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Single Plan for Student Achievement
2016-2017



The Single Plan for Student Achievement

School: Rio Vista Middle School

District: Rio School District

County-District School (CDS) Code: 56-72561-0113977

Principal: Matt Klinefelter

Date of this revision: February 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.

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Table of Contents

The Single Plan for Student Achievement

District Profile	4
District Needs Assessment	5
School Profile	7
• Needs Assessment	8
• Data Analysis	8
• SPSA Annual Evaluation	11
• Goals and Strategies	21

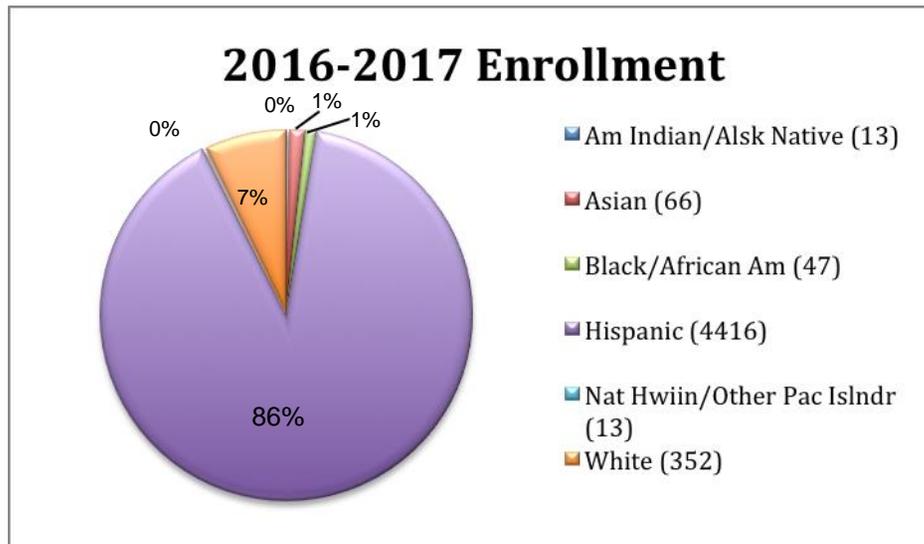
Planned Improvement in Student Performance

Programs Included in This Plan	36
School Site Council Membership	38
Recommendations and Assurances	39

DISTRICT PROFILE

The mission of the Rio School District is to “Educate Learners for the 21st 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 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 and Traditional Kindergarten is 24 students.

The district average class size in 1st- 8th grade is 30 students.

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 new state Standards.

Rio School District 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 are consistent with the Local Control Accountability (LCAP) Local Education Plans, Academic Performance Index, and Adequate Yearly Progress (AYP) requirements.

On March 7, 2014, the U.S. Department of Education approved California's testing waiver for certain statutory and regulatory requirements of Title I, Part A of the ESEA. A one-year waiver was granted that allows flexibility in making AYP determinations for schools and local educational agencies participating in the Smarter Balanced assessment field test.

Local Education Action Plan

- Goal 1: The district will meet annual AYP requirements for English Language Arts, both district wide and for all significant subgroups, including ELs and SWD.
- Goal 2: The district will meet annual AYP requirements for Mathematics, both district wide and for all significant subgroups.
- Goal 3: The district will meet CELDT requirements for AMAOs 1, 2 and 3 during the 2014-2015, 2015-16 and 2016-17 school years.

- Goal 4: The district will create a systematic approach to tiered intervention to ensure that all students have access and support to achieve academic proficiency in English Language Arts and Mathematics.
- Goal 5: The district will provide all teachers with strategic professional development, collaboration opportunities and support to understand the progression of Common Core State Standards (CCSS) English Language Arts and Mathematics goals and expectations. Teachers will be prepared with the skills and knowledge necessary to fully transition and align instructional practice to CCSS.
- Goal 6: The district will provide all teachers with professional development, collaboration opportunities and support to utilize the resources available through the Smarter Balanced Assessment System Consortium (assessments and digital library) to provide appropriate instruction and intervention for all students. All teachers will be prepared to meaningfully utilize the Smarter Balanced Assessment System.

Local Control Accountability Plan Goals

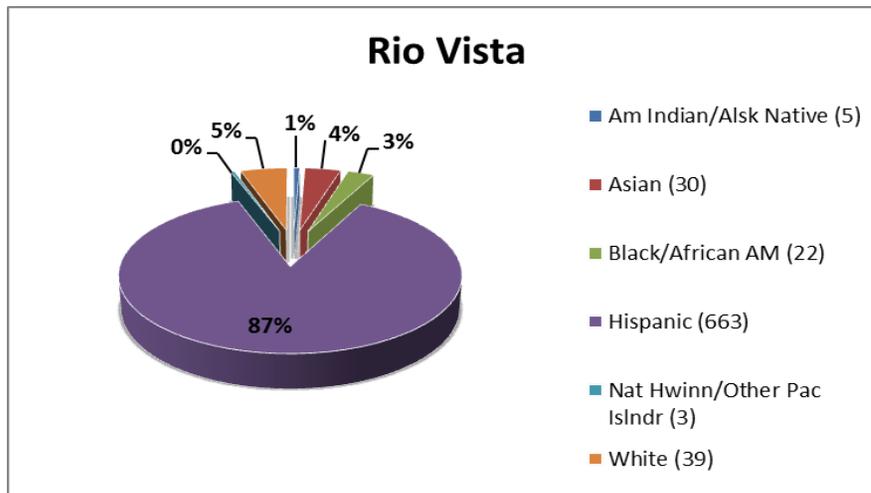
- Goal 1: Improved student achievement at every school and every grade in all content areas.
- Goal 2: Engage parents and other District stakeholders in the development of meaningful partnerships to support student Learning
- Goal 3: Create welcoming and safe learning environments where students attend and are connected to their schools.
- Goal 4: Prepare students to be college and career ready through technology and innovation that facilitates collaboration, creativity, critical thinking, caring and communication
- Goal 5: Recruit, hire, train and retain exemplary employees who are caring, committed, collaborative, creative, and critical thinkers

SCHOOL PROFILE

School Mission Statement:

Rio Vista Middle School is a safe and compassionate academic environment where all students are challenged through engaging educational experiences.

Approximately 766 sixth through eighth grade students attend RVMS. The ethnic distribution of RVMS is diverse, as represented in the chart below. This year RVMS met the criteria for Provision II status; qualifying all students for free breakfast and lunch.



