

**DRAFT**

Single Plan for Student Achievement  
2016-2017



School: Rio Del Valle Middle School

District: Rio School District

County-District School (CDS) Code: 56-72561-6055495

Principal: Adrienne Peralta

Date of this revision: January 23, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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The District Governing Board approved this revision of the SPSA on:

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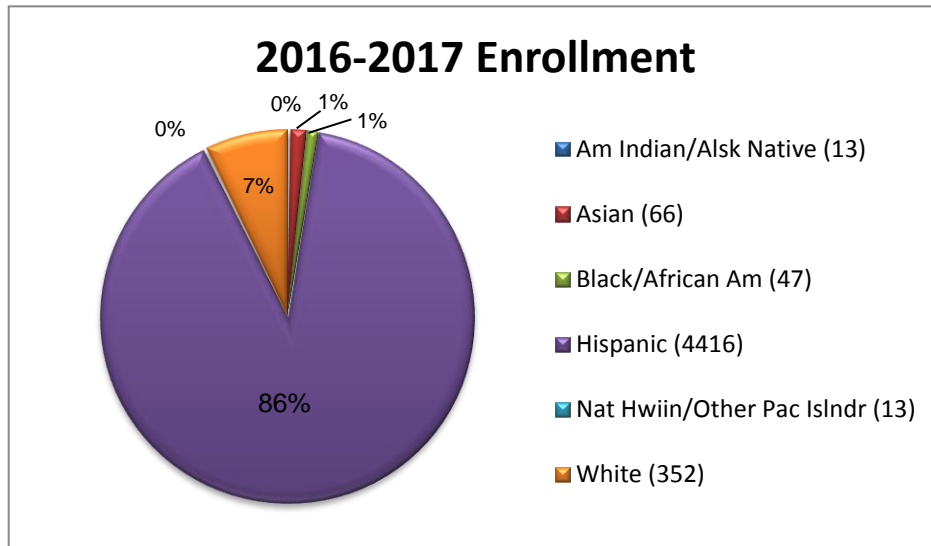
## **Single Plan for Student Achievement**

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## DISTRICT PROFILE

The mission of the Rio School District is to “Educate Learners for the 21<sup>st</sup> Century”.

Approximately 5000 students attend the Rio School District (RSD). The district is comprised of eight schools, five K-5 elementary schools, one K-8 elementary school and two 6-8 middle schools ranging in size from 500 to 800 students. The ethnic distribution of the district is diverse, as represented in the chart below. As reported in CALPADS the district’s socio-economically disadvantaged population in grades K-8 meet or exceed the Federal Provision II requirements and all students receive free or reduced breakfast and lunch. All schools receive Title I funding.



Twenty-three languages are represented in the district. Forty-eight percent of RSD students are identified as English Language Learners, 46% of whom speak Spanish as their primary language.

During the 2016-2017 school year, RSD identified students with Individual Education Plans (IEP) in 12 categories of primary disability. “Specific Learning Disability” and “Speech and Language” were the predominant disabilities reported. Of the 161 students with IEP’s for Specific Learning Disabilities, 94% were Hispanic; of the 267 students with IEPs for Speech and Language, 83% were Hispanic.

As illustrated in the chart, the percentage of Hispanic students in the district was approximately 86%.

One hundred percent of RSD teachers meet the No Child Left Behind highly qualified criterion. Of the 238 district teachers, 54% hold Master

Degrees, and another 98% have attained a Baccalaureate Degree plus 30 units of higher education credit. The average years of teaching service in the district is 11, and the average years of teaching experience is 13.

The district average class size in Transitional, Traditional Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> is 24 students.

The district average class size in 3<sup>rd</sup> - 8<sup>th</sup> grade is 30 students.

### District Needs Assessment Process

The Rio School District conducted a review of the nine Essential Program Components, but perhaps more importantly, analyzed the demands of new state standards, to include the Common Core and the district’s current capacity to effectively navigate the transition. The goal of the process was to not only shore up current instructional practices and systematize tiered intervention, but to increase understanding around the CCSS instructional shifts, grade level expectations, and shifts in practice that will be necessary to provide ALL students access to a robust course of study.

In recent years, RSD has crafted a collaborative system that includes district-wide K-8 Curriculum Council, management and principal teams, site-level Professional Learning Communities (PLCs) as well as district level professional development and calibration. This network was effectively utilized throughout the needs assessment process to analyze data, identify priority needs, create action steps, and communicate with stakeholders. Educational Services worked with the following team members to create a long-range Action Plan designed to not only refine current practice, but to systematically transition all teachers and administrators to the demands of new state Standards.

### **Rio del Valle's Needs Assessment Process**

Rio del Valle examined multiple data sources in assessing the needs for the 2016 – 2017 school years. In doing so, we discovered significant growth, areas of strengths, but most importantly, areas in which to focus for improvement. In providing our RDV Knights with a comprehensive and rigorous middle school experience, we looked not only at academic testing scores, but also noted our attendance, discipline, and extra-curricular participation data to inform our decision making.

Once our needs were identified, our team set a plan in action. Professional development, intervention, 21<sup>st</sup> Century Learning, collaboration, technology integration, and support programs such as Accelerated Reader, SumDog, Imagine Learning quickly came to the forefront of the planning as means not only to address our current needs, but in preparation to meet the demands of the Common Core State Standards.

