

School Year: **2020-21**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Riverview STEM Academy	34673300129676	August 31, 2020	October 22, 2020

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 2
- Purpose and Description..... 3
- School Vision and Mission ..... 3
- School & Community Profile ..... 3
- Comprehensive Needs Assessment Components ..... 5
  - Data Analysis ..... 5
  - Surveys ..... 5
  - Classroom Observations ..... 5
  - Analysis of Current Instructional Program..... 5
- Stakeholder Involvement ..... 8
- Resource Inequities ..... 8
- School and Student Performance Data ..... 10
  - Student Enrollment..... 10
  - CAASPP Results..... 12
  - ELPAC Results ..... 16
  - Student Population ..... 18
  - Overall Performance ..... 19
  - Academic Performance ..... 20
  - Academic Engagement ..... 25
  - Conditions & Climate..... 27
- Goals, Strategies, & Proposed Expenditures..... 29
  - Goal 1 ..... 29
  - Goal 2..... 32
  - Goal 3..... 35
  - Goal 4..... 38
- Budget Summary ..... 41
  - Budget Summary ..... 41
  - Other Federal, State, and Local Funds ..... 41
- School Site Council Membership ..... 42
- English Learner Advisory Committee (ELAC)..... 43
- Recommendations and Assurances ..... 44

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The purpose of this plan is to align our site goals to the Local Control and Accountability Plan (LCAP) goals of the district. The focus on school-wide coherence, teamwork, student engagement, student achievement, Social Emotional Learning (SEL) and Professional Learning Community (PLC) practices is how we will meet the Every Student Succeeds Act (ESSA) requirements. The long term goals of eliminating the achievement gap, with every student performing at high levels, will be a focus. Evidence based interventions including identifying essential standards, providing Multi-Tiered System of Supports (MTSS) grade-level based rotations based on those standards and using common pre- and post-assessments to flexibly group students for targeted instruction based on need, will be part of the intention of the School Plan for Student Achievement (SPSA).

## School Vision and Mission

At Riverview STEM Academy students will become successful citizens, problem solvers, and critical thinkers who learn to take risks through a rigorous curriculum.

Riverview STEM Academy is committed to carrying out its mission by:

1. Providing a safe and positive environment.
2. Providing caring and talented teachers.
3. Communicating effectively with parents, students and community.
- 4.. Promoting a strong articulated STEM program aligned with the Next Generation Science Standards (NGSS).
5. Providing opportunities for all students to challenge their academic experience though Gifted and Talented Education (GATE), intervention, and enrichment instructional practices and programs.
6. Promoting student success and responsibility.
7. Recognizing positive growth and accomplishments.
8. Increasing the involvement of parents and community in school activities.
9. Developing students' self-esteem and confidence.
10. Integration of technology into the classroom and all school programs.

## School & Community Profile

Riverview STEM Academy is a public magnet program serving the surrounding communities through an application process. Riverview STEM Academy retains the charm and quaintness of a small school while having all of the technology and state of the art amenities of a new school.

Riverview STEM Academy is committed to inspiring students to achieve the highest standards of intellectual and personal development through a stimulating and comprehensive program. Within a caring, respectful, multicultural environment, the school is committed to instilling in each student a desire to learn, to take appropriate risks, and to accept challenges. The school community is committed to developing students who are resilient and adaptable.

Riverview STEM Academy is a comprehensive K-5th grade school with year-long Science, Technology, Engineering, and Math (STEM) program designed for students to become problem solvers and critical thinkers. Using the engineering design process and the scientific method with a dynamic science curriculum, students will employ STEM knowledge, skills, and habits of mind, learning that it is OK to take risks and make mistakes.

We proudly offer programs that serve the individual needs of our students including Gifted & Talented Education (GATE), Student Care, Advanced Learning, and Intervention Programs. For the 2020/2021 school year, Riverview STEM Academy has 14 Academy classes (Grades K-5).

We accept applications beginning in January and maintain a wait list to fill as space becomes available. Registration for each school year begins the first week in January.

The staff at Riverview STEM Academy provides a caring atmosphere where students can learn from outstanding professionals who are well trained and highly educated. It is our mission, along with that of the Folsom Cordova Unified School District (FCUSD), to provide excellence in educational programs that carry high expectations for each student's achievement and success.

