



Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Rio Vista Middle School	56 72561 0113977	February 4, 2021	February 17, 2021

Ethan Gray *Ethan Gray* February 4, 2021
 Name of School Principal Signature of School Principal Date

Nicole Boucher *Nicole Boucher* February 4, 2021
 Name of SSC Chairperson Signature of SSC Chairperson Date

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

The goals and resources were discussed with staff during the first trimester of the school year to determine the need for additional staffing and resources to support student achievement. This plan will be made available to the public for review/comment at our office and on our website for the remainder of the school year.

Goals, Strategies, & Proposed Expenditures

Goal 1

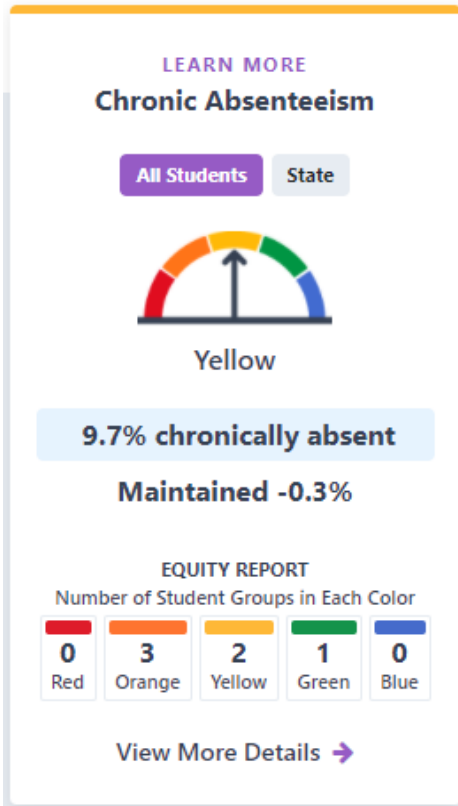
Rio Vista will improve the average key ratings on the YouthTruth in all eleven sections within the “Student Survey” and “Family Survey” areas by .10 average rating points. Rio Vista will reduce a chronic absenteeism percentage of from 20.1% to 15% while also reducing the percentage of students suspended to ≤ 3% for all students during Distance Learning/Hybrid Learning.

Basis for this Goal

California School Dashboard Chronic Absenteeism Percentage Data		
2017-2018	2018-2019	2019-2020
10.00%	9.70%	CA Dashboard data not available (site data = 20.1%)

*Per the CDE the data not available due to COVID school closure. The new goal is based on students being in the home environment in Distance Learning and affected by such factors as students attending school at home while parent(s) are working in the home, parents working out of the home with children in another home or daycare location, and other factors such as technology issues.

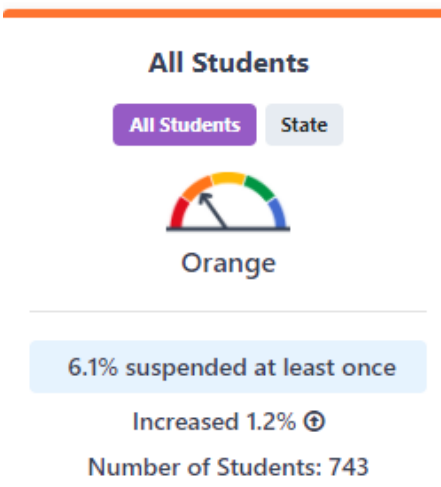
2018 - 2019



California School Dashboard Suspension Rate Percentage Data		
2017-2018	2018-2019	2019-2020
4.8%	6.10%	* 6%

* August - March 2019-2020 schools closure due to COVID in March

2018-2019

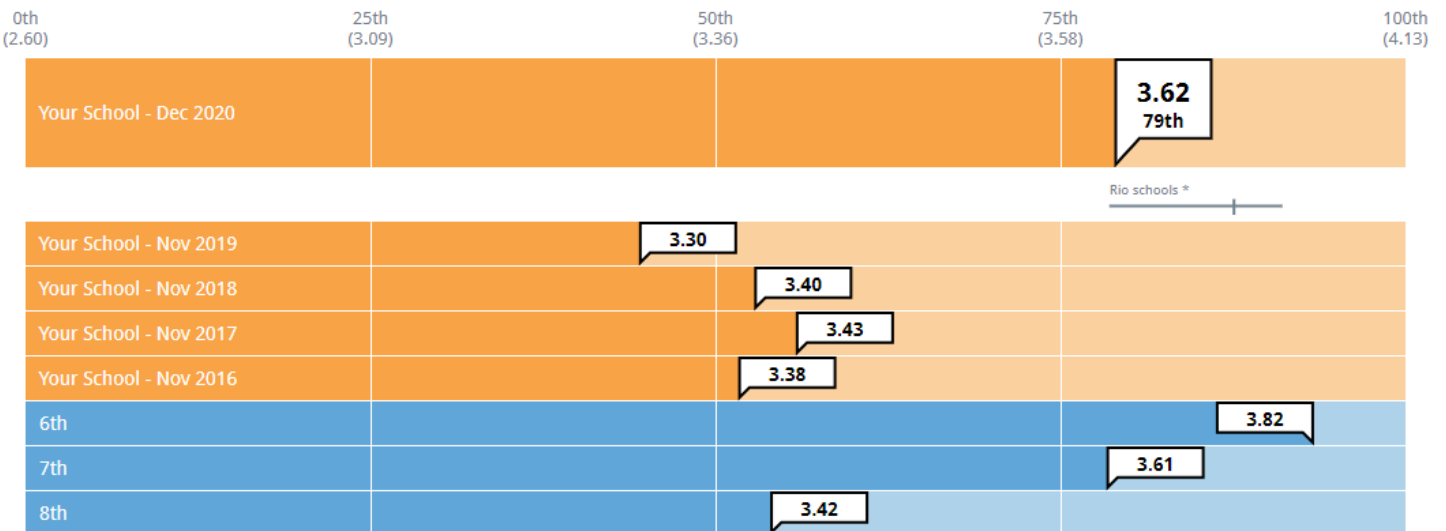


Expected Annual Measurable Outcomes - School Climate

YouthTruth Student Average "KEY MEASURES" Ratings		
Metric/Indicator	Baseline	Expected Outcome
KEY Measures	2019-2020	2021 -2022 Goal
Engagement	3.52	3.62
Academic Challenge	3.77	3.87
Relationships	3.73	3.83
Culture	3.62	3.72
Belonging and Peer Relationships	3.34	3.44