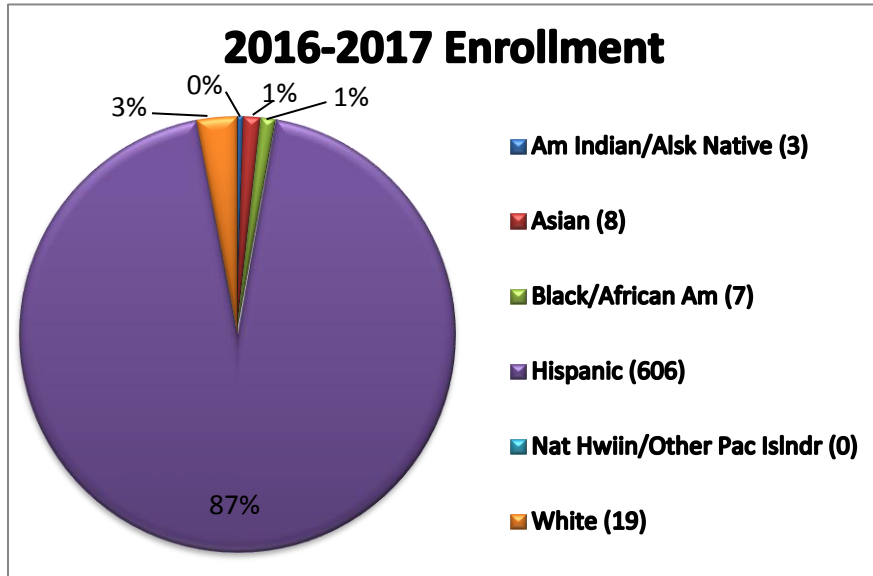
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The following teams provided valuable insight and input throughout the needs assessment process. These committees include:

<b>ELD Coordinator</b>		
Erica Landeros		
<b>Site Leadership Team</b>		
Marcy Lewis-Abriol	Richard Soliz	Jenny Navarro
Alejandro Sandoval	Nicole Martin	Andre Vasquez
Elizabeth Montano	Michelle Oropeza	
Ken Tomimitsu	Kevin Hardy	Christie Barnes
Debbie Antrim	Elizabeth Clayton-Bennett	

<b>School Site Council</b>	
<i>Clarissa Duraza</i>	<i>Melanie Manansala</i>
<i>Alvin Nelson</i>	<i>Debbie Antrim</i>
<i>Carlos Anaya</i>	<i>Jaelyn Russell</i>
<i>Robin Cyr</i>	<i>Flor Aguilar</i>
<i>Yessica Lemos</i>	<i>Eric Bustamante</i>
<i>Michael Weiss</i>	<i>Ruby Martinez</i>
<i>Adrienne Peralta - Principal</i>	

### School Profile



For over 50 years, Rio del Valle Middle School has educated and served generations of families from El Rio and surrounding communities. While times and neighborhoods may have changed, RDV’s commitment to educating each and every student remains unwavering. We are proud to have worked in conjunction with Rio School District’s leadership in supporting and providing our students and families with a well-rounded education. The RDV faculty continues to dedicate themselves to providing our young Knight with ample opportunities for academic and social growth. Approximately 702 students attend Rio del Valle. The ethnic distribution is diverse, as represented in the chart. Our largest population of students (87%) is Hispanic.

In just five years we’ve launched several classes and programs which have distinguished RDV as an exemplary middle school here in Ventura County. Our 8th Grade Honors Program is in its third year of implementation, offering honors classes to both 7th and 8th grade students. Sixth grade students have the opportunity to develop 21st Century Skills through the STEAM model that is implemented into their math/science classes. We have reinvigorated our competitive sports program that in three short years has won championships in

sports such as football and cross country. We have also broadened our students' daily class offerings to include a comprehensive elective program with options for music, foreign language, the Arts, AVID, technology, robotics, and leadership.

RDV offers all students a safe, warm family environment. This year RDV has adopted the CHAMPS program to support our efforts of creating a safe and respectful school culture. Attendance rates and the numbers of students involved in extracurricular programs are additional indicators of the outstanding learning experiences the dedicated staff works to provide the student here at RDV. RDV offers all students a safe, warm family environment. Attendance rates and the numbers of students involved in extracurricular programs are additional indicators of the outstanding learning experiences the dedicated staff works to provide the student here at RDV.

### English Language Learner Data

The adequate yearly progress data has not been compiled since 2014-2015 testing year. Below you will find data that has been compiled by the district to determine the levels of growth within our English Language Learners and students who have been reclassified. Based on the information provided in the last data set for English Language Arts CAASPP, our English Learners in the 6<sup>th</sup> grade year 2014-2015 improved their scores in the 2015-2016 testing year by 1.1% as 7<sup>th</sup> graders. The reclassified English Learners in the same period declined by 1.8%. Using the same comparison years, 7<sup>th</sup> graders who tested in the 2014-2015 year demonstrated improvement the following year – English Learners by 2.8% and Reclassified English Learners by 12.5%.