Four languages are represented at RVMS. Approximately 33 % of RVMS students are identified as English Language Learners (ELLs), 92% of whom Spanish as their primary language. During the 2015-16 school year, RVMS identified students with IEPs in 4 categories of primary disability. “Specific Learning Disability” and “Speech and Language” were the predominant disabilities reported. Of the 40 students with IEPs for Specific Learning Disabilities, (90%) were Hispanic; of the 11 students with IEPs for Speech and Language, (75%) were Hispanic. As illustrated in the chart, the percentage of Hispanic students in the school was approximately 87 %.

One hundred percent of RVMS teachers meet the NCLB highly qualified criterion. Of the 36 teachers, 45% hold Master’s Degrees, and another 42% have attained a Baccalaureate Degree plus 30 units of higher education credit.

The average class size is 30.

NEEDS ASSESSMENT PROCESS

The Rio School District analyzed the demands of the Common Core State Standards 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 the new Common Core State Standards (CCSS).

The principal, teacher leaders, School Site Council members, and English Language Advisory Council members reviewed State and Local Assessment data. Based upon achievement trends, we have done the following:

- Established a teacher leadership team
- Established School Site and English Learner Advisory Councils
- Created professional development strategy
- Integrated the use of 1:1 technology in to the daily curriculum design
- Developed a series of interventions designed to help struggling learners

NEEDS AND DATA ANALYSIS

In the absence of Adequate Yearly Progress and Academic Performance Index indicators and the state's transition to a new assessment model (i.e. CAASPP/SBAC), local assessment data results and limited state assessments were utilized to develop school wide goals, actions, strategies and allocation of resources. After analyzing local assessment data, it is clear that improvement in reading and math achievement is necessary for all subgroups, including Socioeconomically Disadvantaged students, Hispanic or Latino students, Students with Disabilities, and English Learners.

AMAO ANALYSIS

The school has shown increase in the percent of English Learners who have gained proficiency in the English language (as shown in the *AMAO 1 and 2 ≥ 5 years* tables below).

In 2014-15, 61.7% of English Learner made growth toward language proficiency (AMAO 1) as measured by the California English Language Development Test (CELDT). 60.9% of student made growth toward language proficiency. This is a 5.8% increase from 2013-14 and a 11.5% increase from 2012-13.

In 2014-15, 38.2% of English Learners in U.S. more than 5 years (AMAO 2: < 5 years) attained proficiency. 2013-14 data was not available due to the fact that only 28 students were tested that year (percentages are not reported for groups of students of less than 30).

In 2014-15, 52.8.5% of Long term English Learners (AMAO 2: ≥5 years) attained proficiency whereas 49.4% of Long Term English Learning attained proficiency in 2013-14. This is a 3.4% increase from 2013-14 and a 4.7% increase from 2012-13.

SPSA GOAL 3: Meet CELDT requirements for AMAOs 1, 2 and 3 during the 2014-15 school-year.

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
172	95	55.2	197	120	60.9	204	136	66.7

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
18	-	-	28	-	-	34	13	38.2

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
162	78	48.1	174	86	49.4	176	93	52.8

Key: Green: Met Yellow: Met through alternate means Red: Did not meet

2014-15 CELDT Number and Percent of Students at Each Overall Performance Level

Performance Level	6	7	8	Total
Advanced	3 4.00%	9 10.00%	15 25.00%	27 12.00%
Early Advanced	21 30.00%	51 56.00%	25 42.00%	97 44.00%
Intermediate	22 31.00%	20 22.00%	15 25.00%	57 26.00%
Early Intermediate	13 18.00%	4 4.00%	1 2.00%	18 8.00%
Beginning	12 17.00%	7 8.00%	4 7.00%	23 10.00%
Number Tested	71 100.00%	91 100.00%	60 100.00%	222 100.00%

Our goal is to move English Learners to the Early Advanced (EA) and the Advanced (A) levels. Comparing Y1 and Y2 CELDT results, the percent of students scoring at the overall EA and A levels are similar even though the number tested increased in Y2. Year over year improvements have been made by each cohort as they moved up in grade level. Our school is going through a shifting from fewer Beginners and Early Intermediates with our change in attendance boundaries.

2015-16 CELDT Number and Percent of Students at Each Overall Performance Level

Performance Level	6	7	8	Total
Advanced	9 (9.0%)	10 (15.0%)	11 (15.0%)	30 (13.0%)
Early Advanced	42 (42.0%)	21 (32.0%)	36 (49.0%)	99 (42.0%)
Intermediate	31 (31.0%)	14 (22.0%)	20 (27.0%)	65 (27.0%)
Early Intermediate	11 (11.0%)	8 (12.0%)	4 (5.0%)	23 (10.0%)
Beginning	6 (6.0%)	12 (18.0%)	2 (3.0%)	20 (8.0%)
Number Tested	99 (100.0%)	65 (100.0%)	73 (100.0%)	237 (100.0%)

RIO VISTA MIDDLE SCHOOL

Annual Evaluation of Single Plan for Student Achievement

Plan Component:	Performance Goal #1	Grades Goal - Reading
Goal: Reading – By June, 2016, Rio Vista’s 6th, 7th, 8th and school wide grade equivalency (GE) will increase by one grade level, as measured by the EOY STAR Reading report.	Desired Outcome: That students will increase one grade equivalency GE level as measured by the STAR Reading Report.	Results: Goal not met An analysis of the initial AR/STAR reading report reveals that the average grade equivalency for each grade level is from 15 months to 18 months below grade level. Year over year progress is being made.
Implementation of Activities		
Activities that worked well for us: <ul style="list-style-type: none"> • Analysis of the Star Reading data • AR Reading Challenges to encourage reading • Providing intervention during SSR for our lowest readers using Reading Results 	Activities that we would like to continue, with minimal modifications: Will continue to analyze data on STAR Reading but also include a focus on building reading skills through Accelerated Reader Program Point incentives Recognition at trimester assemblies Extended lunch for set points earned	
Activities that we would like to continue but require significant modification:	Activities that we will eliminate:	
We will continue this as one of our goals. We will continue to build literacy skills through direct RTI intervention with our students reading below a 3rd grade level, with a pull out program during SSR	<ul style="list-style-type: none"> • Comparing progress report data to report card data 	

STAR Reading *SPSA Evaluation on Goals 1*

2015 and 2016 data

Looking at cohorts, for example 6th grade in 2014 (3.2 Grade Equivalent reading average) v 7th grade in 2015 (5.0 Grade Equivalent reading average), there was an average of 1.8 GE growth in reading. The follow year for that cohort there was a 1.3 change in growth.

