2000-2999: Classified Personnel Salaries	350.00
4000-4999: Books And Supplies	52,754.20
5000-5999: Services And Other Operating Expenditures	36,938.14

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	1,700.00
4000-4999: Books And Supplies	LCFF	42,850.00
5000-5999: Services And Other Operating Expenditures	LCFF	7,696.14
4000-4999: Books And Supplies	LCFF-SLIP	1,704.20
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	22,600.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	350.00
4000-4999: Books And Supplies	Title I Part A: Allocation	8,200.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	27,626.00
5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement	1,616.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Kody Donnelly	Classroom Teacher
Erika Taylor-Ruffin	Classroom Teacher
Lorraine Tomerlin	Classroom Teacher
Annie Lokrantz	Classroom Teacher
Krystle Pumarejo	Other School Staff
Joe M. Bracamonte	Principal
Erin Freeman	Parent or Community Member
Amuula Niupulusu	Parent or Community Member
Gurdeep Singh Shergill	Parent or Community Member
Soren Jacobsen	Secondary Student
Brielle Jone	Secondary Student
Amara Klein	Secondary Student

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

Signature	Committee or Advisory Group Name
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.	

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.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Joe M. Bracamonte on
SSC Chairperson, Annie Lokrantz on

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program


Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2018 School Plan for Student Achievement	2018-10-09	View	View	View	43

[Previous Section](#)[Current Section](#)[Next Section](#)[Title Page](#)[Table of Contents](#)
[Save Data](#)
[View Current Document](#)
[View Section](#)

School Year:

2018-19

SPSA Title Page



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name

Rio Vista Middle School

Address

6240 W. Palo Alto
Fresno, CA 93722

County-District-School (CDS) Code

10-73965-6120639

Principal

Joe M. Bracamonte

District Name

Central Unified School District

SPSA Revision Date

10/2/18

Schoolsite Council (SSC) Approval Date

10/2/18

Local Board Approval Date

November 14, 2017

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

[Previous Section](#)[Current Section](#)[Next Section](#)[Title Page](#)[Table of Contents](#)



**Rio Vista Middle School
English Learner Advisory Committee (ELAC) Meeting
1st Quarter**

Date of Posting: September 24, 2018

Meeting Date: September 25, 2018

Location: Room 202

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 ELAC
- Explain the roles and responsibilities of the ELAC members
- Elect officers and DELAC representative
- Determine meeting dates and times
- Receive information on by-laws, accountability measures, school goals for English learners, LEAP/LCAP, 15% rule, Site Parent Involvement Policy, & Parent Education Opportunities

Representatives & Staff:

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

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	2 minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report	Approval/Amendments	Principal	0 minutes
Report of Officers, Standing & Special Committees	TBD	Principal	0 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Principal	10 minutes
Unfinished Business	TBD	Principal	0 minutes

New Business <ul style="list-style-type: none"> a. CUSD Guiding Principles b. Review the purpose of the ELAC. c. Review the duties of ELAC members. d. Review the roles and responsibilities of ELAC officers. Nominate and elect ELAC officers: <ul style="list-style-type: none"> o Chairperson o Vice-chairperson o Secretary o DELAC representative o DELAC alternate e. By-laws-initial review f. Progress reports-SBAC, AMAOs g. EL program entrance & exit criteria h. Site program for ELD & access to core i. Advise on site plan EL goals j. LEAP/LCAP k. CELDT review & student goal setting l. Parent Involvement Policy/Compact current year m. District Parent Education Opportunities n. 15% rule (if applicable) o. Site items p. Discuss future meeting dates, training, and agenda items. 	<p>Information and discussion.</p> <p>Discussion, nomination and election of officers.</p> <p>Information and discussion.</p> <p>Information and discussion. See criteria.</p> <p>Information and discussion. Determine date: 10/22-12/14.</p>	Principal	10 minutes
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Principal	1 minute

*****Thank you for coming*****

Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.