Rio Del Valle EL/EO/RFEP CAASPP

Grade 2015-16	ELA Status	2014-15 CAASPP ELA - n	2014-15 CAASPP ELA - % Pass	2015-16 CAASPP ELA - n	2015-16 CAASPP ELA - % Pass	2014-15 CAASPP Math - n	2014-15 CAASPP Math - % Pass	2015-16 CAASPP Math - n	2015-16 CAASPP Math - % Pass
6	EL	63	3.2%	72	5.6%	56	1.8%	76	2.6%
6	EO	70	24.3%	76	23.7%	64	14.1%	76	18.4%
6	RFEP	47	55.3%	57	54.4%	38	34.2%	57	29.8%
7	EL	65	0.0%	69	4.3%	66	3.0%	71	2.8%
7	EO	85	34.1%	90	43.3%	84	15.5%	90	20.0%
7	RFEP	69	46.4%	71	53.5%	69	30.4%	71	35.2%
8	EL	70	0.0%	71	2.8%	70	0.0%	72	0.0%
8	EO	99	35.4%	110	44.5%	99	18.2%	109	20.2%
8	RFEP	68	45.6%	73	58.9%	68	27.9%	73	27.4%
All	EL	928	5.5%	1307	9.8%	933	6.3%	1335	10.3%
All	EO	928	32.9%	1300	38.5%	920	22.7%	1298	26.2%
All	RFEP	534	48.5%	625	57.1%	525	32.2%	625	35.0%

**Adequate Yearly Progress (AYP)  
English Language Arts**

School-wide & Subgroups	2009 – 10 (Target = 58.8 )		2010 – 11 (Target = 67.6 )		2011 – 12 (Target = 78.4 )		2012 – 13 (Target = 89.2 )	
	Adv/Prof %	Met AYP	Adv/Prof %	Met AYP	Adv/Prof %	Met AYP	Adv/Prof %	Met AYP
School-wide	34.5	No	35.5	No	41.6	Yes (SH)	39.5	No
Hispanic or Latino	30.1	No	31.1	No	37.1	Yes(SH)	34.7	No
Socioeconomically Disadvantaged	28.5	No	35.5	Yes (SH)	41.6	Yes (SH)	35.1	No
English Learners	19.4	No	21.1	No	31.1	Yes (SH)	23.2	No

Key: Green Met Target    Yellow: Met Target through alternative Means    Red: Did not meet

**Adequate Yearly Progress (AYP)  
Math**

School-wide & Subgroups	2009 – 10 (Target =58.0 )		2010 – 11 (Target = 68.5 )		2011 – 12 (Target = )		2012 – 13 (Target = )	
	Adv/Prof %	Met AYP	Adv/Prof %	Met AYP	Adv/Prof %	Met AYP	Adv/Prof %	Met AYP
School-wide	28.3	No	32.2	No	35.3	No	35.4	No
Hispanic or Latino	24.8	No	27.9	No	32.2	No	32.6	No
Socioeconomically Disadvantaged	25.7	No	32.2	Yes (SH)	35.3	No	33.0	No
English Learners	22.9	No	24.5	No	25.4	No	26.3	No



**AMAO 1: Annual Progress Learning English**

2012-2013			2013-2014			2014-2015		
54.60%			56%			57.50%		
# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
207	111	53.6	209	130	62.2	231	142	61.5

2015-2016		
# Tested	# Making Growth	% Making Growth
231	141	61%

**AMAO 2 ≥ 5 years: Progress attaining English Language Proficiency**

2012-2013			2013-2014			2014-2015		
18.70%			20.10%			21.40%		
# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
30	8	26.7	32	7	21.9	32	10	31.3

2015-2016		
# Tested	# Making Growth	% Making Growth
23	6	26.1%

**AMAO 2 - < 5 years: Progress attaining English Language Proficiency**

2012-2013			2013-2014			2014-2015		
43.20%			45.10%			47%		
# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
190	84	44.2	187	103	55.1	209	105	50.2

**AMAO 3 – ELL Subgroup Meeting AYP Requirements**

**Based on ELA CAASPP Data**

**English Language Arts**

	2010-2011			2011-2012			2012-2013			2014-2015			2015-2016		
	67%			78.4%			79%								
	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
<b>District</b>	1656	456	27.5%	1734	559	32.2%	1854	484	27.3%	928	51	5.5%	1307	128	9.8%
Rio del Valle	318	67	21.1%	338	105	31.1%	323	75	23.2%	198	2	1.0%	212	9	4.2%

**AMAO 3 – ELL Subgroup Meeting AYP Requirements**

**Based on Math CAASPP Data**

**Mathematics**

	2010-2011			2011-2012			2012-2013			2014-2015			2015-2016		
	68.5%			79%			89.5%								
	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth	# Tested	# Making Growth	% Making Growth
<b>District</b>	1654	618	37.4%	1734	687	39.6%	1774	680	38.3%	933	59	6.3%	1335	138	10.3%
Rio del Valle	318	78	24.5%	339	86	25.4%	323	88	26.3%	192	3	1.5%	219	4	1.8%

The data indicates that the EL subgroup is making progress, but at a much slower rate as the rest of the school. Over 200 students were tested in both Language Arts and Math CAASPP, students scored 4.2% and 1.8% respectively. Substantially lower than the total population and much lower than the district total percentages. The first graph shown in this sequence of data does indicate that the EL students are making progress year to year. In other words, the 6<sup>th</sup> and 7<sup>th</sup> graders in testing year 2014-2015 (baseline year), have demonstrated an increase in performance the following testing year 2015-2016 in Language Arts. In math only the 6<sup>th</sup> graders in 2014-2015 demonstrated an increase the following year. The 7<sup>th</sup> graders declined substantially, with 0% meeting or exceeding the standard.