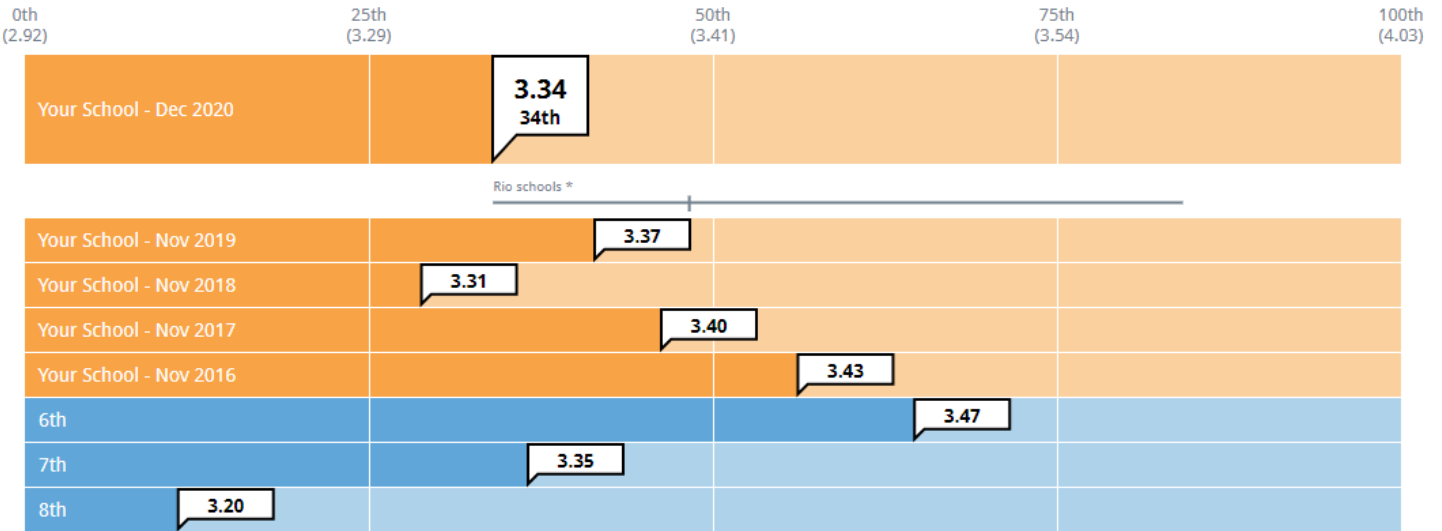
Culture Summary Measure

This summary measure describes the degree to which students believe that their school fosters a culture of respect and fairness.



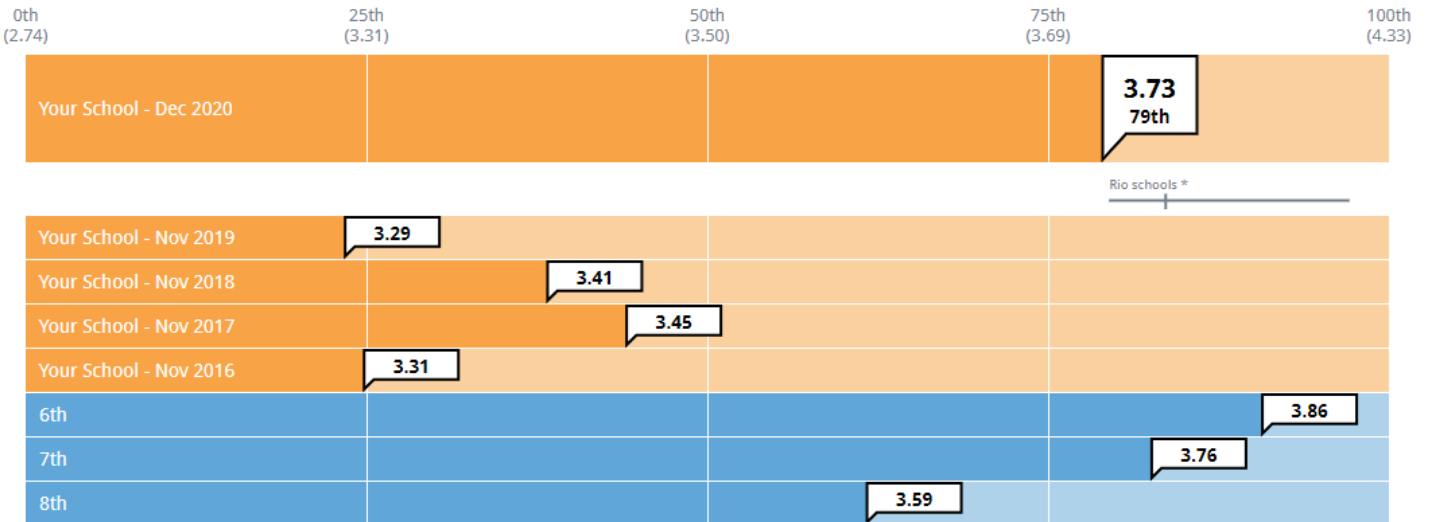
Belonging & Peer Collaboration Summary Measure

This summary measure describes the degree to which students feel welcome at their school and have collaborative relationships with their classmates.



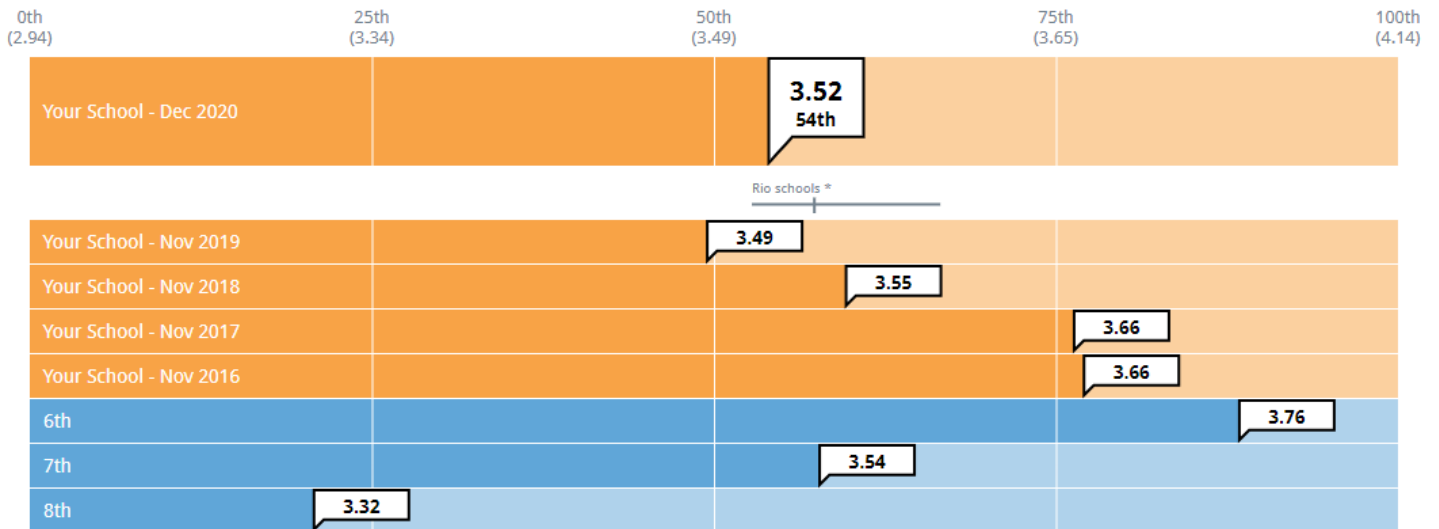
Relationships Summary Measure

This summary measure describes the degree to which students feel they receive support and personal attention from their teachers.