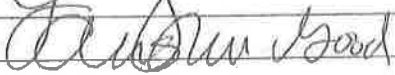
ELAC Meeting Notes 9/24/18

- Quorum not established informationally meeting held only



RIO VISTA MIDDLE SCHOOL
Central Unified School District

English Learner Advisory Committee
September 25, 2018

NAME	POSITION	SIGNATURE
Laura Munnelly	Vice Principal	
Alisha Good	Teacher	
		

"Simply Be the Best"



CENTRAL UNIFIED SCHOOL DISTRICT

4605 North Polk Avenue • Fresno, CA 93722

Phone: (559) 274-4700 • Fax: (559) 271-8200



Joe M. Bracamonte –Principal
Laura Munnelly –Vice Principal
Diana Haskins – Guidance
Instructional Advisor

Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

To involve parents in the Title I, Part A programs, the following practices have been established:

- Knowing that parent involvement is a vital portion of student success, Rio Vista has developed a written parental involvement policy with input from parents. The policy is reviewed each spring by the School Site Council and English Language Advisory Committee for any needed revisions. Both committees consist of parents, support staff, and teachers at Rio Vista. Rio Vista Middle School's Parent Involvement Policy is included in the Parent-Student Handbook that is distributed to all families during the first week of school. The policy below describes means Rio Vista will carry out to involve parents.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]).

- At the beginning of the school year, Rio Vista hosts a Back to School night for our students and parents to explain programs, policies, and meet teachers and staff
- Parents are invited to attend the quarterly School Site Advisory committee meetings by way of either being nominated then elected, or as a visitor. These meetings are held afterschool in our conference room
- After the first grading period in the fall, teachers meet with parents to discuss student academics and behavior. Then after the first grading period in the spring semester, parent-teacher conferences are held for students at-risk of retention or those having behavior concerns
- During the first quarter of the school year, Rio Vista will host an English Learner Parent Night. At the meeting, our vice principal reviews what curriculum is used, the exit criteria for the EL program, and goal setting

District Administration

*Kelly Porterfield, Interim Superintendent, Chief Business Officer • Ketti Davis, Assistant Superintendent, Educational Services
Jack Kelejian, Assistant Superintendent, Human Resources • Paul Birrell, Director, 7-12 and Adult Education
Tami Boatright Ed.D., Director, K-8 Education • Andrea Valadez, Administrator, Special Education & Support Services*



CENTRAL UNIFIED SCHOOL DISTRICT

4605 North Polk Avenue • Fresno, CA 93722

Phone: (559) 274-4700 • Fax: (559) 271-8200



Joe M. Bracamonte –Principal
Laura Munnelly –Vice Principal
Diana Haskins – Guidance
Instructional Advisor

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]).

- During Back to School night, parents are informed of the administration's "open door policy" allowing for parents to request other meetings as needed

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]).

- All parents are invited to attend regularly scheduled quarterly meetings of the School Site Advisory Committee and English Language Advisory Committee to participate in the review, planning, and improvement of school programs, the Parent Involvement Policy and the Home School Compact
- During the monthly Parent Teacher Association (PTA) the principal/vice principal discusses current school programs as well as parent involvement. The parents in attendance ask questions, seek clarifications (if needed), as well as provide input

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]).

- During Back to School Night, the administration team and teachers provide parents with information regarding Parent Teacher Association, School Site Advisory Committee, as well as other opportunities to volunteer at school
- PTA meetings are used a forum to share and discuss information many teachers send home weekly emails as well as maintain class websites to share information Rio Vista sends a weekly update of current happenings to the community electronically



CENTRAL UNIFIED SCHOOL DISTRICT

4605 North Polk Avenue · Fresno, CA 93722

Phone: (559) 274-4700 · Fax: (559) 271-8200



Joe M. Bracamonte –Principal

Laura Munnelly –Vice Principal

Diana Haskins – Guidance

Instructional Advisor

- The school and district provide a Parent Information link on the their websites to provide parents with information regarding policies and suggested ways of supporting their child

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]).