Our curriculum is focused on teaching a STEM program and adopted California Common Core Standards. Materials used in our STEM program are, Project Lead The Way (PLTW) , Engineering Is Elementary, Activities Integrating Math and Science (AIMS) , Adventures in Aerospace, Vex Robotics, and many project based STEM lessons. Materials used in our core English Learner Arts (ELA) and Math programs are state and district adopted materials. Teachers follow the district adopted Pacing Guides for Math and Language Arts.

Riverview STEM Academy encourages and respects a connective relationship between home and school. We also value our community contacts and parent participation. The strong parent support we receive helps us in our goal of providing an excellent educational program. Parent participation is encouraged to foster a close, cooperative relationship between home and school. Our Parent Teacher Association (PTA) is extremely active, providing many activities and events for the students and families of Riverview STEM Academy. Our School web page keeps parents informed about schedules, events and activities happening at school. Teachers maintain their own page on our website which allows two way communication between teacher and parent and includes the ability for a parent to check grades and attendance. Frequent communication, regular conferences, and parent involvement in the classroom all help to build a positive learning environment.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Riverview STEM Academy will be surveying its parent base about school related topics. We are looking to understand the areas in which parents would like more education/information. Topics include: STEM, homework strategies for parents, Common Core State Standards, child nutrition and health, transitioning to Middle School, Social Emotional Learning, and more. After the results are received, we will use the talented professionals at our school or outside vendors to present workshops or informational nights. We look forward to making connections with the families we serve.

Our 5th grade students, with parental consent, participate in the California Healthy Kids Survey (CHKS) each Fall. CHKS is the largest statewide survey of resiliency, protective factors, and risk behaviors in the nation. Across California, the CHKS has led to a better understanding of the relationship between students' health behaviors and academic performance and is frequently cited by state policymakers and the media as a critical component of school improvement efforts to help guide the development of more effective health, prevention, and youth development programs. It can be easily customized to meet local needs, interests, and standards, and provides a means to confidentially obtain data on student knowledge, attitudes, and perceptions about the topics it covers.

Riverview STEM Academy will conduct a School Effectiveness Survey with teachers and classified staff. The staff will be asked to rate the following topics on a rubric ranging from exceptional strong to current barrier of the instructional program. Survey Topics Include: Guaranteed and Viable Curriculum, Challenging Goals and Effective Feedback, Overall Site Collegiality and Professionalism, Student Motivation, Instruction, Classroom Curriculum Design, Parent Participation Rate. Results will be shared internally with the certificated staff, the School Site Council (SSC) and the Leadership team.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal evaluations for Probationary teachers are twice in the Fall and twice in the Spring. Tenured teacher formal evaluation is once in the Fall and once in the Spring. We now have an electronic teacher evaluation process, Talent Ed - Perform, that now houses our evaluation forms. This program helps track timelines and stores the evaluation forms electronically.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

#### Use of state and local assessments to modify instruction and improve student achievement (ESEA)

California Assessment of Student Performance and Progress (CAASPP), i-Ready, English Language Proficiency Assessments for California (ELPAC), and curriculum-embedded assessment data is used throughout the year to determine instructional groups, drive interventions/enrichment, and to identify patterns of strengths and weaknesses over time. I-Ready diagnostic and growth monitoring assessments are administered to monitor student progress. We have additional district curriculum assessments that are given to appropriately monitor student progress including fluency assessments, Benchmark weekly (formative), Benchmark Unit (summative), enVision MATH topic tests, and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) mastery tests. These results are used to plan instruction and provide interventions, as needed. Teachers participate in Professional Learning Communities (PLCs) to dialogue and discuss ways in which to effectively maximize their efforts to support and increase student achievement. The Every Child ByName (ECBN) meetings throughout the year provide structure and accountability around these common assessments and help us target resources to students who need additional support.

#### Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers collaborate via Professional Learning Communities (PLCs) and they use programs such as Illuminate and i-Ready to monitor data from district-provided and curriculum-embedded assessments. Additionally, they use ongoing formative assessments to modify instruction and determine flexible grouping in classrooms. Teachers conduct i-Ready and curricular assessments regularly, as directed by the district's adopted curriculum, to regularly monitor student progress. These results direct discussions among staff to support the increase in student learning support and progress, through the PLC and intervention process. Benchmark Advance provides teachers online assessment tools that can be disaggregated in a number of ways including by-student-by-standard. Tier one instruction is supported through whole class data analysis, and tier two interventions and amplifications are supported. Need: More professional development around the Illuminate platform, specifically on how to create common assessments around individual standards and sub standards by grade level teams is needed to deepen the practice of forming specific student groups and evaluating the effectiveness of MTSS interventions/amplifications.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff are highly qualified and credentialed. All of our Academy teachers are certified in the STEM Project Lead the Way (PLTW) program and Gifted And Talented Education (GATE) or are in the process.

#### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

State, district, and site purchased materials are provided to support intervention, classroom needs, and students exceeding grade level standards. All teachers are appropriately and properly credentialed, and participate in ongoing Professional Development (PD) focused on Common Core, Data Analysis (i-Ready) and Professional Learning Communities (PLC's).

#### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff are provided district, site, and professional developed targeted Professional Development (PD) to meet their ongoing needs. All Professional Development is based on common core instruction while implementing practical application.

#### Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District and site level coaches are provided as needed and provide on-going support for staff. Professional Development. Release days are provided for teachers to gain insight and deeper understanding in core curriculum. These PD days/collaborations center around curriculum delivery and needs analysis. Our site utilizes the support and expertise of an intervention specialist five days a week, who analyzes and supports MTSS implementation in grades K - 5. We also incorporate outside professionals are used as needed, allotted or available.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet weekly to collaborate in PLC meetings, staff meetings and grade level meetings. Formal Every Child by Name meetings are conducted with the administration at least 3 times a year, in which SmartGoals are set, analyzed, created and modified with assessment data (formal and informal).

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

State and research based materials are used to support instruction, with Common Core State Standards (CCSS) as the base of instruction. District adopted curriculum and other supports materials are used, i.e. SIPPS, i-Ready, Words their way, level-readers, Junior Great Books, Project Lead the Way science modules. The teaching staff is participating in district lead staff development and instruction and materials to content and performance standards Elementary and Secondary Education Act (ESEA) as it relates to the common core. History–Social Science (HSS) and (NGSS) aligned curriculum has recently been adopted and will be implemented as well.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

State instructional minutes are met and extended day programs are used in addition to meet the instructional needs of students. Language Arts and Math (core curriculum) times are protected from interruptions or pull out supports to help maintain the fidelity and integrity of academic programs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

District and site guides are available and used and allow teachers to monitor progress. District assessment windows allow teachers to monitor student progress.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have been provided with instructional materials as mandated by the Williams Act. In addition, student groups needing extra support are identified through data collection and provided access to such materials as Lexia Core 5, SIPPS, Accelerated Reader, and more.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers have been trained in the usage of supplemental curriculum including, but not limited to; SIPPS, Accelerated Reader, Accelerated Math, Lexia Core 5, Handwriting Without Tears, Code.org, Education City, Project Lead the Way, AIMS, Elementary Is Engineering, and other STEM curriculum.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students identified through the Every Student by Name conferences and by teacher input as under performing and/or at risk are offered additional intervention instruction during the day and in an extended day format. Gifted and accelerated students are provided challenge and enrichment in class and in leveled groups through out the day. Riverview STEM Academy uses a collaborative model of instructional delivery based on a learning center model that provides for push-in support and collaborative groups to best meet the needs of students.

Evidence-based educational practices to raise student achievement

Research-based educational practices are shared at staff and collaboration meetings on a regular basis. Staff has the regular opportunity to review and discuss research related to student achievement and Professional Development. District Professional Development supports teachers in learning new research-based practices. Teachers implement new strategies into their regular classroom instruction. Evidence of these practices is observed during classroom observations. Student outcomes in response to these practices are reviewed and analyzed for continued improvement.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

District services are provided. Parent volunteers, interventions by highly qualified teachers, and extended day opportunities are available. Riverview STEM Academy provides a thorough Back to School Night, Open House, committee meetings and principal/parent get togethers to facilitate better parent communication and home - school communication.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

District services are provided as needed or allotted. Site plans and goals are reviewed by staff, parents, and community through PTA, School Site Council, parent meetings, English Learner Advisory Committee (ELAC) meetings, School Site Council and an open door policy. School Site Council is composed of 5 or more parents and 5 or more school staff.

### Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

District services and funding are provided for the direct support of the classroom, materials and supplies as well as staff development. Staff and student needs are monitored and addressed for needs vs. wants and we triage as budget allows throughout the year.

### Fiscal support (EPC)

Riverview STEM Academy identifies school-wide needs and allocates funds in accordance with these identified needs. In addition to district support, site general funds, donations, PTA fund raisers, and grants support us in achieving our goals.

## **Stakeholder Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

Riverview STEM Academy is proud to communicate in multiple ways to develop, review and gather input for our School Plan for Student Achievement (SPSA). Our School Site Council is comprised of staff and parent representatives, working toward a common goal of student achievement. We hold meetings at least four times a year to review, connect and reevaluate site practices while making plans for improvement. Our previous SPSA is shared and reviewed at our first meeting, allowing for a better glimpse as to where we've been and where we're going as a school. As a School Site Council, we also ensure that our mission and goals support and align with the Folsom Cordova Unified School District's (FCUSD) LCAP. Other meetings and communication occur throughout the year as well to encourage home-school communication and progress monitoring. We encourage and welcome participation as well, including but not limited to: monthly PTA meetings, PTA general meetings, morning meet and greet, campus walk throughs, weekly staff meetings, leadership team meetings, grade level collaboration meetings, teacher/parent conferences, email, voicemail, weekly newsletter, FCUSD Professional Development days, ECBN meetings, Superintendent's Communication Committee, Grade Level Leader meetings, family nights sponsored by PTA and Coffee and Chat with Mrs. Powell.

## **Resource Inequities**

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Our student achievement is very high, with all categories on our dashboard in green or blue. Our challenge is to continue to grow and perform at increasingly higher levels. This will take deep and meaningful collaborative effort from all of our teachers. Our Professional Learning Community



(PLC) model needs refining and our teachers need PD around this process. We sent a team to a PLC conference, however in March 2020, the conference was cut short due to the COVID-19 shut down. We also had a team registered to attend the Rancho Cordova PLC conference that was cancelled. We are excited about the work we started and would like an opportunity to attend a future PLC conference to continue this process.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.62%	0.58%	0%	2	2	0
African American	4.02%	3.8%	2.81%	13	13	10
Asian	31.89%	31.58%	31.74%	103	108	113
Filipino	0.62%	0.58%	1.12%	2	2	4
Hispanic/Latino	15.17%	15.2%	16.29%	49	52	58
Pacific Islander	0.31%	%	0%	1		0
White	34.98%	34.21%	35.11%	113	117	125
Multiple/No Response	%	%	12.92%			0
<b>Total Enrollment</b>				323	342	356

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	60	60	60
Grade 1	60	60	60
Grade 2	60	61	59
Grade3	58	59	61
Grade 4	43	58	60
Grade 5	42	44	56
<b>Total Enrollment</b>	323	342	356

### Conclusions based on this data:

1. Riverview STEM Academy is a choice only school with no home school population. We have had 5 years of continued growth.
2. We are now at or above an enrollment of 350 students, serving students in grades K-5.
3. We started the year with 14 of our students enrolled in our Homeschool Charter school, due to Distance Learning and COVID-19. However, we have an agreement with our families to bring them back to Riverview.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	38	30	45	11.8%	8.8%	12.6%
Fluent English Proficient (FEP)	57	65	56	17.6%	19.0%	15.7%
Reclassified Fluent English Proficient (RFEP)	5	15	1	23.8%	39.5%	3.3%

### Conclusions based on this data:

1. Data shows the program is effective in supporting and reclassifying students Reclassification Fluent English Proficient (RFEP).
2. We were unable to administer the ELPAC in the Spring, as the COVID-19 epidemic caused us to close our schools before testing was scheduled to take place.
3. Percentage of RFEP students continues to increase with each grade level. Data shows that interventions and support are working.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	46	58	59	46	58	59	46	58	59	100	100	100
Grade 4	45	44	58	45	44	58	45	44	58	100	100	100
Grade 5	31	39	43	31	39	42	31	39	42	100	100	97.7
All	122	141	160	122	141	159	122	141	159	100	100	99.4