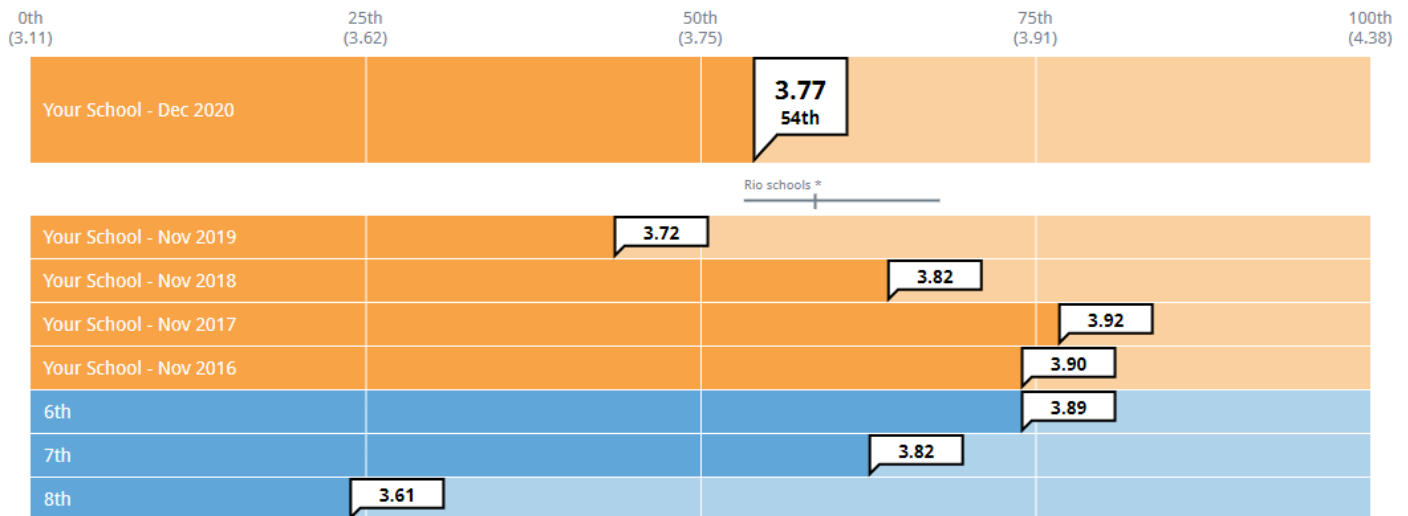
Engagement Summary Measure

This summary measure describes the degree to which students perceive themselves as engaged with their school and their education.



Academic Challenge Summary Measure

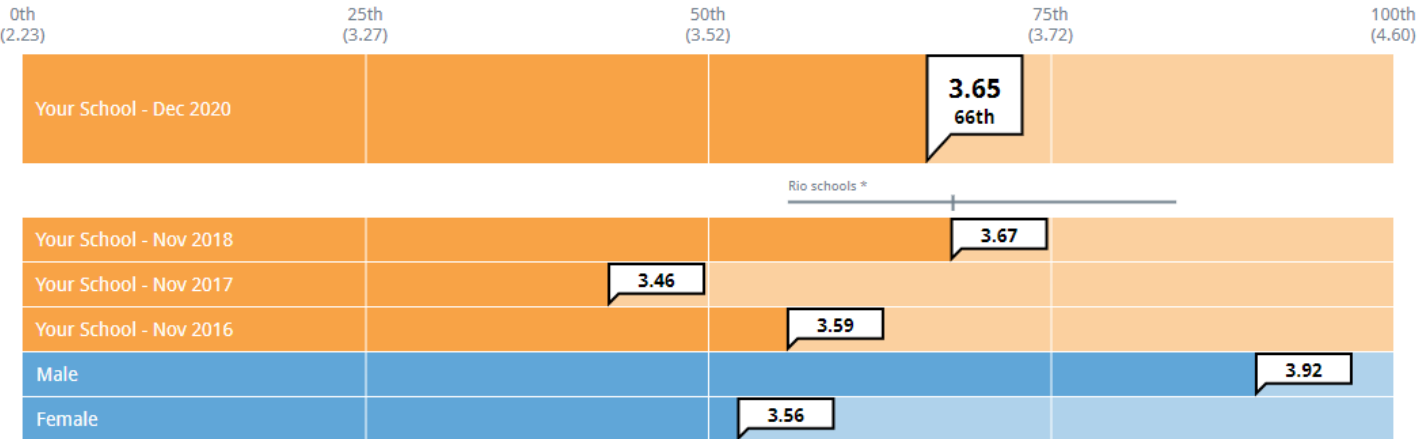
This summary measure describes the degree to which students feel that they are challenged by their coursework and teachers.



YouthTruth FAMILY Average "KEY MEASURES" Ratings		
Metric/Indicator	Baseline	Expected Outcome
KEY Measures	2019-2020	2021 -2022 Goal
Engagement	3.65	3.75
Relationships	4.08	4.18
Culture	3.92	4.02
Communications and Feedback	3.81	3.91
Resources	3.86	3.96
School Safety	3.92	4.02

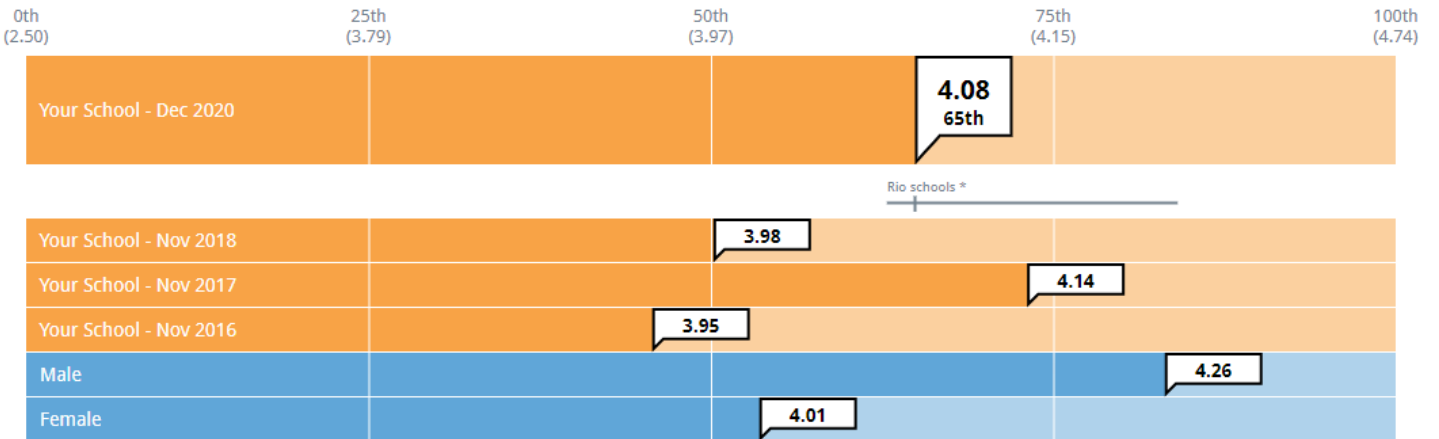
Engagement Summary Measure

This summary measure describes the degree to which families are engaged in their school and empowered to influence decision making.