Cohort Reading Growth:
6th 2015 and 7th 2016 = 3.3
7th 2015 and 8th 2016 = 1.3

STAR Reading Grade Equivalent Average

2013-14 SY	6th	7th	8th
	3.2	4.3	3.3
			
2014-15 SY	6th	7th	8th
	2.2	5.0	5.9
			
2015-16 SY	6th	7th	8th
	5.4	5.5	6.3
Cohort Change		+3.3	+1.3

Plan Component: Performance Goal #2		Benchmarks Goal - Mathematics	
Goal: Mathematics – By June, 2016, Rio Vista’s 6 th , 7 th , 8 th and school side grade-equivalency (GE) will increase by one grade level, as measured by the EOY STAR Math Report.	Desired Outcome: To increase by one Grade Level on STAR Math.	Results: Goal not met An analysis of the initial STAR Math report reveals that the average grade equivalency for each grade level is from 20 months to 2 years below grade level. This continues to be a challenge even with the implementation of the Millennial Math Skills Class.	
Implementation of Activities			
Activities that worked well for us:		Activities that we would like to continue, with minimal modifications:	
<ul style="list-style-type: none"> We moved students in Millennial Math as they need intervention and out as their math skills improve 		<ul style="list-style-type: none"> Continue to level the students as they need help in their regular math classes. Continue to utilize the Millennial Math as a means to enrich the struggling math students with more support to develop their basic skills. 	
Activities that we would like to continue but require significant modification: <ul style="list-style-type: none"> Build more math intervention through lunchtime tutoring or pull out during SSR time one day a week. 		Activities that we will eliminate: <ul style="list-style-type: none"> Some elements of after school math support as student are not attending the tutoring opportunities 	

Cohort Math Growth:

6th 2015 and 7th 2016 = .8

7th 2015 and 8th 2016 = .4

STAR Math Grade Equivalent Average

2013-14	6th	7th	8th
	3.9	4.7	5.3
			
2014-15	6th	7th	8th
	4.9	5.7	6.1
			
2015-16	6 th	7 th	8 th
	5.0	5.7	6.1
Cohort Change		.8	.4

Plan Component: Performance Goal #3	Benchmarks Goal - ELD	
Goal: Meet CELDT requirements for AMAOs 1, 2 and 3 during the 2014-15 school year	Desired Outcome:	Results: Goal not met Although the data reveals that cohorts are making growth from one year to the next, analysis of the data reveals that English Learners are not moving out of the Intermediate proficiency in reading as quickly as we would like.
Implementation of Activities		
Activities that worked well for us:		Activities that we would like to continue:
<ul style="list-style-type: none"> • Designated ELD • Integrated ELD Training for core teachers • ELD Support Teacher 	<ul style="list-style-type: none"> • Designated ELD • Continue ELD reading support during the SSR time 	
Activities that we would like to ADD :		Activities that we will eliminate:
<ul style="list-style-type: none"> • Continued Integrated ELD Training for teachers • Use of reliable/valid re-designation measures • Develop a reading intervention for the students reading at or below the 3rd grade level by using the Read 180 program. 		<ul style="list-style-type: none"> • We will not eliminate activities

Plan Component:	Performance Goal #4	Safe Schools/Attendance Goal Non-Academic
Goal: – Non-academic- Rio Vista Middle School will create a welcoming and safe environment where students attend and are connected to their school. Rio Vista will maintain a 97% or higher attendance rate.	Desired Outcome:	Results: Goal met Meeting this goal is measured by strategies that were successfully implemented. Students are more active in overall leadership of the school. The students are a critical part of guiding the school. The Attendance Goal of 97% was met with 97.86%.
Implementation of Activities		
Activities that worked well for us:	Activities that we would like to continue:	
<ul style="list-style-type: none"> • Use of incentives to increase attendance • Student leaders in ASB and SSC • Discipline assembly at the beginning of the year 	<ul style="list-style-type: none"> • Use of incentives to increase attendance • Student leaders in ASB and SSC • Discipline assembly 	
Activities that we would like to ADD:	Activities that we will eliminate:	
<ul style="list-style-type: none"> • Establish an effective school safety committee meeting regularly • Complete a student survey • Annual non-bullying assembly 	<ul style="list-style-type: none"> • None 	

Rio Vista Attendance Data

School Year	School Average Attendance	Overall ADA
2015-16	97.86%	779
2014-15	96.88%	735
2013-14	96.95%	705
2012-13	96.46%	698

California Achievement of Student Progress & Performance

English Language Arts

	6 th Grade 2015	6 th Grade 2016	7 th Grade 2015	7 th Grade 2016	8 th Grade 2015	8 th Grade 2016
Standard Exceeded	5%	2%	6%	8%	6%	7%
Standard Met	28%	24%	20%	25%	19%	23%
Standard Nearly Met	32%	29%	32%	30%	42%	34%
Standard Not Met	34%	44%	40%	37%	33%	36%

Analysis: 6th grade we had decreases in Met or Exceeded. In 7th grade we had increases in Met or Exceeded.

Mathematics

	6 th Grade 2015	6 th Grade 2016	7 th Grade 2015	7 th Grade 2016	8 th Grade 2015	8 th Grade 2016
Standard Exceeded	4%	5%	6%	7%	8%	8%
Standard Met	11%	15%	11%	14%	9%	11%
Standard Nearly Met	38%	33%	32%	29%	25%	24%
Standard Not Met	47%	47%	51%	50%	57%	57%

Analysis: In the area of Met or Exceeded we had percentage increases.

Breakdown by Gifted And Talented Education (GATE) v. Non-GATE Identified Students

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	19	73.7%	20	90.0%	19	57.9%	20	65.0%
6	Non-GATE	189	19.6%	237	21.9%	189	11.6%	240	16.7%
7	GATE	19	94.7%	19	78.9%	19	52.6%	19	73.7%
7	Non-GATE	197	27.9%	235	28.9%	200	12.0%	238	18.1%
8	GATE	11	100.0%	11	100.0%	11	90.9%	11	81.8%
8	Non-GATE	221	24.9%	250	26.8%	223	13.0%	252	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%

Analysis: The percentage of GATE students meeting or exceeding standards on the ELA portion of the CAASPP is greater than the district average. The percentage of GATE students meeting or exceeding standards on the Math portion of the CAASPP is lower than the district average.