## Rio Del Valle Middle School

### Academic and Social Patterns for 2016-2017

Grade	2014-15 CAASPP Math Pass	2014-15 CAASPP ELA Pass	2014-15 Math Pass District	2014-15 ELA Pass District	2015-16 CAASPP Math Pass	2015-16 CAASPP ELA Pass	2015-16 Math Pass District	2015-16 ELA Pass District
6	16%	27%	15%	30%	16%	25%	18%	29%
7	15%	28%	16%	28%	19%	35%	20%	35%
8	16%	27%	17%	27%	17%	37%	17%	34%

The data indicates that 6<sup>th</sup> grade students in the 2014-2015 school year improved their math performance on the 2015-2016 CAASPP by 3% (16% to 19% respectively); and 7<sup>th</sup> graders in the 2014-2015 school year improved as 8<sup>th</sup> graders taking the math CAASPP by 4% (15% to 19%).

In Language Arts we see a similar increase 6<sup>th</sup> graders in 2014-2015 improved by 8% the following year as 7<sup>th</sup> graders. 7<sup>th</sup> graders in 2014-2015 improved by 9% the following year.

We do not have comparative data for the 8<sup>th</sup> graders as they leave to high school, but the data does indicate that each year the students are becoming more familiar and proficient on the CAASPP assessment. This indicates that students are able to transfer the skills they are learning in the classroom and apply them to this fairly new format of State assessment.

#### Rio Del Valle Gate CAASPP

Grade 2015-16	GATE Status	2014-15 CAASPP ELA - n	2014-15 CAASPP ELA - % Pass	2015-16 CAASPP ELA - n	2015-16 CAASPP ELA - % Pass	2014-15 CAASPP Math - n	2014-15 CAASPP Math - % Pass	2015-16 CAASPP Math - n	2015-16 CAASPP Math - % Pass
6	GATE	16	87.5%	16	93.8%	13	76.9%	16	68.8%
6	Non-GATE	164	18.9%	189	20.1%	145	9.0%	193	11.4%
7	GATE	22	86.4%	22	95.5%	22	81.8%	22	68.2%
7	Non-GATE	197	21.3%	208	28.4%	197	9.1%	210	14.3%
8	GATE	3	100.0%	3	66.7%	3	66.7%	3	66.7%
8	Non-GATE	234	26.9%	251	36.7%	234	15.0%	251	15.9%
All	GATE	189	83.1%	198	88.9%	186	76.9%	198	78.3%
All	Non-GATE	2201	20.8%	3034	26.7%	2192	13.4%	3060	17.7%

GATE students are adjusting well to the ELA portion of the CAASPP exam, but consistent with district results, appear to be having some difficulty with the math. Although, in the 6<sup>th</sup> and 7<sup>th</sup> grades we do see higher percentages of achievement, this may indicate that as students are working more with the Common Core, on 21<sup>st</sup> Century Skills, Inquiry and project based learning, they are increasing their skills and are better able to transfer them into the new testing format.

## Rio del Valle ASP/Non ASP CAASPP

Grade 2015-16	After School Program Status	2014-15 CAASPP ELA - n	2014-15 CAASPP ELA - % Pass	2015-16 CAASPP ELA - n	2015-16 CAASPP ELA - % Pass	2014-15 CAASPP Math - n	2014-15 CAASPP Math - % Pass	2015-16 CAASPP Math - n	2015-16 CAASPP Math - % Pass
6	ASP	19	21.1%	23	17.4%	19	15.8%	23	13.0%
6	Non-ASP	161	25.5%	182	26.9%	139	14.4%	186	16.1%
7	ASP	29	34.5%	27	51.9%	29	20.7%	27	22.2%
7	Non-ASP	190	26.8%	203	32.5%	190	15.8%	205	19.0%
8	ASP	26	34.6%	28	32.1%	26	23.1%	28	32.1%
8	Non-ASP	211	27.0%	226	37.6%	211	14.7%	226	14.6%
All	ASP	430	25.8%	587	30.5%	432	19.0%	587	25.2%
All	Non-ASP	1960	25.7%	2645	30.5%	1946	18.2%	2671	20.6%

This set of data provides us a comparison between the students enrolled in the after-school program, and all other students not enrolled. In ELA the 7<sup>th</sup> graders enrolled in the program outperformed the students not enrolled, but in the other two grade levels we did not see this pattern. Moreover, in the 6<sup>th</sup> grade there is a substantial difference with those students enrolled in the ASP scoring 9.5% lower than non-ASP students.

### Number of Suspensions

SCHOOL	2013-14	2014-15	2015-16	3 year average
Rio del Valle	57	97	109	88
DISTRICT TOTAL	153	235	192	193

### SARB 3 Year Comparison

SCHOOL	2013-14	2014-15	2015-16	TOTALS
RDV	9	11	5	25
DISTRICT TOTALS	65	64	93	222

### 3 Year RSD Attendance

	13-14	14-15	15-16
Rio del Valle	98.02%	97.16%	97.87%
DISTRICT	97.53%	97.34%	97.59%

There has been a steady increase in the number of suspensions at RDV. This is an area of concern, and an area that will be addressed through our school site plan. While attendance is very strong at RDV, there is some room to continue our efforts to improve attendance. Things to look for are how we can help our families that leave on travel, that have medical concerns that they need support in. We will work to develop and connect our families with needed resources, both within the school and within our community.