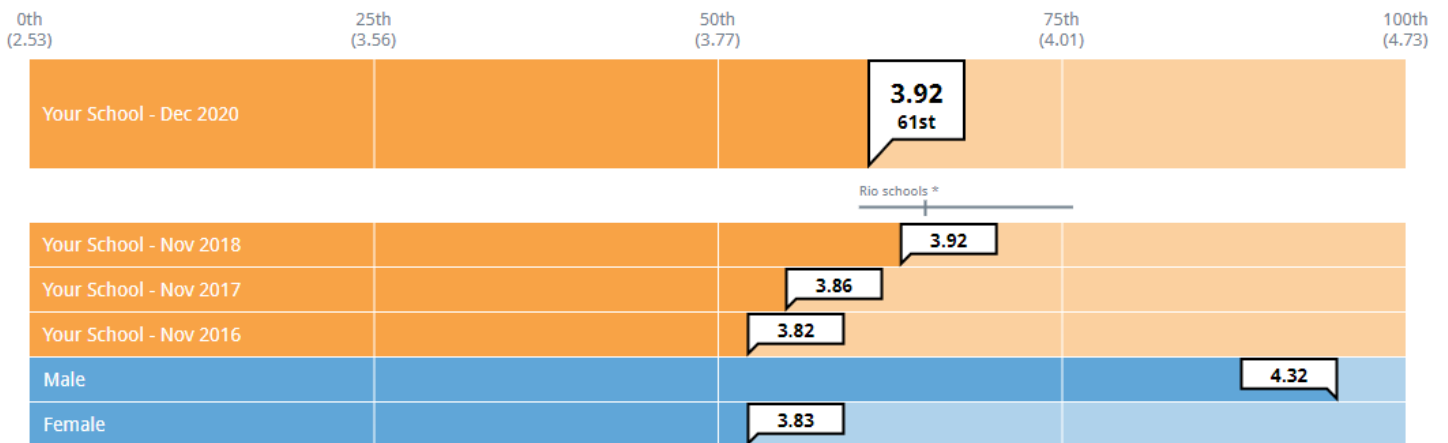
Relationships Summary Measure

This summary measure describes the degree to which families experience positive relationships in their school based on respect, care and approachability.



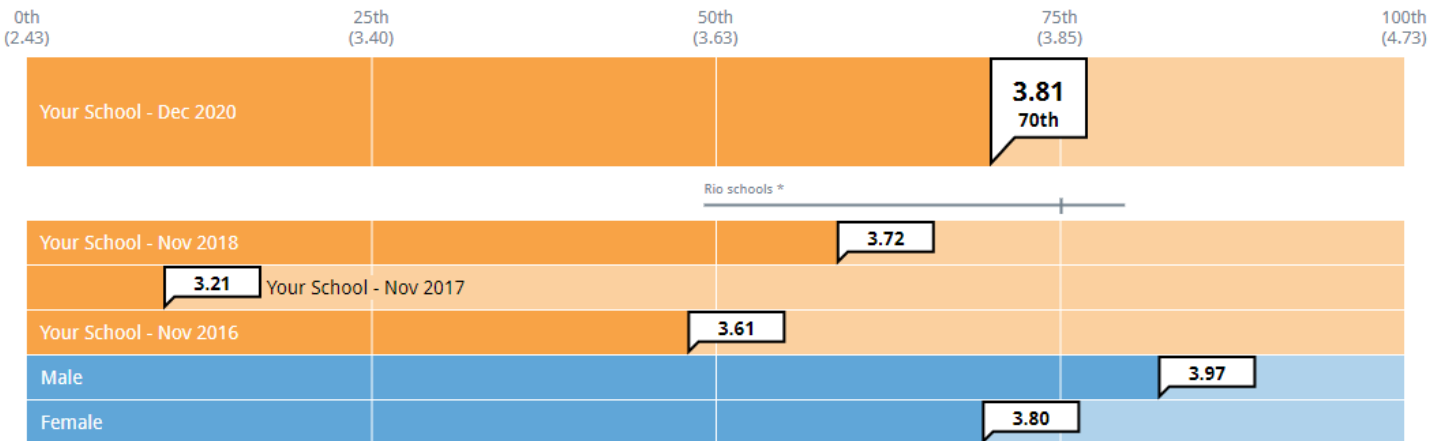
Culture Summary Measure

This summary measure describes the degree to which families believe their school fosters shared goals, respect, fairness, and diversity.



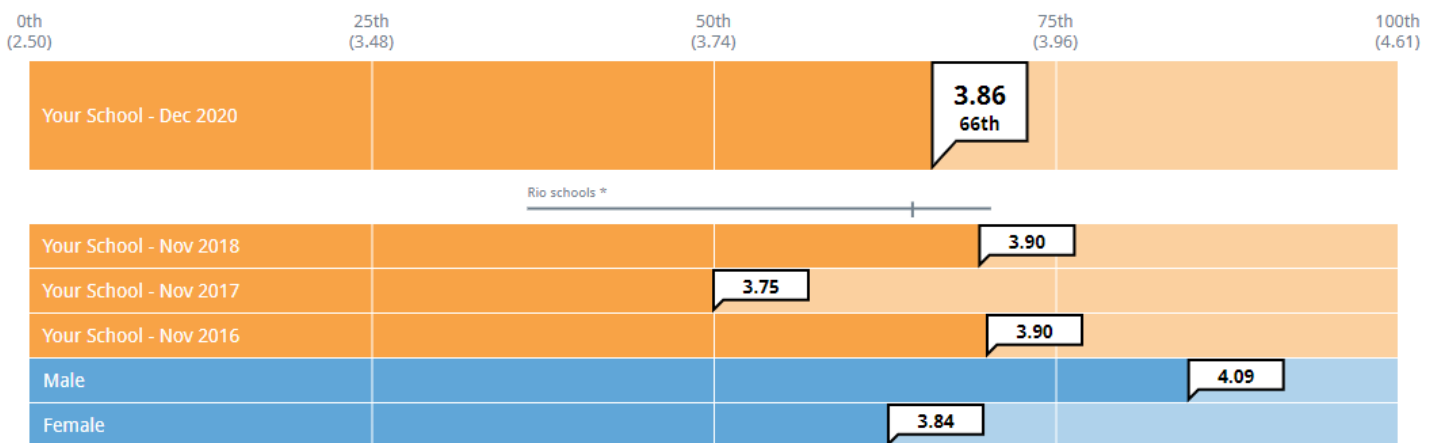
Communication & Feedback Summary Measure

This summary measure describes the degree to which there are open and effective lines of communication between families and schools.



Resources Summary Measure

This summary measure describes the degree to which families believe that their school deploys the necessary resources to support students.