- This information is covered with parents during various times throughout the school year. This includes Back to School Night, School Site Advisory committee meetings, English Learner Advisory Committee meetings, and parent-teacher conferences
- Teachers provide curriculum descriptions, common core grade level standards, and grading policies, during Back to School Night and parent conferences
- If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]).
- All parents are invited to attend the School Site Advisory and English Learner Advisory Committee meetings. The meeting are held quarterly during a set time and located in the school's library. Notices of these meetings are provided in the Weekly Update and placed on the information board in front of the main office.
- Parents of students needing additional supports can request a Student Study Team meeting (SST) to aid in decisions relating to the education of their child.
- Parents of students who have been identified and placed on an Individual Education Plan (IEP) or Section 504 can request a meeting to discuss and participate in decisions relating to the education of their child

This School-Level Parent and Family Engagement Policy has been developed jointly with, updated periodically, and agreed on with parents of children participating in Title I, Part A programs, as evidenced by:

- School Site Council and ELAC minutes



CENTRAL UNIFIED SCHOOL DISTRICT

4605 North Polk Avenue · Fresno, CA 93722

Phone: (559) 274-4700 · Fax: (559) 271-8200



Joe M. Bracamonte –Principal
Laura Munnelly –Vice Principal
Diana Haskins – Guidance
Instructional Advisor

This policy was adopted by the School Site Council on October 2, 2018 and will be in effect for the period of 2018-19 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: August 31, 2018

Signature of Authorized Official

October 2, 2018

Date

California Department of Education
March 2018

Rio Vista Middle School Home - School Compact, 2018-2019

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

SCHOOL STAFF COMMITMENTS

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

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

Teacher's Signature _____

Date _____

PARENT COMMITMENTS

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

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

Parent or Guardian's Signature _____

Date _____

STUDENT COMMITMENTS

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

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

Student's Signature _____

Date _____

**Rio Vista Middle School
School Site Council (SSC)
2nd Quarter Meeting**

Date of Posting: September 26, 2018

Meeting Date: October 2, 2018

Location: Library

Starting Time: 5:00 p.m.

Ending Time: 6:00 p.m.

Outcomes: Participants will be able to:

- **Support CUSD Guiding Principles**
- **Discuss LCAP engagement process & how to increase community participation**
- **Provide input, approve and monitor SPSA including staff professional development**
- **Analyze benchmark results**
- **Approve annual review/revision of site SSC by-laws**
- **Discuss district uniform complaint procedures**
- **Determine future meeting dates, times and training schedules**

Representatives & Staff:

Joe M. Bracamonte – Principal

Kody Donnelly – Teacher

Annie Lokrantz – Teacher

Erika Taylor-Ruffin – Teacher

Lorraine Tomerlin – Teacher

Krystle Pumarejo – Staff

Stephanie Schoenau – ASP Coordinator

Erin Freeman – Parent

Amuula Niupulusu – Parent

Gurdeep Singh Shergill – Parent

Soren Jacobsen – Student

Brielle Jones – Student

Amara Klein - Student

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

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Chairperson	2 minutes
Roll Call—establish quorum	None	Chairperson	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Chairperson	1 minute
Secretary's Report	Approval/Amendments	Secretary	5 minutes
Report of Officers, Standing & Special Committees DAC representative report	Information & discussion	DAC representative	10 minutes
Unfinished Business		Chairperson	6 minutes

New Business a. Safety Plan b. Receive input on programs for ELs c. SPSA goals/actions to support students not making progress, students meeting or exceeding standards, 1% set aside for parent involvement & staff professional development d. By-laws e. Training on Uniform Complaint Procedures f. 2018-2019 Parent Involvement Policy & Home-School Compact g. After School Program h. Discuss future meeting dates, training, and agenda items.	Information Input	Vice-Principal Principal	20 minutes
	Information, discussion & approval		
	Information & discussion		
	Information & discussion		
	Information & discussion		
	Information & discussion		
	Information & discussion	Chairperson	
	Information & discussion		
Public Comment This is an opportunity for members of the public to provide information to the School Site Council.) 2 minutes per person	Information	Chairperson	6 minutes
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Chairperson	2 minutes

*****Thank you for coming*****

Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.