English Learner (EL), English Only (EO), and Reclassified Fluent English Proficient (RFEP) Comparison

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	94	4.3%	107	8.4%	94	2.1%	110	5.5%
6	EO	69	30.4%	96	33.3%	69	24.6%	96	28.1%
6	RFEP	45	57.8%	54	53.7%	45	31.1%	54	37.0%
7	EL	61	1.6%	68	1.5%	64	0.0%	71	0.0%
7	EO	97	44.3%	122	39.3%	97	16.5%	122	26.2%
7	RFEP	58	50.0%	64	53.1%	58	31.0%	64	39.1%
8	EL	62	3.2%	71	4.2%	65	1.5%	73	1.4%
8	EO	106	38.7%	121	36.4%	105	21.9%	121	24.0%
8	RFEP	64	35.9%	69	44.9%	64	23.4%	69	27.5%
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%

Analysis: The percentage of EOs, ELs, and RFEPs passing the ELA portion of the CAASPP increased from 2015 to 2016. 6th grade ELs, 6th grade EOs, and 7th grade RFEPs increased in percentage that passed the Math portion on the CAASPP from 2015 to 2016. 8th grade RFEPs, 8th grade ELs, and 7th grade EOs decreased in the percentage of students that passed the Math portion of the CAASPP from 2015 to 2016.

After School Program (ASP) participants v. Non-ASP participants

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	36	30.6%	41	29.3%	36	16.7%	41	22.0%
6	Non-ASP	172	23.3%	216	26.9%	172	15.7%	219	20.1%
7	ASP	31	35.5%	32	37.5%	31	12.9%	32	28.1%
7	Non-ASP	185	33.5%	222	32.0%	188	16.0%	225	21.3%
8	ASP	24	20.8%	26	30.8%	24	25.0%	26	23.1%
8	Non-ASP	208	29.3%	235	29.8%	210	15.7%	237	18.1%
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%

Analysis: Gains in ELA were seen across grade levels and in both ASP participants and Non-ASP participants on the ELA portion of the CAASPP. ASP participant gains were not seen in the Math portion of the CAASPP.

Local Measures of Student Performance

Benchmark Assessments are utilized in grades 6-8 for ELA and Mathematics three-four times per year according to the district assessment calendar. The data used to guide our decision in selecting students for intervention support comes from benchmark assessments and the STAR Renaissance Program.

Summary Findings

Strengths:

- Rio Vista has established a strong collaborative system that is able to carry forth district initiatives and reforms through its leadership team and teacher leaders. The initiatives are implemented, analyzed and reflected upon by the grade-level and department PLCs.
- There's a positive attitude toward change to promote professional growth.
- The staff works in harmony and as a mutually supportive team. High expectations across the whole school community.
- Positive parent support of the school and its programs

- School pride continues to increase
- Differentiated course of study, which means that students are taught and extended at their level of ability
- A variety of extra curricula activities and elective courses are available to all students
- Multi-cultural school community is a strong feature
- Facilities and equipment are first rate
- School processes provide for the early identification of students ‘at risk’ and the provision of early intervention strategies.
- Student Performance as measured by local measures and the AMAO is showing positive gains.
- The school offers a range of opportunities for student leadership and expression of the student voice.
- Measured from 2014-15 to 2015-16, students in testing grades averaged 1.5 to 1.8 Grade Equivalent reading growth.
- Measured from May/June 2015 to May/June 2016, students in testing grades averaged 1.4 to 1.8 Grade Equivalent math growth

Needs:

- A number of subgroups have had difficulty making adequate growth in attaining proficiency in ELA. Given the increased rigor and language demands of CCSS, the challenge of meeting proficiency can only be addressed through strategically aligned instructional practices that allow students to access complex and informational text and construct verbal and written arguments using academic language.
- A number of subgroups have had difficulty making adequate growth in attaining proficiency in Mathematics. The increasing intensity of both conceptual understanding and procedural fluency in CCSS will require students to construct verbal and written arguments that demonstrate mathematical understanding. There is a need to engage in instructional practices that support mathematical discourse.
- CELDT data indicates that the number of Rio Vista English Learners that are moving out of the CELDT Intermediate proficiency level is increasing. In 2014-2015, initial phase-1 of a three year professional development plan began for ELD teachers on Systematic ELD. SELD needs to be continually supported, but will not be sufficient to move students to proficiency in academic areas. There is a need for explicit academic language instruction in ELA, Mathematics and other core areas; structured language routines for accountable student discourse; integration of appropriate language objectives within core content areas; and carefully designed lessons. Introduce through professional development California new ELA/ELD Framework and ELD state standards.
- There is a need to create a systematic approach to intervention in order to meet the needs of struggling learners. It is recommended that we review current intervention procedures and practices, study research-based practices, and create a systemized approach to tiered intervention.
- The new baseline test data, which shows that a significant number of students are below standard on the new CAASSP Math and ELA assessment.

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 Local Control Accountability Plan (LCAP).

Goal 1: Improved student achievement at every school and every grade in all content areas.

Goal 2: Engage parents and other District stakeholders in the development of meaningful partnerships to support student learning.

Goal 3: Create welcoming and safe environments where students attend and are connected to their school.

Goal 4: Prepare students to be college and career ready through technology and innovation that facilitates collaboration, creativity, critical thinking, and communication.

Goal 5: Recruit, hire, train, and retain exemplary employees who are caring, committed, collaborative, creative, and critical thinkers.

RESEARCH BASE USED IN THE DEVELOPMENT OF THIS PLAN

Common Core State Standards documents, including the ELA and Math Content Standards and ELA and Math Appendices.

Susana Dutro, Co-founder and CEO of E.L. Achieve; A Focused Approach to Systematic ELD, E.L. Achieve's Approach to English Learner Instruction, and Constructing Meaning for explicit language instruction for content learning.

Accelerated Reader™ (AR™) data can be used to monitor College and Career Readiness by comparing reading practice data with expectations, defined by the Common Core State Standards (CCSS). Anchor Standard 10 of the CCSS is particularly relevant to AR because it requires students to “Read and comprehend complex literary and informational texts independently and proficiently.”

The Partnership for 21st Century Skills (P21) has created a comprehensive framework for conceptualizing different types of skills important for college and the workforce. For example, learning and innovation skills include creativity and innovation, critical thinking and problem solving, and communication and collaboration. Information, media, and technology skills include information literacy, media literacy, and information/communications/technology literacy.