Expected Annual Measurable Outcomes - Attendance

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard Chronic Absentee Data	9.7%	≤ 14%

Expected Annual Measurable Outcomes - Suspensions

Metric/Indicator	Baseline	Expected Outcome
CDE Suspension Rate Data	Schoolwide suspension rate of *6%	≤ Schoolwide suspension rate of 3%

* August - March 2019-2020 schools closure due to COVID in March

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Rio Vista administration staff will examine attendance data and notify parents of attendance issues through phone calls, virtual meetings, home visits, tardy letters, truancy letters, and chronic absence letters. The principal/counselor will meet with parents of students with excessive attendance issues. Cost for personnel to perform phone calls and home visits outside regular school hours as needed.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1000.00
Source(s)	LCFF
Budget Reference(s)	010-1103-0000-0-4760-1000-014-200-L113-0 010-2201-0000-0-4760-2420-014-200-L113-0 010-2400-0000-0-4760-2700-014-200-L113-0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The Rio Vista counselor(s) will make personal contact with families in need of counseling services as determined by student surveys, individual and group counselling sessions held by counselors, teacher/admin referral, or parents personally contacting the counselor. In addition to the above, the counselor(s) will contact at-risk students, as determined by attendance records, on a regular basis, as determined by the counselor(s) and the family. Cost for personnel to perform phone calls and home visits outside regular school hours as needed.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1000.00
Source(s)	LCFF
Budget Reference(s)	010-1103-0000-0-4760-1000-014-200-L113-0 010-2201-0000-0-4760-2420-014-200-L113-0 010-2400-0000-0-4760-2700-014-200-L113-0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Rio Vista will continue to strengthen and improve the student recognition program “Renaissance” which provides rallies, spirit days, lunchtime music, and student lead events to create an engaging and positive school climate. This will include a stipend for an ASB/student leadership advisor, attendance and behavior incentives, events, materials, and extra hours needed to make the program successful.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$7500.00
Source(s)	LCFF
Budget Reference(s)	010-1104-0000-0-4760-1000-014-200-L113-0 010-4300-0000-0-4760-1000-014-200-L113-0 010-5800-0000-0-4760-1000-014-200-L113-0

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Rio Vista will develop, plan, and execute parent and family events and opportunities for parent education, teacher/parent/student engagement opportunities outside of the school day, as well as cultural and educational celebrations in order to strengthen the bond between school and family.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$6000.00
Source(s)	LCFF (\$3000) Title I (\$3000)
Budget Reference(s)	010-1103-0000-0-4760-1000-014-200-L113-0 010-2240-0000-0-4760-1000-014-200-L113-0 010-2941-0000-0-4760-1000-014-200-L113-0 010-4300-0000-0-4760-1000-014-200-L113-0 010-4300-3010-0-1110-1000-014-200-0000-0 010-5800-3010-0-1110-1000-014-200-0000-0 010-2901-3010-0-1110-2495-014-200-0000-0

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students.

Strategy/Activity

Rio vista will fund an athletic director, athletic coaching positions, cheer, and a yearbook advisor to provide extra curricular programs that give students the ability to excel and grow outside the academic classroom and provide a sense of school spirit and pride throughout Rio Vista.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$9,000.00
Source(s)	LCFF
Budget Reference(s)	010-1104-0000-0-4760-1000-014-200-L113-0

Goal 2

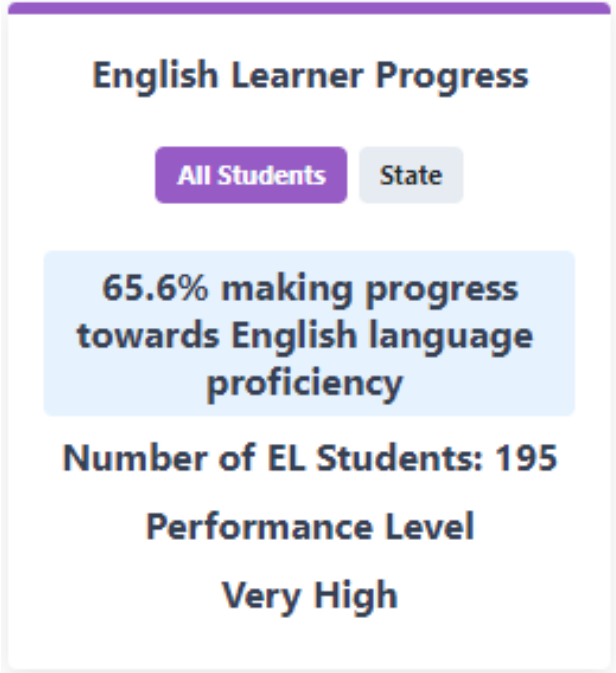
Rio Vista will maintain or increase the percent of students making progress towards English language proficiency of 65.6% as measured by the ELPAC.

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard English Language Progress Indicator	65.6 %	≥ 65.6

2018-2019 Data - (2019-2020 data not available)



PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Students with English as a second language

Rio Vista will support an English Language Coordinator stipend to assist teachers with state and local testing, paperwork, progress monitor Reclassified Fluent English Proficient students, conduct training, and attend required meetings.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3800.00
Source(s)	Title I
Budget Reference(s)	010-1104-3010-0-1110-1000-014-200-0000-0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Students with English as a second language

Strategy/Activity

Teachers will incorporate English Language Development strategies into the regular classroom lesson design to meet the language demands of English language learning students. Additionally, teachers will participate in integrated ELD professional development to better provide ELD support in all classes within each subject area.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2500.00
Source(s)	Title I
Budget Reference(s)	010-5800-3010-0-1110-1000-014-200-0000-0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Students with English as a second language

Strategy/Activity

Substitutes will be provided to enable Rio Vista teachers to observe ELD instruction among peers both on and off site.

Proposed Expenditures for this Strategy/Activity

Amount(s)	1750.00
Source(s)	Title I
Budget Reference(s)	010-1102-3010-0-1110-1000-014-200-0000-0

Strategy/Activity 4

Students to be Served by this Strategy/Activity

English Language learners

Strategy/Activity

Rio Vista will provide opportunities for parents of English language learners to engage in two way communication with staff to become informed about the curricular program, the English Language Development (ELD) process, and opportunities to become involved in their child’s education. Cost for refreshments and translation services

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2250.00
Source(s)	LCFF (\$1500.00) and Title I (\$1250.00)
Budget Reference(s)	010-4300-0000-0-4760-1000-014-200-L113-0 010-1103-3010-0-1110-1000-014-200-0000-0 010-2201-3010-0-1110-1000-014-200-0000-0 010-4300-3010-0-1110-2495-014-200-00PI-0

Strategy/Activity 5

Students to be Served by this Strategy/Activity

English Language learners

Strategy/Activity

Rio vista will purchase ELD supplemental materials including books for ELD classroom libraries and class sets, as well as evidenced based educational software.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$4395.00
Source(s)	Title I
Budget Reference(s)	010-4300-3010-0-1110-1000-014-200-0000-0

Goal 3

Rio Vista will maintain or improve the percent of all students meeting or exceeding standards on the CAASPP English language arts (≥ 35.5) and mathematics ($\geq 18.9\%$) assessments.