## **GOALS, STRATEGIES AND ACTION STEPS**

The action steps in this Plan were developed to ensure that all students make significant academic progress, and all teachers are provided with the professional development, tools, and resources needed to provide and facilitate exceptional instruction. The following achievement goals align with the district vision and LCAP plan.

### **Goal 1: Reading:**

By June 2017, 45% of RDV students will meet or exceed the standard as measured by the CAASPP assessment. In the 2015-2016 CAASPP exam approximately 32.3% of all students met or exceeded the standard. Within our EL subgroup 4.2% met the standard, our goal is that 8% of the EL students meet the standard.

### **Goal 2: Mathematics:**

By June 2017, 25% of RDV students will meet or exceed the standard as measured by the CAASPP assessment. In the 2015-2016 CAASPP exam approximately 17.3% of students met the standard. There was an average growth of about 2.5% over the baseline testing year 2014-2015. We will strive to have 5% of our EL students meet or exceed the standard. Last year's average was 1.8%.

### **Goal 3: Safe and Welcoming environment:**

By June of 2017, student suspension and expulsions will decrease by 5%. Student attendance will increase by .5%. Rio Del Valle will be in the first stages of CHAMPS implementation. RDV facilities will continue in its improvement stages. Goals within facilities improvement will be to improve classrooms, and open up spaces to increase available teaching areas. RDV will secure full-time, highly qualified teachers in all departments.

## Form A: Planned Improvements in Student Performance

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

### School Goal # 1 Reading

By June 2017, 45% of RDV students will meet or exceed the standard as measured by the CAASPP assessment. Within our EL subgroup 4.2% met the standard, our goal is that 8% of the EL students meet the standard.

#### What data did you use to form this goal (findings from data analysis)?

CAASPP results and STAR Math results were used to determine the goal for this year. In the 2015-2016 CAASPP exam approximately 32.3% of all students met or exceeded the standard. Within our EL subgroup 4.2% met the standard, our goal is that 8% of the students meet the standard. The EL numbers are based on current grades 7<sup>th</sup> and 8<sup>th</sup>.

STAR reading assessments show that between 20% to 25% of our student are reading at grade level. As the students move up year to year, the percentage increases from the 20% in 6<sup>th</sup> grade to the 25% in 8<sup>th</sup> grade. This data tells us that we have 75% of our students reading below grade level. Of that 75%, 40% of student are on the cusp of reaching grade level. This still leaves about 35% of our students reading far below grade level, more than 2 years below.

#### What were the findings from the analysis of this data?

In Language Arts we see that 6<sup>th</sup> graders in 2014-2015 improved by 8% the following year as 7<sup>th</sup> graders. 7<sup>th</sup> graders in 2014-2015 improved by 9% the following year.

In looking at our STAR Reading Assessment data, we recognized that many of our students are reading below their grade level. This corresponds with the trends we saw in prior years' CAASPP data. The data does indicate that students are making progress toward reading at grade level.

#### How will the school evaluate the progress of this goal?

Data collection and analysis is an on-going process. We will look closely at progress report and trimester grades as well as district benchmark scores. Accelerated Reader, STAR Reading assessments, and progress made by intervention students, will also be examined.

In addition, our reading intervention teachers are providing valuable data that is collected on their students and the results of the interventions that are being provided to students.

IPT referrals will also provide us data in how we are using RTI to support students.

Lastly, CELDT results and reclassification will be an indicator as to how our students are improving in their literacy skills. Traditionally, EL students score lower in the areas of writing and reading. It will be important for our site to look at the number of students excelling/improving in these two areas within the CELDT

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Purchase additional, high interesting reading materials for the RDV library and RDV students	Principal and language arts teachers	With student and teacher input, RDV will purchase additional, high interest reading materials for students and the library. Including books in student's primary language. Including novels that students need in primary language	\$3,500 Title 1 \$ 500 LCFF
Tutoring in reading comprehension will be offered to Title 1 students. These students will be identified by the counselor	Principal, Counselor, ELA and ELD teachers, MIXTECO liaison	Additional reading comprehension support will be given to Title 1 students. STAR data and student grades will be used to identify students.  ELD coordinator will provide assistance in identifying students that will benefit from focused intervention.	Teacher- Salary/Benefits \$ 2,500 LCFF \$ 1,785 Title 1  This equals approximately 107 hours of overtime to certificated staff providing the tutoring.
Renew Accelerated Reader accounts in September, 2014	Principal and language arts teachers	Additional Accelerated Readers accounts were purchased to ensure that each and every RDV student had access to the program	No Cost to site
Add 3 reading intervention courses to the master schedule to serve 6 <sup>th</sup> -8 <sup>th</sup> grade students reading 3 or more grade levels below.	Principal, ELA teachers, EL coordinator, Reading TOSA	Principal, teachers, and EL coordinator will identify students who are reading 3 or more grade levels below.  Students will be provided 6-8 weeks of intervention using CALL strategies, Reading A-Z, and other strategies that target their specific reading needs. Students will be provided tablets to access the Reading A-Z program.	No cost to site. District providing tablets, paying for Reading A-Z subscription, and paying for CALL training for teachers attending the professional development provided jointly by California Lutheran University.
Purchase STAR/AR incentives, materials, and supplies	Principal, Asst. Principal & ELA Teachers	Students will be recognized and rewarded for passing quizzes and making progress towards their goals	\$2,000 Title 1
Trained 7 faculty and staff members in AVID methodologies at AVID Summer Institute	Reading Intervention Teacher(s)	RDV will send a Site Team to AVID Summer Institute for AVID training. Teachers will represent the following departments: ELA, Math, Social Science, Science, Art, SPED, and PE	\$ 5,949 Title I  \$8380 LCFF  Total Cost for AVID Membership and Training: \$14,329
<i>(September – June)</i> <i>Employ AVID tutors</i>	<i>Assistant Principal</i> <i>Counselor</i> <i>Tutors</i>	Two days weekly, 3.5 hours daily	\$4,663 Title 1 \$1,337 AVID United Way Grant