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2485.	2487.	2509.	52.17	56.90	61.02	19.57	22.41	28.81	21.74	13.79	8.47	6.52	6.90	1.69
Grade 4	2529.	2541.	2555.	53.33	59.09	65.52	22.22	18.18	20.69	15.56	20.45	10.34	8.89	2.27	3.45
Grade 5	2528.	2582.	2585.	22.58	61.54	52.38	48.39	23.08	30.95	9.68	10.26	11.90	19.35	5.13	4.76
All Grades	N/A	N/A	N/A	45.08	58.87	60.38	27.87	21.28	26.42	16.39	14.89	10.06	10.66	4.96	3.14

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	45.65	46.55	64.41	43.48	46.55	33.90	10.87	6.90	1.69
Grade 4	55.56	52.27	63.79	35.56	40.91	34.48	8.89	6.82	1.72
Grade 5	38.71	66.67	69.05	41.94	25.64	26.19	19.35	7.69	4.76
All Grades	47.54	53.90	65.41	40.16	39.01	32.08	12.30	7.09	2.52

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	43.48	44.83	42.37	45.65	46.55	49.15	10.87	8.62	8.47
Grade 4	44.44	52.27	46.55	42.22	40.91	50.00	13.33	6.82	3.45
Grade 5	35.48	64.10	59.52	51.61	33.33	35.71	12.90	2.56	4.76
All Grades	41.80	52.48	48.43	45.90	41.13	45.91	12.30	6.38	5.66

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	39.13	43.10	57.63	56.52	55.17	42.37	4.35	1.72	0.00
Grade 4	24.44	40.91	46.55	66.67	56.82	51.72	8.89	2.27	1.72
Grade 5	35.48	41.03	42.86	54.84	53.85	50.00	9.68	5.13	7.14
All Grades	32.79	41.84	49.69	59.84	55.32	47.80	7.38	2.84	2.52

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.30	51.72	52.54	47.83	41.38	42.37	10.87	6.90	5.08
Grade 4	40.00	45.45	53.45	57.78	45.45	41.38	2.22	9.09	5.17
Grade 5	29.03	53.85	47.62	54.84	38.46	40.48	16.13	7.69	11.90
All Grades	37.70	50.35	51.57	53.28	41.84	41.51	9.02	7.80	6.92

**Conclusions based on this data:**

1. Data supports our instructional strategies are effective and we continue to improve scores.
2. The area we see the greatest percentage of students performing below standard is research and inquiry. We will continue to use Benchmark and add Amplify Science to improve overall scores and progress in this area.
3. The CAASPP was canceled by the state in Spring 2020, due to COVID-19 and the school closures that followed.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	46	58	59	46	58	59	46	58	59	100	100	100
Grade 4	45	44	58	45	44	58	45	44	58	100	100	100
Grade 5	31	39	43	31	39	42	31	39	42	100	100	97.7
All	122	141	160	122	141	159	122	141	159	100	100	99.4

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2484.	2500.	2509.	43.48	50.00	57.63	23.91	34.48	23.73	28.26	8.62	16.95	4.35	6.90	1.69
Grade 4	2512.	2524.	2550.	22.22	36.36	51.72	40.00	27.27	34.48	33.33	31.82	10.34	4.44	4.55	3.45
Grade 5	2506.	2555.	2568.	19.35	38.46	47.62	19.35	20.51	9.52	35.48	35.90	33.33	25.81	5.13	9.52
All Grades	N/A	N/A	N/A	29.51	42.55	52.83	28.69	28.37	23.90	31.97	23.40	18.87	9.84	5.67	4.40

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	56.52	72.41	71.19	32.61	20.69	20.34	10.87	6.90	8.47	
Grade 4	35.56	43.18	65.52	46.67	38.64	29.31	17.78	18.18	5.17	
Grade 5	22.58	43.59	47.62	45.16	33.33	33.33	32.26	23.08	19.05	
All Grades	40.16	55.32	62.89	40.98	29.79	27.04	18.85	14.89	10.06	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	47.83	55.17	57.63	45.65	37.93	40.68	6.52	6.90	1.69
Grade 4	33.33	50.00	50.00	57.78	43.18	46.55	8.89	6.82	3.45
Grade 5	22.58	48.72	50.00	48.39	46.15	40.48	29.03	5.13	9.52
All Grades	36.07	51.77	52.83	50.82	41.84	42.77	13.11	6.38	4.40