Basis for this Goal

ELA Performance Data

California School Dashboard ELA Performance Distance From Met			
Assessment Year	All Students	English Learners	Students w Disabilities
2017-2018	48.4	72.1	151
2018-2019	36.9	57	137.4
2019-2020*	NA	NA	NA

*Data for 2019-2020 is unavailable as the CAASPP was cancelled due to COVID

EADMS CAASPP ELA Dashboard Performance Data Percentage per Category			
Assessment Year	Standards Met/Exceeded	Standard Nearly Met	Standard Not Met
2017-2018	33.4%	28.6%	38%
2018-2019	35.5%	29.6%	29.6%
2019-2020	NA	NA	NA

*Data for 2019-2020 is unavailable as the CAASPP was cancelled due to COVID

Math Performance Data

California School Dashboard Math Performance Distance From Met			
Assessment Year	All Students	English Learners	Students w Disabilities
2017-2018	89	113	194
2018-2019	84.8	104	186
2019-2020	NA	NA	NA

*Data for 2019-2020 is unavailable as the CAASPP was cancelled due to COVID

EADMS CAASPP Math Dashboard Performance Data Percentage per Category			
Assessment Year	Standards Met/Exceeded	Standard Nearly Met	Standard Not Met
2017-2018	18.3%	27.4%	54.3%
2018-2019	18.9%	29.4%	51.1%
*2019-2020	NA	NA	NA

*Data for 2019-2020 is unavailable as the CAASPP was cancelled due to COVID

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
EADMS CAASPP English Language Arts Performance Data Percent Meeting/Exceeding Standards	35.5	≥ 35.5

EADMS CAASPP Math Performance
Data Percent Meeting/Exceeding
Standards

18.9

≥ 18.9

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Incoming 6th graders

Strategy/Activity

Rio Vista will provide a 6th grade orientation with a focus on math and literacy skills and preparedness.

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$7000.00

Source(s)

LCFF

Budget Reference(s)

010-1103-0000-0-4760-1000-014-200-L113-0
010-2400-0000-0-4760-2700-014-200-L113-0
010-2941-0000-0-4760-1000-014-200-L113-0
010-4300-0000-0-4760-1000-014-200-L113-0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students.

Strategy/Activity

Rio Vista will regularly stock supplies and materials for teachers and support staff to use for classroom instruction, instruction for support services, and to support instruction in the after school program to improve student achievement in English language arts and mathematics.

- Supplemental printed materials, such as, but not limited to, workbooks and classroom novel sets will be purchased.
- Software and/or online program subscriptions will be purchased to support learning.
- Cost for transportation to events related to classroom instruction, not covered by the PTA will be funded.
- Incentives and awards for student achievement in English language arts and mathematics will be purchased.
- Equipment, supplies, programs related to social emotional learning will be purchased.

Cost for materials, supplies, transportation, subscriptions, and incentives.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$31,629
Source(s)	LCFF (\$16,629.00), Title I (\$15,000.00)
Budget Reference(s)	010-4300-0000-0-4760-1000-014-200-L113-0 010-4300-3010-0-1110-1000-014-200-0000-0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students.

Strategy/Activity

Rio vista will fund a Technology Champion (TC) stipend to assist teachers in maintaining student computers, conduct training, and attend meetings. The technology champion will lead training on best practices/software. online platforms to improve math and English language arts learning for all students. Furthermore, the Technology Champion will interface with our families during distance learning and provide support with computer training and repair, and issuance of new or replacement computers. The TC will also distribute wifi hotspots in accordance with family needs and in accordance with district policy.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$4000.00
Source(s)	LCFF
Budget Reference(s)	010-1104-0000-0-4760-1000-014-200-L113-0

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students.

Strategy/Activity

The Student and Family Support Specialist (SFSS) will perform duties such as translation of materials for Spanish speaking parents, parent outreach with regards to programs and attendance, and provide interpretation services for Spanish speaking parents for meetings during the regular day, among other duties.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$7200
Source(s)	LCFF
Budget Reference(s)	District Payroll

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students.

Strategy/Activity

The librarian will make the library available during school hours, assist students with books, and engage students in literacy related activities, among other duties. Exposure to literature will increase student achievement in all subject areas.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$15,300.00
Source(s)	LCFF
Budget Reference(s)	District Payroll

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Purchase new library books for our school library. Various reading levels, genres, culturally relevant, book series will be purchased to offer the most engaging and accessible reading books to the students of Rio Vista. Audio books will be purchased as well to offer for distance/hybrid learning and to make reading more accessible to all students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$10,000.00
Source(s)	Title I
Budget Reference(s)	010-4300-3010-0-1110-1000-014-200-0000-0

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Rio Vista will provide various professional development activities for staff members to improve their ability to assist students with academic achievement in English language arts and mathematics. Staff may engage in County, District, site level, or outside professional development. Cost for outside service registration fees.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3000.00
Source(s)	Title I
Budget Reference(s)	010*-5000-3010-0-1110-1000-014-200-00PD-0

Strategy/Activity 7

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Rio Vista will provide opportunities for parents to engage in two way communication with staff to become informed about the curricular program and opportunities to become involved in their child's education. Cost for refreshments during in-person meetings.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,500.00
Source(s)	LCFF
Budget Reference(s)	010-1103-0000-0-4760-1000-014-200-L113-0 010-2400-0000-0-4760-2700-014-200-L113-0 010-2941-0000-0-4760-1000-014-200-L113-0 010-4300-0000-0-4760-1000-014-200-L113-0

Strategy/Activity 8

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Rio vista will provide after school tutoring and learning support for the areas of math, reading, writing, and ELD.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$15,500.00
Source(s)	Title I
Budget Reference(s)	010-1103-3010-0-1110-1000-014-200-0000-0

Strategy/Activity 9

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

The Rio Vista Leadership team will meet for 2 ½ days prior to the start of the 2021-2022 school year, in order to build a common vision, mission, and develop specific strategies for improving learning among all students in English Language Arts and Math.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$15,500.00
Source(s)	LCFF
Budget Reference(s)	010-1103-0000-0-4760-1000-014-200-L113-0

Annual Review and Update

SPSA Year Reviewed: 2019-2020

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Goal 1

By June 2020, the number of all students scoring Standard Exceeded or Standard Met in grades 6-8 will increase by 3% as measured by CAASPP English Language Arts scores school wide.



ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Review of 2018-2019 CAASPP Data	33.1% of students met or exceeded standard on the CAASPP in 2018 in English Language Arts	no CAASPP data due to COVID and no CAASPP testing in 2020

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 1

Strategies/Activities	Expenditures
<p>1. Identify struggling readers and identify, screen and pilot an intervention program that targets the individual literacy needs of struggling students.</p> <p>a. 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.</p> <p>b. 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.</p>	1. \$800 – LCFF SG; \$1,900 – Title I
<p>2. Plan implementation and evaluation of the reading intervention program.</p> <p>a. Select and/or develop reading intervention materials and resources; purchase supplementary instructional materials and benchmark assessments.</p> <p>b. Continue to address literacy intervention needs of students through district approved instructional materials, when appropriate. (Keystones 6-8 for intervention).</p>	2. \$5,000 Title I; \$5,500 LCFF SG
<p>3. Conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs.</p>	3. \$10,000 Title I; \$20,000 LCFF SG