**RIO VISTA MIDDLE SCHOOL
SCHOOL SITE COUNCIL
(SSC) MINUTES
October 2, 2018**

1. Call the Meeting to Order:

- The meeting was called to order at 5:07 p.m. by Joe Bracamonte. Everyone was welcomed. Present were:

	Parent/Guardian/Student		Present		Staff		Present
1	Erin Freeman	Parent	X	1	Annie Lokrantz	Teacher	
2	Amuula Niupulusu	Parent	X	2	Erika Taylor-Ruffin	Teacher	X
3	Gurdeep Singh Shergill	Parent	X	3	Lorraine Tomerlin	Teacher	X
4	Soren Jackson	Student		4	Kody Donnelly	Teacher	X
5	Brielle Jones	Student		5	Krystle Pumarejo	Other	X
6	Amara Klein	Student	X	6	Joe M. Bracamonte	Principal	X

	Guest		Non- member staff	Position
1		1	Stephanie Barragan	ASP Coordinator
2		2		
3		3		
4		4		

2. Roll Call:

- (Sign in Sheet).
- Joe Bracamonte announced
 - 7 members are needed to establish a quorum
 - 8 members are present.
 - A quorum has been established

3. Changes/Additions to the Meeting Agenda:

- No changes or additions were made to the agenda. M/S/C (Freeman/Pumarejo) to approve the agenda. Agenda approved. Vote was 8-0 in favor.

4. Secretary's Report:

- M/S/C (Freeman/Tomerlin) to approve the minutes of the September 20, 2018 School Site Council meeting. The Minutes were approved. Vote was 8-0 in favor.

5. Report of Officers, Standing & Special Committees

No DAC representative report

6. Unfinished Business

No unfinished business

7. New Business

- a. **Safety Plans** – The safety plans go through different scenarios that can happen on our campus. Our teachers get updated roll sheets each month to go into their safety folder. The comprehensive safety plan will be sent to each teacher once it's approved by the SSC. As far as the safety team, no teacher is required to be on the safety team, the team consists of teachers that want to be on the team. On 10/17/18, our entire staff will be trained on the Run, Hide, Fight training. It is a detailed and extensive presentation of

what do if there is an active shooter was on campus. We will be participating in the Great ShakeOut Earthquake Drills on 10/18/18 at 10:18am. On that day, millions of people worldwide will practice how to Drop, Cover, and Hold on. In addition, 2018 is the 10th Anniversary of the ShakeOut which began in Southern California in 2008. M/S/C (Singh Shergill/Donnelly) to approve the safety plan. Safety Plan approved. Vote was 8-0 in favor.