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:

SPSA GOAL 1: Reading – By June 2017, the number of all students scoring Standard Exceeded or Standard Met in grades 6-8 will increase by 5% as measured by CAASPP English Language Arts scores school wide.		
What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Beginning of year STAR Reading Summary report Last years STAR Reading Data Review of CAASPP Data	An analysis of the STAR Reading report indicates that students in grades 6-8 are anywhere from 45%-80% below mastery in one or more of the three standards tested (Reading- Literature; Informational Text; Language). An analysis of the initial AR/STAR reading report reveals that the average grade equivalency for each grade level is from 18 months to 2 years below grade level.	Weekly, monthly, by trimester, and annual program monitoring and evaluation. STAR reading reports – Trimester Accelerated Reader monitoring – monthly, trimester, annually

During 2016–17, the school will implement a reading intervention program to address the needs of struggling readers.			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(By August 2016) Identify struggling readers and identify, screen and pilot an intervention program that targets the individual literacy needs of struggling students.	Principal and language arts teachers	Collect and analyze district- and school-level summative and formative ELA data. Identify students from each grade level for reading interventions and their specific literacy needs. Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating research-based reading intervention programs (Reading Results) that are designed to meet individual literacy needs of struggling students; measure growth, and accelerate reading comprehension.	\$800 – LCFF SG \$1,900 – Title I Data Analysis, planning and snacks/lunch (9 participants, 2 days, \$150 per day)

(August 2016) Plan implementation and evaluation of the reading intervention program.	Principal and language arts teachers	Select and/or develop reading intervention materials and resources; purchase supplementary instructional materials and benchmark assessments. Continue to address literacy intervention needs of students through district approved instructional materials, when appropriate. (Keystones 6-8 for intervention).	\$5,000 Title I \$5,500 LCFF SG (supplemental instructional materials)
(2016-17 school year) Conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs.	Clinic Teacher(s)	Three days weekly, 25 minutes per day; during SSR provide additional reading support for students that are reading more than 2.5 years below grade level. (Read 180 Program) Purchase Library books to support reading at home. Clerical Assistance for AR data analysis and Tech support	\$10,000 Title I \$20,000 LCFF SG
(By August, 2016) Leadership team to meet and analyze data; plan literacy PD for the school year	Leadership team Principal	Meet for a full day before the beginning of the school year	\$3,000 (10 teachers; \$300 per day)

Academic Support

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(November- June) 1 faculty member to support teachers with correcting assessments.	Principal Department leads	(November, January, March, June) As needed, one faculty member will be subbed out to support teachers with correcting Benchmark Assessments.	2 sub 4 times per year \$1,191 Title I

During 2016–17, the school will implement an incentivized reading program to encourage and support all students in reading. Progress will be measured by AR/STAR reading reports (weekly, monthly, quarterly, annually).

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(By October 2016) Renew Renaissance Learning/ Accelerated Reader subscription	IT Director Principal		District Provided LCFF SG
(September-June) Purchase STAR/AR incentives, materials and supplies		Students will be recognized and rewarded for passing quizzes. Daily – raffle tickets given for each quiz passed Weekly – drawing Monthly – AR Challenge and rewards Annual – AR incentives for meeting reading goals	\$5,000 \$15,000 LCFF SG

(August-June) Purchase new library books	Principal, ELA Teachers Library Clerk		20,000 Title I
Technology			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(September-June) Purchase/replace technology equipment to support instructional program, as needed; purchase of supplemental materials and supplies	Tech champ Library Clerk Principal	Technology champion to survey site technology equipment needs. (i.e. Document camera; LCD projector; Netbooks)	\$2,000 Title I \$30,000 LCFF SG
(By June, 2017) Stipend – Technology Coordinator	Principal Technology Champion	Technology champion to coordinate teacher/classroom use of technology and labs. Encourage and promote the use of educational technology in all curricular areas and aspects of instruction. Attend all tech meetings.	\$1,500 LCFF SG
(August 2016) 1:1 Computer Roll Out	Principal Tech champ	Roll out 1:1 computers to all students for school to home use.	No cost to the site
(October – June) Typing Pal program implementation	Principal Teachers Parents	Annually Plan and ensure that students meet the district goal: All students 5 th grade and above will type 60 cwpm	No cost to site

Professional Development			
Action/Date Ongoing September-June	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Teachers to participate in school site professional development to enhance awareness regarding the CCSS ELA instructional shifts.	Site Leadership Team; Department; Teachers	Wednesday PD: September - June	No cost to site

Align instruction to meet the increased text complexity demands of CCSS by introducing text exemplars in conjunction with writing (Performance Tasks).	ELA teachers	ELA data analysis and instructional collaboration: November; January; March; June	\$4,000 – LCFF SG (Subs for 9 teachers, 4 times per year; 125.00 per sub)
Design lessons that incorporate strategies that promote academic language and access to core curriculum content (<i>i.e. language objectives aligned to content objectives, routines that promote student talk, collaborative conversations, productive partnerships, academic discussion routines, vocabulary instruction routines.</i>)	Core/content teachers	ELA planning: November; January; March; June CCSS planning: as needed during dept. meetings; add on an additional hour for planning. (Cross- grade level)	\$4,000 – LCFF SG (Subs for 9 teachers, 4 times per year; 125.00 per sub) (7 teachers, 4 times per year, \$30 per hour) \$840 – LCFF SG
Provide structured opportunities for observations within grade levels at school sites and/or within the district to strengthen implementation of structured language practice routines.	Core/content teacher leaders Curriculum Council members School Site Council members Principal Assistant principal	Site/district walk through – Spring 2017	\$2,875.00 – LCFF SG (Subs for 12 teachers, twice per year; \$125.00 per sub)
Meetings with feeder schools will be scheduled throughout the year to engage in professional learning and dialogue specific to Collaborative Conversations (strategic release days)	5 th grade teachers from feeder schools (Plaza; del Mar; del Norte) All 6 th grade teachers Principal	Cross grade level articulation 5 th / 6 th grades – December; April	(18 teachers, twice per year) \$2,000 (NO COST TO SITE)
Meeting with high school department heads.	8th grade teachers	Feb/March – Articulation of freshman academics	(6 teachers, once per year) \$125 for subs \$750 LCFF SG
Attend workshops/ conferences	Teachers	Ongoing September – June PD Including, but not limited to the following: National Math Teachers Association, National Science Teachers Association, CUE conference, CALL training, Reading conference, GATE training	Title I \$10,000

Instructional Materials			
Action/Date Ongoing September-June	Person(s) Responsible	Task/Date Ongoing September - June	Cost and Funding Source (Itemize for Each Source)
Ensure that every student in every classroom has SBE adopted core instructional materials, to address literacy needs of students (Houghton Mifflin k-6, McDougal Little 7-8)	Principal Assistant Principal Teacher(s)	Continue to implement SBE adopted core instructional materials on a daily basis for the APS recommended minimum instructional minutes (4-6: 2 hrs; 6-8: 1 to 2 hrs)	