<p>a. 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)</p> <p>b. Purchase Library books to support reading at home.</p> <p>4. Leadership team to meet and analyze data; plan literacy PD for the school year</p> <p>a. Meet for a full day before the beginning of the school year</p> <p>5. Purchase STAR Reading / STAR Math / Reading Register incentives, materials and supplies</p> <p>a. Students will be recognized and rewarded for passing quizzes.</p> <p>6. Purchase new library books</p> <p>7. Purchase/replace technology equipment to support instructional program, as needed; purchase of supplemental materials and supplies</p> <p>a. Technology champion to survey site technology equipment needs. (i.e. Document camera; LCD projector; Netbooks)</p> <p>b. 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.</p> <p>8. Align instruction to meet the increased text complexity demands of CCSS by introducing text exemplars in conjunction with writing (Performance Tasks).</p> <p>a. Some teachers will attend CALL Training to develop strategies to support English Learners in class.</p> <p>9. Provide structured opportunities for observations within grade levels at school sites and/or within the district to strengthen implementation of structured language practice routines and develop articulation and common pacing guidelines between grade levels.</p> <p>a. Meetings with feeder schools will be scheduled throughout the year to engage in professional learning and dialogue specific to Collaborative Conversations (strategic release days)</p> <p>b. Meeting with high school department heads.</p> <p>10. Provide extended learning opportunities that sustain a focus on ELA instruction through after school program(s).</p> <p>a. Increase the percentage of students attaining proficiency in ELA instruction using an alignment to the lesson design.</p> <p>11. 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.</p>	<p>4. \$3,000; (10 teachers; \$300 per day)</p> <p>5. District Provided; \$5,000; \$15,000 LCFF SG</p> <p>6. \$20,000 Title I</p> <p>7. \$2,000 Title I; \$30,000 LCFF SG</p> <p>8. \$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</p> <p>9. \$2,875.00 – LCFF SG (Subs for 12 teachers, twice per year; \$125.00 per sub); (18 teachers, twice per year); \$2,000 (NO COST TO SITE); (6 teachers, once per year) \$125 for subs; \$750 LCFF SG</p> <p>10. \$25,000 LCFF</p> <p>11. Refreshments & Guest speakers for principal coffees (4 times per year); Maximum of \$100 per meeting; \$400 LCFF SG</p>
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ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

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

Teachers use reading intervention programs within their classrooms such as Read 180, IXL, and Learning Priority as well as SDAIE and CALL teaching strategies to aid their students with complex informative text assignments which prepare them for higher CAASPP achievement.

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

*Data for 2019-2020 is unavailable as the CAASPP was cancelled due to COVID

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

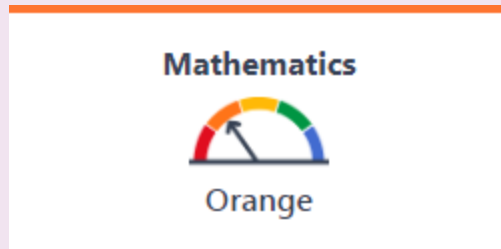
Due to COVID, less was spent in student supplies and professional development. Each year, the cost of certain products and services such as subs, programs, and trainings fluctuates to a small degree, reflecting slight changes in the Proposed Expenditures and the Actual Expenditures. In addition, more or fewer staff may participate in budgeted training.

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

In order to increase Rio Vista's CAASPP score even further, the school will expand the use of Read 180 and IXL as well as after school tutoring programs, and updated library with relevant, leveled, books for all students to provide additional practice for students on complex informative text and also expand training opportunities for staff members to get familiar with new intervention programs and strategies.

Goal 2

Math – By June 2020, the number of all students scoring Standard Exceeded or Standard Met in grades 6-8 will increase by 3% as measured by CAASPP Math scores school wide.



ANNUAL MEASURABLE OUTCOMES

Metric/Indicator

Expected Outcomes

Actual Outcomes

2017-18 CAASPP data	14.7% of students met or exceeded standard on the CAASPP in 2017-18 in Math	no CAASPP data due to COVID and no CAASPP testing in 2020
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STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 2

Strategies/Activities

Expenditures

<p>1. Meet and counsel with students who are receiving 2 or more Ds and/or Fs. a. Assistant principal and counselor to meet with individual students to discuss action plans, including goals and expectations.</p> <p>2. 1 faculty member to support teachers with correcting assessments. a. As needed, one faculty member will be subbed out to support teachers with scanning.</p> <p>3. The most at risk students performing below mastery on the STAR Math assessment will be assigned the Millennium Math elective. a. 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.</p> <p>4. Purchase/replace technology equipment to support instructional program, as needed; purchase of supplemental materials and supplies a. Technology champion to survey site technology equipment needs. (i.e.-document camera; LCD projector; netbooks)</p> <p>5. Stipend – Technology Coordinator a. 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.</p> <p>6. Teachers participate in district sponsored professional development to enhance awareness regarding the CCSS Math instructional shifts. a. Explore secondary mathematics shifts in tasks and instruction including Mathematics Assessment Resource Service lessons and instructional strategies (6-8). b. Begin to develop instructional units and integrate formative assessment resources from SBAC</p> <p>7. 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.</p> <p>8. Meetings with feeder schools will be scheduled throughout the year to engage in professional learning and dialogue specific to Collaborative Conversations (strategic release days)</p> <p>9. Math/Science collaboration a. 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 6th grade math/science teachers.</p>	<p>1. No cost</p> <p>2. 1 sub 4 times per year; \$500 Title I</p> <p>3. 1 sub 2 times per year; \$240 Title I</p> <p>4. \$40,000: \$30,000 LCFF SG, \$10,000 Title I</p> <p>5. \$1,500 LCFF SG</p> <p>6. No cost to site</p> <p>7. \$2,875.00 – LCFF SG (Subs for 12 teachers, twice per year; \$125.00 per sub)</p> <p>8. (18 teachers, twice per year; \$2,000 (NO COST TO SITE)</p> <p>9. (7 teachers, 4 times per year, \$30 per hour); \$840 – LCFF SG; (7 teachers, 2 times per year, \$125/sub); \$1,750</p>
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10. Ensure that every student in every classroom has SBE adopted core instructional materials, to address literacy needs of students
a. Continue to implement SBE adopted core instructional materials on a daily basis for the APS recommended minimum instructional minutes (6-8: 60 minutes)

10. No cost to site

11. 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.

11. Refreshments & Guest speakers for principal coffees (4 times per year); Maximum of \$100 per meeting; \$400 LCFF SG

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

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

Teachers use math intervention and support programs within their classrooms such as Desmos, Open source math, and CMP3 to aid their students with complex Common Core math assignments and word problems which prepare them for higher CAASPP achievement.

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

Data for 2019-2020 is unavailable as the CAASPP was cancelled due to COVID

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

Due to COVID, less was spent in student supplies and professional development. Each year, the cost of certain products and services such as subs, programs, and trainings fluctuates to a small degree, reflecting slight changes in the Proposed Expenditures and the Actual Expenditures. In addition, more or fewer staff may participate in budgeted trainings.

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

In order to increase Rio Vista's CAASPP score even further, the school will expand the use of the CMP3 Math support program, Desmos, and after school math tutoring support to provide additional practice for students on complex Common Core math problems and word problems, and will also articulate with high school math teachers to build a stronger pacing plan.