- b. **Single Plan for Student Achievement (SPSA)** – The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the school through any of the sources identified in EC Section 64000 will be used to improve the academic performance of all pupils. School goals shall be based upon an analysis of verifiable state data, including the Academic Performance Index (API). The SPSA must integrate the purposes and requirements of all state and federal categorical programs in which the school participates. California *Education Code (EC)* Section 64001 requires that an SSC develop the SPSA. The SSC's responsibilities include approving the plan, recommending it to the local governing board for approval, monitoring its implementation, and evaluating the effectiveness of the planned activities at least annually. The SSC went over the goals, strategies, and proposed expenditures. We also discussed how there has been a lot of conversations about disproportionality. We are working on how to deal with disproportionality as a whole at our site. Our school psychologist and our administrative team have been taking all things into consideration when disciplining or giving consequences. As a site, we are looking at how we are changing behaviors on our campus. In regard to tutoring that we discussed at our last SSC meeting. Our math department team has written a justification as to why IXL should be approved. IXL has unlimited, unique questions to make practice engaging, fun awards to keep students motivated, intuitive, visual reports to stay in the know, and adaptive skills to support and challenge ever learner. Also, teachers are willing to open up for tutoring two days a week. There's going to be a drop-in tutoring for homework assistance and also a dedicated tutoring program using IXL. M/S/C (Tomerlin/Freeman) to approve the SPSA. SPSA approved. Vote was 8-0 in favor.
- c. **2018-2019 Parent Involvement Policy & Home-School Compact-** The 2018-2019 Parent Involvement Policy and Home-School Compact were reviewed. M/S/C (Donnelly/Freeman) to approve the 2018-2019 Parent Involvement and Home-School Compact. 2018-2019 Parent Involvement and Home-School Compact approved. Vote was 8-0 in favor.
- d. **Training on Uniform California Procedure-** Central Unified School District is committed to equal opportunities for all persons and apprising individuals of their right to file a complaint if there are concerns about a District practice [Board Policy 0410]. The Governing Board believes that the quality of the educational program can improve when the District listens to complaints, considers differences of opinion, and resolves disagreements through an established process. Complainants are encouraged to resolve concerns early and informally whenever possible. If concerns remain unresolved, a formal complaint may be submitted as early as possible in accordance with the appropriate district procedures.

Topic of Complaint

Complaint Concerning District School and/or Employee

1312.1 AR - Complaints Concerning District Employees

1312.1 BP - Complaints Concerning District Employees

Complaints Concerning District Employees

Complaint Concerning Instructional Materials

1312.2 AR - Complaints Concerning Instructional Materials

1312.2 BP - Complaints Concerning Instructional Materials

Complaints Concerning Instructional Materials

Uniform Complaint Procedures:

- Violation of state/federal law or regulations governing:
 - Adult Education
 - After School Education and Safety Programs
 - Migrant Education
 - Career Technical and Technical Education and Training Programs
 - Child Care and Development Programs
 - Child Nutrition Programs
 - Special Education Programs
 - Consolidated Categorical Aid Programs
 - Any other district-implemented program listed in Education Code 64000(a) (5 CCR 4610)
- Unlawful Discrimination (Discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district activities.
- District Noncompliance Related To:
 - Lactating Students
 - Fees and Charges
 - Local Control and Accountability Plan
 - Foster Youth
 - Education for Homeless Students
 - Class Assignment
 - Physical Education Instructional Minutes
- Allegation of Retaliation Against a Complainant or Other Participant in the Complaint Process
- Any other complaint as specified in a district policy

1312.3 AR - Uniform Complaint Procedures

1312.3 BP - Uniform Complaint Procedures

Uniform Complaint Procedures Form

"Williams Act" Uniform Complaint Procedures

- Textbooks, Teacher Assignments, Facilities

1312.4 AR - Williams Uniform Complaint Procedures

Williams Uniform Complaint Procedures Form

Nondiscrimination in Employment

4030 AR - Nondiscrimination in Employment

4030 BP - Nondiscrimination in Employment

Title IX, Complaints of Sexual Harassment, by or against Employees

Complaints of sexual harassment by and against employees shall be filed, investigated and resolved in accordance with law and district procedures specified AR 4030 - Nondiscrimination in Employment.

4119.11 AR - Sexual Harassment

4119.11 BP - Sexual Harassment

4030 AR - Nondiscrimination in Employment

4030 BP - Nondiscrimination in Employment

Title IX, Complaints of Sexual Harassment, by or against Students

Complaints of sexual harassment by and against students shall be filed, investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures.