(By June, 2015) Stipend – AVID Coordinator	Principal	Responsible for teaching student leadership, encouraging community service projects, directing and calendaring all school site AVID student and parent activity programs, and developing and monitoring the AVID site plan.	\$1,500 LCFF
Technology coordinator (Champ) & additional prep period to support teachers in technology implementation and AR.	Principal and Intervention Teacher(s)	Tech champ will support teachers in implementing 21st century learning projects.	\$1,500 LCFF
Teachers to participate in district sponsored professional development to enhance awareness regarding the CCSS ELA instructional shifts.	Educational Services; Department; Teachers	CALL Training through CLU ELA/ELD Adoption process	No cost to site
Common Planning and Collaboration Time dedicated to designing lesson plans addressing 21 <sup>st</sup> Century skills. Also time to observe teachers utilizing 21 <sup>st</sup> century strategies in other districts	All ELA teachers	Teachers will be provided time during Thursday staff meetings to collaborate and work together for the sake of addressing the needs of the students, math department, and for meeting district and site goals.	No cost to site
Integrated ELD professional development	Principal VCOE	Training guided by VCOE personnel to support the implementation of Integrated ELD into all core content classes	\$700 each session maximum of 3 sessions throughout the school year for a total of \$2,100.  Funding source: \$700 LCFF \$1,400 Title 1
Honors summer reading	ELA teachers Principal	Students are given a summer reading assignment. Impacts grades 7 <sup>th</sup> and 8 <sup>th</sup>	\$1,000 LCFF



1 to 1 Devices for all students.	Principal Technology coordinator Librarian	All students are to have access and be provided with a netbook to use throughout the school day and home. The use of the computers is to support learning in all areas of learning.	\$5,000 LCFF
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**School GOAL: Goal 2: Mathematics** By June 2017, 25% of RDV students will meet or exceed the standard as measured by the CAASPP assessment. In the 2015-2016 CAASPP exam approximately 17.3% of students met the standard. There was an average growth of about 2.5% over the baseline testing year 2014-2015. We will strive to have 5% of our EL students meet or exceed the standard. Last year's average was 1.8%.

<u>What data did you use to form this goal (findings from data analysis)?</u>	<u>What did the analysis of the data reveal that led you to this goal?</u>	<u>What data will be collected to measure student achievement?</u>
<p>The CAASPP results for the past two years have been used to inform this goal.</p> <p>In addition, STAR math results and formative data gathered from student and teacher surveys will be used to determine student needs.</p>	<p>The CAASPP results from last year indicate that our students made progress. Overall we had a 1% growth over the baseline testing year. 2014-2015 6<sup>th</sup> grade students had a 3% growth rate the following testing year.</p> <p>STAR math indicates that more students are above grade level, and a large percentage are approaching grade level. There are still a high percentage of students performing far below grade level.</p>	<p>STAR Math Assessment Data: Quarterly assessments</p> <p>Formative data collected from surveys regarding CMP3 implementation, including student grades</p> <p>Results from Millennium Math course</p>

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
<p>Provide Millennium math intervention period for students struggling in math (based on previous grades, CST's, and teacher recommendation)</p>	<p>Principal, Asst. Principal, Counselor, Intervention Teachers</p>	<p>Students continuing to struggle in math are enrolled in elective intervention class. Before enrolling in the class, administration/math teachers determined students in grades 7<sup>th</sup> and 8<sup>th</sup> that would benefit from the course. The class is a fluid course in which students can move in and out. Students are in a small classroom setting that provides them additional one to one support by a math teacher.</p>	<p>\$1,500 LCFF</p>
<p>Tutoring in Math will be offered to Title 1 students. These students will be identified by the counselor, administration, and teachers</p>	<p>Principal, Counselor, math teachers</p>	<p>Additional Math support will be given to Title 1 students. STAR data and student grades will be used to identify students. Teachers will inform students and families of tutoring opportunities.</p>	<p>Teacher- Salary/Benefits \$ 2,500 LCFF \$ 1,785 Title 1</p> <p>This equals approximately 107 hours of overtime to certificated staff providing the tutoring.</p>
<p>Manga Hi Implementation</p>	<p>Math Teachers</p>	<p>Each student school-wide was given a Manga Hi account so that can receive extra practice in basic math skills.</p>	<p>\$1,500 LCFF</p>