Goal 3

English Learners – By June 2019, the number of English Learners scoring Standard Exceeded or Standard Met in grades 6-8 will increase by 3% as measured by CAASPP English Language Arts scores.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
2017-18 CAASPP data for the English Learner subgroup	15.21% of English Learners Met Standard or Exceeded Standard on ELA CAASPP for 2017-18	no CAASPP data due to COVID and no CAASPP testing in 2020

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 3

Strategies/Activities	Expenditures
<p>1. Identify struggling readers and identify, screen and pilot an intervention program that targets the individual literacy needs of struggling students</p> <p>a. 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.</p> <p>b. 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>2. Plan implementation and evaluation of the reading intervention program.</p> <p>a. Select and/or develop reading intervention materials and resources; purchase supplementary instructional materials.</p> <p>b. Continue to address literacy intervention needs of students through district approved instructional materials, when appropriate. (Keystones 6-8 for intervention).</p> <p>3. Conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs.</p> <p>a. Five days weekly, 1 hour per day: Provide additional reading intervention for ELPAC students.</p> <p>4. Training for ELD teachers</p> <p>a. One full day of explicit intervention training for ELD teachers. Training for Integrated and Designated ELD Materials</p> <p>5. Academic proficiency through lesson design during staff collaboration PD(s).</p> <p>a. 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.</p> <p>b. Design lessons that incorporate high-leverage strategies that promote academic language and access to core curriculum content</p> <p>c. Practice developing lessons with language objectives in content area instruction</p> <p>6. Teachers to participate in district sponsored PD to enhance awareness regarding the Integrated and Designated ELD instructional shifts.</p> <p>7. Provide structured opportunities for observations within grade levels at school sites and/or within the district to strengthen implementation of structured language practice routines.</p>	<p>1. \$1,500 – LCFF SG</p> <p>2. \$5,500 LCFF SG; (supplementary instructional materials)</p> <p>3. \$7,200 LCFF SG; 180 days of instruction; \$40/hour (ELD teacher)</p> <p>4. \$1,000 LCFF SG</p> <p>5. No cost to site</p> <p>6. No cost to site</p> <p>7. \$2,875.00 – LCFF SG; (Subs for 12 teachers, twice per year; \$125.00 per sub)</p>

8. Ensure that every student in every classroom has SBE adopted core instructional materials, to address language needs of students
 a. Continue to implement SBE adopted core instructional materials on a daily basis through Systematic English Language Development (SELD)

9. 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.

8. No cost to site

9. Refreshments & Guest speakers for principal coffees (4 times per year); Maximum of \$100 per meeting; \$400 LCFF SG

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

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

Teachers use ELL intervention and support programs within their classrooms such as CALL and SDAIE teaching strategies to aid their ELL students with complex text and reading challenges which prepare them for higher CAASPP achievement. Teachers also spend additional time with these students, providing more one-on-one instructional time.

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

Data for 2019-2020 is unavailable as the CAASPP was cancelled due to COVID

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

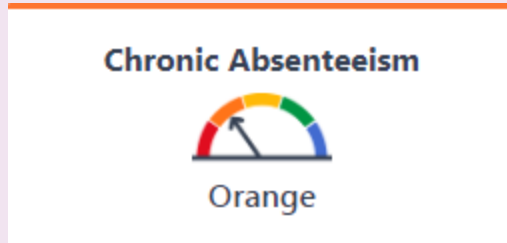
Due to COVID, less was spent in student supplies and professional development. Each year, the cost of certain products and services such as subs, programs, and trainings fluctuates to a small degree, reflecting slight changes in the Proposed Expenditures and the Actual Expenditures. In addition, more or fewer staff may participate in budgeted trainings, such as CALL.

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

In order to increase Rio Vista's CAASPP score even further, the school will expand the use CALL strategies in the classroom as well as teacher training and professional development to provide additional help for ELL students that struggle with informative and complex text reading, and will also endeavor to reclassify students out of ELD classes who can achieve in regular classes in high school.

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 93.7% or higher attendance rate.



ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
2018-19 attendance data - 9.7% chronic absence rate in 2018-2019	5% or less students will be chronically absent in the 19-20 school year..	20.1% (district data - not CA Dashboard data) an increase in 4.3%

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Strategy/Activity 4

Strategies/Activities	Actual Expenditures
<ol style="list-style-type: none"> 1. PD/training in Positive Behavior Support <ol style="list-style-type: none"> a. Training for paraprofessional, campus supervisors 2. Higher visibility of administrators to all students <ol style="list-style-type: none"> a. Be visible to students before school, during lunch and after school to lower discipline and create a positive culture on campus. 3. School wide information on the CHAMPS program. <ol style="list-style-type: none"> a. Staff training; follow up support; ensure ongoing implementation through a site based walk through by January 2019. 4. SARC; Agendas to support an orderly environment. <ol style="list-style-type: none"> a. Weekly Agenda checks in SSR to check for parent signatures. 5. Attendance incentives <ol style="list-style-type: none"> a. Purchase attendance incentives, and reward students for perfect attendance- 1st/6th periods 6. Stipend – ASB coordinator <ol style="list-style-type: none"> a. 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. b. Student leaders will be voted in by peers to represent the student body on the School Site Council 7. Provide extended learning opportunities that sustain a safe and orderly learning environment through after school program(s). 	<ol style="list-style-type: none"> 1. 5 staff; 30 mins. \$11.50 per hour plus benefits \$40 2. No cost to site. 3. 3 subs \$360.00: Title I 4. \$1,000 SARC service LCFF SG; Title I \$1,125 5. \$5,000 LCFF SG 6. \$2,100 - LCFF SG 7. \$24,000 LCFF SG

a. 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.

8. 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.

9. Rio Vista will implement the Jostens Renaissance academic achievement program overseen by the school's ASB Leadership class. The goal of this program is to incentivize students to achieve higher grades in school and enjoy coming to school so that attendance rates increase.

8. Refreshments & Guest speakers for principal coffees (4 times per year); Maximum of \$100 per meeting \$400 LCFF SG

9. \$1000 LCFF

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

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

Teachers and administrators implement various methods on school grounds to create a more welcoming environment which encourages students to come to school, including but not limited to: teachers greeting students at classroom doors and at duty stations, administrators being more visible during transition times, lunchtime clubs, attendance rewards, and the Renaissance academic achievement program.

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

Due to COVID school closures the school attendance rate increased. No data was released by the state but district data showed an increase in chronic absenteeism to 20.1% in the year 2019-2020. This is an increase of over 4.3%. Suspension rates decreased due to school closures. 2018-2019 suspension rate was 6.1% and the 2019-2020 suspension rate was 6% (a decrease of .1%)

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

Due to COVID school closures less teachers were able to attend PD and less school events and student incentives were delivered. Budgets for subs and site-based student incentives fluctuate greatly from year to year, so the Proposed Expenditures may differ slightly from the Actual Expenditures, but this particular goal is not as fiscally demanding as the other three.

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

Additional time will be devoted by administrators to be present in online classes and be visible to the students and school community. School counselors are continuing to reach out to students that are disconnected from school for a variety of reasons. Virtual awards ceremonies and student incentives have continued during distance learning and YouthTruth data has had an overall increase in ratings by students and families on school climate and culture metrics.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$141,324.00

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$141,324.00

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
Title I	\$60,195.00

Subtotal of consolidated federal funds for this school: \$60,195.00

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$81,129.00

Subtotal of consolidated state or local funds for this school: \$81,129

Total of consolidated (federal, state, and/or local) funds for this school: \$141,324.00