Extended Learning Day			
Action/Date Ongoing September-June	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Provide extended learning opportunities that sustain a focus on ELA instruction through after school program(s).	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.	\$77,498 LCFF Supplemental Grant

Parent Engagement			
Action/Date Ongoing September-June	Person(s) Responsible	Task/Date Ongoing September-June	Cost and Funding Source (Itemize for Each Source)
Organize activities that stimulate family participation. Parent outreach and activities include, but are not limited to: English Learner Advisory Committee (ELAC); School Site Council (SSC); Parent Teacher Association (PTA); Principal Coffee; Back to School Night.	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 6) Accessing Community Resources	Refreshments & Guest speakers for principal coffees (4 times per year) Maximum of \$100 per meeting \$400 LCFF SG
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	\$9501.64 LCFF SG

		for the maintenance of health and wellness records.	
Grade level parent conferences for students with multiple Ds and /or Fs	Teachers	Core teachers will meet with parents to discuss lack of academic progress and concerns. Grade level to agree upon the date/time of meeting. End of 1 st and 3 rd Trimesters	25 teachers at \$40/hour; 2 hours per meeting; 2 meetings \$4,000 LCFE SG

SPSA GOAL 2: Mathematics – By June, 2016, Rio Vista’s 6th, 7th, 8th and school side grade-equivalency (GE) will increase by one grade level, as measured by the EOY STAR Math Report. The number of all students scoring below standard in grades 6-8 will decrease by 5% as measured by CAASPP Math scores school wide.

<p>What data did you use to form this goal?</p> <p>Beginning of year STAR Math Summary report</p> <p>Beginning of year STAR Math State Standards report</p> <p>Review CASSPP Data</p>	<p>What were the findings from the analysis of this data?</p> <p>An analysis of the initial STAR Math report reveals that the average grade equivalency for each grade level is from 20 months to 2 years below grade level.</p> <p>While significant improvements in math were made, students continue to fall short each year.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Weekly, monthly, by trimester, and annual program monitoring and evaluation.</p> <p>STAR Math reports – Trimester</p>
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Academic Support

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(October, 2016) Meet and counsel with students who are receiving 2 or more Ds and/or Fs.	Assistant Principal Counselor	(October, ongoing as needed) Assistant principal and counselor to meet with individual students to discuss action plan, including goals and expectations.	No cost
(November- June) 1 faculty member to support teachers with correcting assessments.	Principal Dept. lead	(November, January, March, June) As needed, one faculty member will be subbed out to support teachers with scanning.	1 sub 4 times per year \$500 Title I
(August- June) The most at risk students performing below mastery on the STAR Math assessment will be assigned the Millennium Math elective.	Principal Assistant Principal Counselor MM teachers	Persons responsible will check STAR math results to ensure that students in need of extra support are assigned to the MM elective. Confirm student assignments 2 weeks before the start of the new trimester.	1 sub 2 times per year \$240 Title I

Technology			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
(September-June) Purchase/replace technology equipment to support instructional program, as needed; purchase of supplemental materials and supplies	Tech champ Library Clerk Principal	Technology champion to survey site technology equipment needs. (i.e.-document camera; LCD projector; netbooks)	\$40,000 \$30,000 LCFF SG \$10,000 Title I
(By June) Stipend – Technology Coordinator	Principal Technology Champion	Technology champion to coordinate teacher/classroom use of technology and labs. Encourage and promote the use of educational technology in all curricular areas and aspects of instruction. Attend all tech meetings.	\$1,500 LCFF SG
(September – June) Take assessments online	Core/content teachers SAI teachers All Students	September – June Students will take the following assessments online: ELA Benchmark; Writing Benchmark; Math Benchmark; If available: Science and Social Studies Benchmarks	No cost
(September – June) Daily use of technology	Core/content teachers SAI teachers All Students	Integrate technology into daily instructional math routines	
(October – June) Typing Pal program implementation	Principal Teachers Parents	Plan and ensure that students meet the district goal: All students 5 th grade and above will type 60 cwpm	No cost to site
Professional Development			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Teachers to participate in district sponsored professional development to enhance awareness regarding the CCSS Math instructional shifts.	Educational Services; Department; Teachers	Learning Thursdays: September - June	No cost to site
		<ul style="list-style-type: none"> Explore secondary mathematic shifts in tasks and instruction including Mathematics Assessment Resource Service lessons and instructional strategies (6-8). 	
		<ul style="list-style-type: none"> Begin to develop instructional units and integrate formative assessment resources from SBAC 	

Provide structured opportunities for observations within grade levels at school sites and/or within the district to strengthen implementation of structured math practices and routines.	Core/content teacher leaders Curriculum Council members School Site Council members Principal Assistant principal	Site/district walk through – Spring 2017	\$2,875.00 – LCFF SG (Subs for 12 teachers, twice per year; \$125.00 per sub)
Meetings with feeder schools will be scheduled throughout the year to engage in professional learning and dialogue specific to Collaborative Conversations (strategic release days)	5 th grade teachers from feeder schools (Plaza; del Mar; del Norte) All 6 th grade teachers Principal	Cross grade level articulation 5 th / 6 th grades – December; April	(18 teachers, twice per year; \$2,000 (NO COST TO SITE))
Math/Science collaboration	Core/content teachers	CCSS planning: as needed during dept. meetings; add on an additional hour for planning and full day. (Site cross- grade level articulation) i.e. - 7/8 grade science teachers to provide demo lessons and coach 6 th grade math/science teachers.	(7 teachers, 4 times per year, \$30 per hour) \$840 – LCFF SG (7 teachers, 2 times per year, \$125/sub) \$1,750
Attend workshops/conferences	Teachers	Ongoing September – June PD Including, but not limited to the following: National Math Teachers Association, National Science Teachers Association, CUE conference, CALL training, Reading conference, GATE training	Title I \$10,000

Instructional Materials			
Action/Date Ongoing September-June	Person(s) Responsible	Task/Date Ongoing September - June	Cost and Funding Source (Itemize for Each Source)
Ensure that every student in every classroom has SBE adopted core instructional materials, to address literacy needs of students	Principal Assistant Principal Teacher(s)	Continue to implement SBE adopted core instructional materials on a daily basis for the APS recommended minimum instructional minutes (6-8: 60 minutes)	No cost to site