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	45.65	65.52	61.02	45.65	31.03	32.20	8.70	3.45	6.78
<b>Grade 4</b>	40.00	47.73	58.62	51.11	38.64	34.48	8.89	13.64	6.90
<b>Grade 5</b>	22.58	30.77	40.48	41.94	58.97	52.38	35.48	10.26	7.14
<b>All Grades</b>	37.70	50.35	54.72	46.72	41.13	38.36	15.57	8.51	6.92

**Conclusions based on this data:**

1. Math went up 12% continuing an upward trend of improving scores.
2. We will continue to monitor individual students.
3. Focusing on strategies for writing a constructed response proved to be successful and will be continued.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1514.8	*	1528.3	*	1483.4	*	18	10
Grade 1	*	1498.1	*	1486.4	*	1509.4	*	14
Grade 2		*		*		*		7
Grade 5	*		*		*		*	
All Grades	N/A		N/A		N/A		26	31

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	61.11	*	*	*	*	*		*	18	*
1	*	21.43		71.43		7.14		0.00	*	14
All Grades	69.23	29.03	*	58.06	*	12.90	N/A	0.00	26	31

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	18	*
1	*	42.86		42.86		14.29		0.00	*	14
All Grades	69.23	41.94	*	45.16	*	12.90	N/A	0.00	26	31

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	83.33	*	*	*		*	18	*	
1	*	64.29		35.71		0.00	*	14	
All Grades	84.62	58.06	*	41.94	N/A	0.00	26	31	



Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	*	*	*	*	*	18	*
<b>1</b>	*	14.29		78.57		7.14	*	14
<b>All Grades</b>	65.38	32.26	*	61.29	*	6.45	26	31

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	61.11	*	*	*		*	18	*
<b>1</b>	*	64.29		28.57		7.14	*	14
<b>All Grades</b>	69.23	35.48	*	61.29	N/A	3.23	26	31

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	72.22	*	*	*		*	18	*
<b>1</b>	*	35.71	*	64.29		0.00	*	14
<b>All Grades</b>	69.23	51.61	*	48.39	N/A	0.00	26	31

**Conclusions based on this data:**

1. We continue to support our EL students and see the reclassifications consistently taking place, resulting in many students Reclassification Fluent English Proficient (RFEP).
2. We were not able to administer the ELPAC in Spring 2020, due to school closures related to the COVID-19 pandemic.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>342</b>	<b>24.3</b>	<b>8.8</b>	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	30	8.8
Homeless	3	0.9
Socioeconomically Disadvantaged	83	24.3
Students with Disabilities	15	4.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	3.8
American Indian	2	0.6
Asian	108	31.6
Filipino	2	0.6
Hispanic	52	15.2
Two or More Races	48	14.0
White	117	34.2





### Conclusions based on this data:

1. Student Groups of Asian and White students at Riverview STEM Academy are disproportionate compared to other races.
2. Riverview STEM Academy has a significantly low homeless student group 0.9%.
3. We have increased concern for our equity with our low socioeconomic students and the COVID-19 shut down and move to Distance Learning.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="305 506 360 533">Blue</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="769 506 847 533">Yellow</p>	<p data-bbox="1177 426 1396 457"><b>Suspension Rate</b></p>  <p data-bbox="1260 506 1315 533">Blue</p>
<p data-bbox="251 623 414 655"><b>Mathematics</b></p>  <p data-bbox="305 703 360 730">Blue</p>		

### Conclusions based on this data:

1. English Language Arts (ELA) scores continue to grow by 6% or better which indicates the Benchmark Advance program and teachers are meeting the needs of our students.
2. Math scores grew by 2% this past year. Our team believes the district adopted EnVision is not meeting our expectations for growth and needs some supplemental curriculum support.
3. The emphasis on a yearlong Science Technology Engineering and Math (STEM) program is effective in all student groups.