SumDog Interactive Math program	Math Teachers	All math teachers have licenses for all of their students to use SumDog. The program is tied to Common Core standards, and supports students below or above grade level.	\$2,500 Title 1
Accelerated Math Implementation (STAR Math)	Math Teachers	In addition to Manga Hi, each RDV student has an Accelerated Math account so that teachers can utilize another measure to track student progress on assessment.	No cost to site
Teachers to participate in district sponsored professional development to support their implementation of the newly adopted math materials, CMP3	Educational Services; Department; Teachers	All math teachers will participate in training of the new CMP3 adoption	No cost to site
Math teachers will be encouraged to participate in professional development opportunities outside of the school district (i.e conferences, math networks, etc...)	Principal, math teachers	Math teachers will be supported and encouraged to attend math conferences, networking opportunities, and self-promoting professional development (books)	\$2,500 LCFF
Common Planning and Collaboration Time dedicated to designing lesson plans addressing 21 <sup>st</sup> Century skills. Also time to observe teachers utilizing 21 <sup>st</sup> century strategies in other districts	All math teachers	Teachers will be provided time during Thursday staff meetings to collaborate and work together for the sake of addressing the needs of the students, math department, and for meeting district and site goals.	No cost
Employ AVID tutors	AVID coordinator Principal Math teachers Counselor	AVID tutors will be employed to support students within the AVID program and within math specifically	Cost description above in goal 1
Professional development of 6 <sup>th</sup> grade STEAM Team	6 <sup>th</sup> grade math/science teachers TOSA Ed Services Principal	6 <sup>th</sup> grade math/science teachers will collaborate across the district with other 6 <sup>th</sup> grade math/science teachers in an effort to develop STEAM curriculum that blends both core courses. STEAM team will participate in Ed Leader 21 conferences throughout the school year.	\$1,000 LCFF for additional supplies not provided by the district

**School Goal #3 Safe and Welcoming Environment**

*By June of 2017, student suspension and expulsions will decrease by 5%. Student attendance will increase by .5%. Rio Del Valle will be in the first stages of CHAMPS implementation. RDV facilities will continue in its improvement stages. Goals within facilities improvement will be to improve classrooms, and open-up spaces to increase available teaching areas. RDV will secure full-time, highly qualified teachers in all departments.*

**What data did you use to form this goal (findings from data analysis)?**

- Youth Truth Survey
- School data relevant to suspension and expulsions
- RTI data
- 2013-2014 attendance evaluation
- Informal data gathered from students, parents, teachers

**What were the findings from the analysis of this data?**

Last year RDV had approximately 61 days of suspension. Our goal is to reduce this amount with the use of alternative means of corrections, developing structures within our school climate to support students and teachers. In order to accomplish this, RDV needs to improve record keeping, professional development, parent outreach, and building community networks that will support our students and families.

Attendance has been strong at RDV, but within the small percentages of frequently absent students, there is a need to identify the factors that impact these absences. Increasing the use of SART, SARB, and our district nurse will support us in identifying these needs and therefore our students/families.

Lastly, in order to develop a school culture and climate that is supportive of all students, families, and staff, there is a need to ensure that the school have a highly qualified, and supported teaching staff. Hiring permanent and well-trained teachers is a goal. Providing opportunities for professional development for all staff, ensuring our facilities are clean, and that classrooms are outfitted with the essentials is a priority and a goal within this plan.

**How will the school evaluate the progress of this goal?**

RTI will be measured by the number of students that are served by the IPT process, and identified by teachers for intervention support in reading and math.

Suspensions will be monitored monthly. Where possible alternative forms of discipline correction will be used and documented. Alternative means of corrections will be reviewed prior to any suspension, and a list provided to the district office.

Classroom implementation of CHAMPS will be monitored with walk-throughs by Principal, A.P and Leadership Team.

Monthly site walk-throughs will be done in an effort to ensure that facilities are clean and that classrooms a equipped with what they require to support all students.

Staffing needs will be shared with HR personnel and recruiting will be done as necessary.

All staff will be encouraged to be reflective and seek professional development to support them in areas of instruction and social/emotional support for students.

Action/Date Ongoing September-June	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
CHAMPS implementation	Assistant Principal & Counselor	September – November 2016: professional development for CHAMPS implementation by VCOE  CHAMPS resources books for all staff  Teacher classroom implementation for year 1	No cost – District funded  Shared cost with district \$850 LCFF \$850 Ed Services
August-June Attendance incentives	Principal Assistant Principal	Purchase attendance incentives Reward students for perfect attendance- 1 <sup>st</sup> /6 <sup>th</sup> periods	\$2,000 Title 1
Stipend – ASB coordinator	Principal Assistant Principal Coordinator	Responsible for teaching student leadership classes, directing and calendaring all school site student activity programs, and ensuring the integrity of the financial management of all student body funds.	\$1,800 LCFF
Athletic Coach Stipends Athletic Director stipend	Principal	Support students in extra-curricular athletic activities	\$4,000 LCFF \$2,000 LCFF
Additional Elective Courses <ul style="list-style-type: none"> <li>• Minecraft</li> <li>• Robotics</li> <li>• Music</li> <li>• Art</li> </ul>	Principal Respective Teachers	Provide additional opportunities for students to engage in electives that extend and challenge their learning.  Technology needs for classes: <ul style="list-style-type: none"> <li>• Computers for Minecraft</li> <li>• 3D printer, Drone, and computers for Robotics</li> <li>• Music Apps and Interactive t.v for music</li> <li>• Additional instruments for music</li> <li>• Interactive t.v and tablets for art</li> <li>• Supplies for art class</li> </ul>	No cost to site, district support of electives for RDV
Development of Pathways courses	Principal Counselor Teachers teaching Pathways courses	Develop courses that develop student skills in the areas of robotics, computer applications/technology, agriculture/science.  Students will be prepared to move into Pathways within the HS that will support work/college goals	\$22,500 Grant Money from VC Pathways
Gardening Project	Principal Lead Project Teacher	Develop student skills within agriculture and science	No cost to site  Partnerships with <ul style="list-style-type: none"> <li>• Captain Planet</li> <li>• Common Vision</li> <li>• Fish &amp; Wildlife</li> </ul> Partnership with school in