Extended Learning Day			
Action/Date Ongoing September-June	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Provide extended learning opportunities that sustain a focus on Math and Science instruction through after school program(s).	Principal Teacher(s) Programming Staff	Ongoing September -June Increase the percentage of students attaining proficiency in Math instruction using an alignment to the lesson design.	\$77,498 LCFF Supplemental Grant

Parent Engagement			
Action/Date Ongoing September-June	Person(s) Responsible	Task/Date Ongoing September-June	Cost and Funding Source (Itemize for Each Source)
Organize activities that stimulate family participation. Parent outreach and activities include, but are not limited to: English Learner Advisory Committee (ELAC); School Site Council (SSC); Parent Teacher Association (PTA); Principal Coffee; Back to School Night.	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 6) Accessing Community Resources	Refreshments & Guest speakers for principal coffees (4 times per year) Maximum of \$100 per meeting \$400 LCFF SG
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.	\$9501.64 LCFF SG
Grade level parent conferences for students with multiple Ds and /or Fs	Teachers	Core teachers will meet with parents to discuss lack of academic progress and concerns. Grade level to agree upon the date/time of meeting. End of 1 st and 3 rd Trimesters	25 teachers at \$40/hour; 2 hours per meeting; 2 meetings \$4,000 LCFF SG

SPSA GOAL 3 : By June 2017, 60.5% of English Learners (ELs) will move up at least one band as measured by California English Language Development Test (CELDT) results.

<p>What data did you use to form this goal? CELDT Scores STAR Reading Scores</p>	<p>What were the findings from the analysis of this data? Although the data reveals that cohorts are making growth from one year to the next, analysis of the data reveals that English Learners are not moving out of the Intermediate proficiency in reading.</p>	<p>How will the school evaluate the progress of this goal? Annual CELDT Scores STAR reading reports – 3 times per year Accelerated Reader monitoring – weekly, monthly, annually</p>
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During 2014-15, the school will implement a school-wide reading intervention program to address the academic and language needs of struggling English Learners.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>(By August 30, 2016) Identify struggling readers and identify, screen and pilot an intervention program that targets the individual literacy needs of struggling students.</p>	<p>Principal ELD teachers</p>	<p>Collect and analyze district- and school-level summative and formative ELA data. Identify English Learners from each grade level for reading interventions and their specific literacy needs. Develop specific criteria for identifying, selecting, implementing, monitoring, and evaluating research-based reading intervention programs that are designed to meet individual literacy needs of struggling English Learners.</p>	<p>\$1,500 – LCFF SG Data Analysis, planning and snacks/lunch (5 participants, 2 days, \$150 per day)</p>
<p>(August 2016) Plan implementation and evaluation of the reading intervention program.</p>	<p>Principal ELD teachers</p>	<p>Select and/or develop reading intervention materials and resources; purchase supplementary instructional materials. Continue to address literacy intervention needs of students through district approved instructional materials, when appropriate. (Keystones 6-8 for intervention).</p>	<p>\$5,500 LCFF SG (supplementary instructional materials)</p>
<p>(2016–17 school year) Conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs</p>	<p>Reading Intervention Teacher(s)</p>	<p>Five days weekly, 1 hour per day: Provide additional reading intervention for CELDT students.</p>	<p>\$7,200 LCFF SG 180 days of instruction; \$40/hour (ELD teacher)</p>

December or January of 16-17 school year Training for ELD teachers	ELD teachers	One full day of explicit intervention training for ELD teachers. Training for Integrated and Designated ELD Materials Subs	\$1,000 LCFF SG
(2016–17 school year) Hire an instructional assistant to work with level ½ EL students daily.	Level ½ ELD teacher	Five days weekly, 1 hour per day: Provide additional English Language Development support during designated ELD class.	\$1,600 LCFF SG

Academic Support			
Action/Date Ongoing September-June	Person(s) Responsible	Task/Date Ongoing September - June	Cost and Funding Source (Itemize for Each Source)
Academic proficiency through lesson design during staff collaboration PD(s).	Teachers	Strategically incorporate Specially Designed Academic Instruction in English (SDAIE) and/or Guided Language Acquisition Design (GLAD) strategies into daily lessons to support ELS access to core curriculum.	No cost
	Teachers	Design lessons that incorporate high-leverage strategies that promote academic language and access to core curriculum content (<i>i.e. language objectives aligned to content objectives, routines that promote student talk, collaborative conversations, productive partnerships, academic discussion routines, and vocabulary instruction routines.</i>)	No cost
	Teachers	Practice developing lessons with language objectives in content area instruction	No cost
(August – June) EL support provider	HR/Principal/EL support provider	EL support provider/existing teacher to work with teachers of EL students, providing them strategies to support our English Learners. Will also provide direct support to English Learners.	No cost to site

Professional Development			
Action/Date Ongoing September-June	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Teachers to participate in district sponsored PD to enhance awareness regarding the Integrated and Designated ELD instructional shifts.	Educational Services; Department; Teachers	Wednesday PD: September – June RVMS PD plan meetings annually	No cost to site

Provide structured opportunities for observations within grade levels at school sites and/or within the district to strengthen implementation of structured language practice routines.	Core/content teacher leaders Curriculum Council members School Site Council members Principal Assistant principal	Site/district walk through – Spring 2016	\$2,875.00 – LCFF SG (Subs for 12 teachers, twice per year; \$125.00 per sub)
Attend workshops/conferences	Teachers	Ongoing September – June PD Including, but not limited to the following: National Math Teachers Association, National Science Teachers Association, CUE conference, CALL training, Reading conference, GATE training	Title I \$2,300 \$200 LCFF SG

Instructional Materials

Action/Date Ongoing September-June	Person(s) Responsible	Task/Date Ongoing September - June	Cost and Funding Source (Itemize for Each Source)
Ensure that every student in every classroom has SBE adopted core instructional materials, to address language needs of students	Principal Assistant Principal Teacher(s)	Continue to implement SBE adopted core instructional materials on a daily basis through Systematic English Language Development (SELD)	No cost to site

Extended Learning Day

Action/Date Ongoing September-June	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Provide extended learning opportunities that support ELD instruction through after school program(s).	Principal Teacher(s) Programming Staff	Ongoing September -June Increase the percentage of students attaining proficiency in English Language Development using an alignment to the lesson design.	\$77,498 LCFF Supplemental Grant

Parent Engagement

Action/Date Ongoing September-June	Person(s) Responsible	Task/Date Ongoing September-June	Cost and Funding Source (Itemize for Each Source)
Organize activities that stimulate family participation. Parent outreach and activities include, but are not limited to: English Learner Advisory Committee (ELAC); School Site Council (SSC); Parent	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 6) Accessing Community Resources	Refreshments & Guest speakers for principal coffees (4 times per year) Maximum of \$100 per meeting \$400 LCFF SG