1312.3 AR - Uniform Complaint Procedures

1312.3 BP - Uniform Complaint Procedures

Uniform Complaint Procedures Form

5145.7 AR - Sexual Harassment

5145.7 BP - Sexual Harassment

Title IX Rights (Education Code 221.8)

The following list of rights, which are based on the relevant provisions of the federal regulations implementing Title IX of the Education Amendments of 1972 (20 USC Sec. 1681 et seq.), may be used by the department for purposes of Section 221.6:

- a. You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex.
- b. You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
- c. You have the right to inquire of the athletic director of your school as to the athletic opportunities offered by the school.
- d. You have the right to apply for athletic scholarships.
- e. You have the right to receive equitable treatment and benefits in the provision of all of the following:
 1. Equipment and supplies.
 2. Scheduling of games and practices.
 3. Transportation and daily allowances.
 4. Access to tutoring.
 5. Coaching.
 6. Locker rooms.
 7. Practice and competitive facilities.
 8. Medical and training facilities and services.
 9. Publicity.
- f. You have the right to have access to a gender equity coordinator to answer questions regarding gender equity laws.
- g. You have the right to contact the State Department of Education and the California Interscholastic Federation to access information on gender equity laws.
- h. You have the right to file a confidential discrimination complaint with the United States Office of Civil Rights or the State Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex.
- i. You have the right to pursue civil remedies if you have been discriminated against.
- j. You have the right to be protected against retaliation if you file a discrimination complaint.

(Added by Stats. 2015, Ch. 43, Sec. 3.)

Any known or suspected violation of these rights, should be immediately reported.

District Title IX/UCP Coordinator
Jack Kelejian, Asst. Superintendent, HR
Phone: (559) 274-4700 ext. 63130
Email: jkelejian@centralusd.k12.ca.us

- e. **After School Program-** The new brochures were handed out. There is an upcoming audit from FCOE. They will be discussing earliest release times. They are wondering if students are staying the whole time. A couple of concerns are with the athletes and checking in, etc. Mr. Donnelly invited Stephanie Barragan will attend the Athletic Parent meeting on 10/10/18 at 6pm.
- f. **Receive input on programs for EL's-** We had our first English Learner Advisory Committee (ELAC) meeting last week. Laura Munnelly our VP, and Ms. Good our ELD teacher were both in attendance, but no parents came. The plan is to work with Nandeep Singh who is the Executive Director of the Jakara Movement to come up with ways to get more parents involved in ELAC. The Jakara Movement is a grassroots community-building organization. We are forging a Gurmat-inspired generation through creative leadership development, community organizing, and social activism. We believe a world of engaged communities, strong families, healthy individuals and inspired youth is possible. We are excited about working with Mr. Singh.
- g. **Discuss future meeting dates, training, and agenda items-** The next School Site Council meeting will be held 1/29/2019 at 5pm in the school library.
7. **Public Comment**
- There should be better communication between the ASP Director and the Athletic Director. They both agreed and plan on emailing each other more when issues or concerns come up.
8. **Adjournment:**
- M/S/C (Donnelly/Freeman) to adjourn the meeting. Vote was 8-0 in favor. The meeting was adjourned at 6:24 p.m.

Respectfully submitted,

Erika Taylor-Ruffin
SSC Secretary
10/2/18



RIO VISTA MIDDLE SCHOOL
Central Unified School District

SCHOOL SITE COUNCIL
October 2, 2018

NAME	POSITION	SIGNATURE
Joe M. Bracamonte	Principal	
Kody Donnelly	Teacher	
Annie Lokrantz	Teacher	
Erika Taylor-Ruffin	Teacher	
Lorraine Tomerlin	Teacher	
Krystle Pumarejo	Staff	
Stephanie Barragan	ASP Coordinator	
Erin Freeman	Parent	
Amuula Niupulusu	Parent	
Gurdeep Singh Shergill	Parent	
Soren Jacobsen	Student	
Brielle Jones	Student	
Amara Klein	Student	

"Simply Be The Best"