			Georgia
Restructuring of gym classroom – joint use with after-school program*	Principal	Paint, clean, and re-furnish room	\$6,000 LCFF
Improvement to math/robotics classroom	Principal Robotics teacher	Remodel classroom and update technology	No cost to site – district funded cost
Increase campus supervision	Principal HR	Increase the amount of supervision on the school site to maintain a safe environment for all students and staff.	No cost – district funded
Site Counselor	Principal/District Office		Counselor –Salary/Benefits  These are encumbered funds

**Extended Learning Day**

<b>Action/Date Ongoing September-June</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Provide extended learning opportunities that sustain a focus on ELA and Math instruction through after school program	Principal Teacher(s) Programming staff	Ongoing September-June Increase the percentage of students attaining proficiency in ELA instruction using an alignment to the lesson design.	\$90,106 ASES Funding
Increase use of one to one technology	Principal ASP Director	Increase availability of student use of technology by providing a dedicated cart of computer for ASP use.	No cost to site – district funded
Classroom availability for students in the ASP program	Principal ASP coordinator	Clean, paint, and re-furnish joint use room in the gym	Cost disclosed above *

**Parental Involvement and Outreach**

<b>Action/Date Ongoing September-June</b>	<b>Person(s) Responsible</b>	<b>Task/Date Ongoing September-June</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Organize activities that stimulate family participation. Parent outreach and activities include, but are not limited to: English Learner Advisory Committee (ELAC); School	Principal Assistant Principal Counselor Teachers	Parent activities will be organized in the following areas: 1) Parenting 2) Communication with the school and district 3) Volunteering 4) Learning at Home 5) Decision Making	\$1,123 Title 1

Site Council (SSC); Parent Teacher Association (PTA); Principal Coffee; Back to School Night.		6) Accessing Community Resources	
Employ Student and Family Support Specialist (2)	HR dept. Principal	Welcomes visitors; provides health and wellness support to students and families; provides information about services; assists with general needs; assists with enrollment; data entry for the maintenance of health and wellness records.	Encumbered funds
Increase Parent Workshops	Counselor MICOP partnership Principal	Increase parent workshops that address needs that parents and community have expressed they have through informal interviews and Youth Truth Survey	\$1,500 Title 1
College Path support for At-Promise students	Principal	Academic guidance/social support for students demonstrating challenges with their social development and its effects on their academic success. Dr. Victor Rios will support students, families, and staff with workshops to address the needs of this student subgroup.	No cost to site – district funded

## Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at:

<http://www.cde.ca.gov/fg/aa/co/ca12squiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> <b>California School Age Families Education</b> Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$
<input type="checkbox"/> <b>Economic Impact Aid/Limited English Proficient (EIA-LEP)</b> Purpose: Develop fluency in English and academic proficiency of English learners	
<input type="checkbox"/> <b>Peer Assistance and Review</b> Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> <b>Professional Development Block Grant</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> <b>Pupil Retention Block Grant</b> Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> <b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> <b>School and Library Improvement Program Block Grant</b> Purpose: Improve library and other school programs	\$
<input type="checkbox"/> <b>School Safety and Violence Prevention Act</b> Purpose: Increase school safety	\$
<input checked="" type="checkbox"/> <b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$
<input checked="" type="checkbox"/> LCFF/Supplement Concentration Funding	\$151,452
<input checked="" type="checkbox"/> ASES- After School Education	\$34,232
<input checked="" type="checkbox"/> AVID	\$
Total amount of state categorical funds allocated to this school	\$185,684



Federal Programs		Allocation
<input checked="" type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$41,185
<input checked="" type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$3,121
<input checked="" type="checkbox"/>	<b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$4,118
<input type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/>	<b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$
<input type="checkbox"/>	<b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$
Total amount of federal categorical funds allocated to this school		\$41,185
Total amount of state and federal categorical funds allocated to this school		\$226,869

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

## Form D: 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.<sup>1</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Adrienne Peralta	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carlos Anaya	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alvin Nelson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debbie Antrim	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beatriz Perez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michael Weiss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Eric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Robin Cyr			<input checked="" type="checkbox"/>		
Numbers of members in each category	1	4	2	3	3

<sup>1</sup> EC Section 52852

## Form E: 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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:
  - State Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - English Learner Advisory Committee \_\_\_\_\_ Signature
  - Special Education Advisory Committee \_\_\_\_\_ Signature
  - Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature
  - District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature
  - Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature
  - Other committees established by the school or district (list) \_\_\_\_\_ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Adrienne Peralta  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal      Date

Alvin Nelson  
Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson      Date