Teacher Association (PTA); Principal Coffee; Back to School Night.			
Provide interpreter/translator services for parents	Principal Teachers	As needed for parent conferences, Back to School Night and other academic related school functions provide interpreter/translator services for parents.	Up to \$500 for hourly classified personnel support
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.	\$9501.64 LCFF SG
Grade level parent conferences for students with multiple Ds and /or Fs	Teachers	Core teachers will meet with parents to discuss lack of academic progress and concerns. Grade level to agree upon the date/time of meeting. End of 1 st and 3 rd Trimesters	25 teachers at \$40/hour; 2 hours per meeting; 2 meetings \$4,000 LCFF SG

SPSA GOAL 4: Non-academic- Rio Vista Middle School will create a welcoming and safe environment where students attend and are connected to their school. Rio Vista will maintain a 97% or higher attendance rate.

What data did you use to form this goal? <ul style="list-style-type: none"> ▪ California School Climate Survey ▪ California Healthy Kids Survey ▪ 2015/16 attendance data 	What were the findings from the analysis of this data? <ul style="list-style-type: none"> ▪ In the 2016 California Healthy Kids Survey, 0% of RVMS 7th grade students said they never felt safe at school and 0% said they felt safe only some of the time. 	How will the school evaluate the progress of this goal? <ul style="list-style-type: none"> ▪ This school goal will be evaluated on an annual basis as part of the SPSA evaluation process
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RVMS will use an inquiry-based approach to identify major student safety issues, review current practices, and identify potential strategies or interventions to increase student safety.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August-June Counselor services	Principal Counselor	Employ counselor	No cost to site
August/September PD/training in Positive Behavior Support	Principal	Training for paraprofessional, campus supervisors	5 staff; 30 mins. \$11.50 per hour plus benefits \$40
August-June Higher visibility of administrators to all students	Principal Assistant Principal	Be visible to students before school, during lunch and after school to lower discipline and create a positive culture in campus.	No cost

August – June School wide information on the CHAMPS program	Assistant Principal Principal Teachers	Staff training; follow up support; ensure ongoing implementation through a site based walk through by November, 2016	3 subs \$360.00 Title I
August SARC; Agendas to support orderly environment	Principal Office Manager	Student Agendas SARC services	\$1,000 SARC service LCFF SG Title I \$1,125
October Red Ribbon/Drug Free (safety)	Counselor Teachers	Purchase red ribbon incentives	Title I \$500
Establish a School Safety Committee/ January 31 Review SSC recommendations and develop an implementation plan Develop, distribute, collect results and analyze the data on a Rio Vista Stakeholder Survey/ April 15 – May 31, 2017	Assistant Principal & Counselor Assistant Principal, Counselor, leadership team and staff Assistant Principal & Counselor Assistant Principal & Counselor Assistant Principal & Counselor	<ul style="list-style-type: none"> ▪ September - December, 2016: AP/Counselor will identify faculty/staff/parents/students that will be a part of the School Safety Committee. ▪ January 2017: SSC meets to identify major safety issues and review current practices. ▪ April 2017: Assistant Principal develops a Rio Vista Stakeholder Survey and presents to leadership team for final approval ▪ April 2017: distribute RV Stakeholder Survey to students, faculty, staff, and parents ▪ By May 2017: collect surveys ▪ By May 2017: Analyze results and report findings to the Rio Vista Leadership Team/Faculty 	None None
RVMS will create a positive school culture. Increase attendance through incentives			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August-June Attendance incentives	Principal Assistant Principal Attendance Clerk	Purchase attendance incentives Reward students for perfect attendance- 1 st /6 th periods	\$5,000 LCFF SG

RVMS will create a positive school culture by establishing student leaders			
Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Stipend – ASB coordinator	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.	\$2,100 - LCFF SG
	Principal Coordinator	Student leaders will be voted in by peers to represent the student body on the School Site Council	No cost

Extended Learning Day			
Action/Date Ongoing September-June	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Provide extended learning opportunities that sustain a safe and orderly learning environment through after school program(s).	Principal Teacher(s) Programming Staff	Ongoing September -June Provide opportunities for students to learn about safe and drug free environments. Support students with homework. Offer students the opportunity to participate in extracurricular activities.	\$77,498 LCFF Supplemental Grant

Parent Engagement			
Action/Date Ongoing September-June	Person(s) Responsible	Task/Date Ongoing September-June	Cost and Funding Source (Itemize for Each Source)
Organize activities that stimulate family participation. Parent outreach and activities include, but are not limited to: English Learner Advisory Committee (ELAC); School Site Council (SSC); Parent Teacher Association (PTA); Principal Coffee; Back to School Night.	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 6) Accessing Community Resources	Refreshments & Guest speakers for principal coffees (4 times per year) Maximum of \$100 per meeting \$400 LCFF SG
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.	\$9501.64 LCFF SG

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/ca12sqiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program	\$
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input checked="" type="checkbox"/> List and Describe Other State or Local Funds (LCFF- non categorical) Supplemental/Concentration Site Allocation	\$159,217
<input checked="" type="checkbox"/> List and Describe Other State or Local Funds (LCFF- non categorical) Supplemental/Concentration After School funding	\$77,498
Total amount of state categorical funds allocated to this school	\$

Federal Programs		Allocation
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$44,756
<input checked="" type="checkbox"/>	Title I, Part A: Parental Involvement (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).	\$1,181
<input checked="" type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$11,154
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$
<input type="checkbox"/>	Restricted Lottery: Instructional materials/supplies only	
<input type="checkbox"/>	Other federal funds (list and describe)	\$
<input type="checkbox"/>	Other federal funds (list and describe)	\$
Total amount of federal categorical funds allocated to this school		\$
Total amount of state and federal categorical funds allocated to this school		\$281,471

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.¹ 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
Matthew Klinefelter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dana Mainzer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laura Camarillo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sandra Pantoja	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nee Quaison-Sackey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mary Fleming	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kim Fairchild	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lorena Rivera	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theresa Lopez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sitlali Sanchez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dannika Ruizvelasco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Natalia Garcia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	4	1	3	3

¹ 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: January 26, 2016

Attested:

Matthew Klinefelter
Typed name of School Principal

Signature of School Principal Date

Dana Mainzer
Typed name of SSC Chairperson

Signature of SSC Chairperson Date