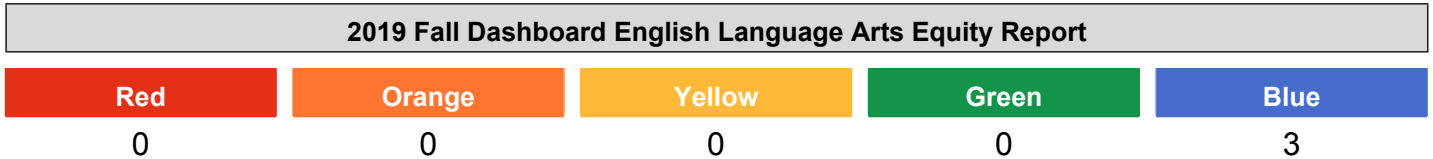
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Blue</p> <p>81.7 points above standard</p> <p>Increased Significantly ++16.2 points 157</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>89.6 points above standard</p> <p>Increased Significantly ++23.1 points 27</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Blue</p> <p>57.3 points above standard</p> <p>Increased ++11.1 points</p> <p>51</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>20.9 points above standard</p> <p>11</p>

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 112.2 points above standard Increased ++10.8 points 44	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 68.8 points above standard Increased Significantly ++20.1 points 21	 No Performance Color 80 points above standard Increased Significantly ++20.7 points 24	 No Performance Color 0 Students	 Blue 70 points above standard Increased ++9.7 points 60

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	89.6 points above standard Increased Significantly ++15.4 points 27	77.9 points above standard Increased Significantly ++17.5 points 118

**Conclusions based on this data:**

1. Overall, we are performing well, with the vast majority of our students scoring at or above grade level in ELA.
2. Our low socioeconomic students score very well, with the majority scoring at or above grade level. However, their scores are noticeably lower than the school's overall average.
3. Most of our students from English Learner households are fluent and score similar to the overall school.

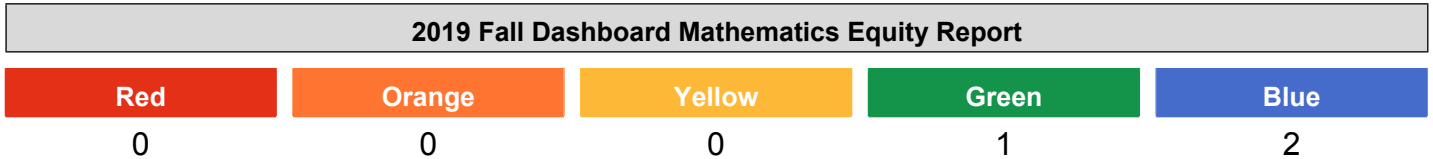
# School and Student Performance Data

## Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Blue</p> <p>61.7 points above standard</p> <p>Increased Significantly ++15.4 points 157</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>79.5 points above standard</p> <p>Increased Significantly ++19.8 points 27</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>29 points above standard</p> <p>Increased ++11.7 points</p> <p>51</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>2.5 points above standard</p> <p>11</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 109.5 points above standard Increased ++4.4 points 44	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 42.8 points above standard Increased Significantly ++38.6 points 21	 No Performance Color 47.5 points above standard Increased ++8.8 points 24	Pacific Islander	 Blue 44.2 points above standard Increased ++9.8 points 60

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
	79.5 points above standard Increased Significantly ++17.6 points 27	54.2 points above standard Increased Significantly ++15.5 points 118

**Conclusions based on this data:**

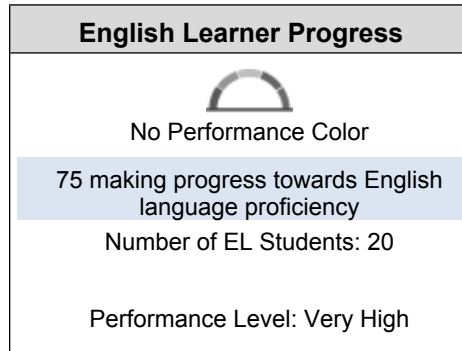
1. Overall, we are performing well, with the vast majority of our students scoring at or above grade level in math.
2. Our low socioeconomic students score very well, with the majority scoring at or above grade level. However, their scores are noticeably lower than the school's overall average.
3. Our ELA scores were higher than our math scores.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	1	3	12

#### Conclusions based on this data:

1. Although a relatively low population, our EL students will continue to be an area of focus.



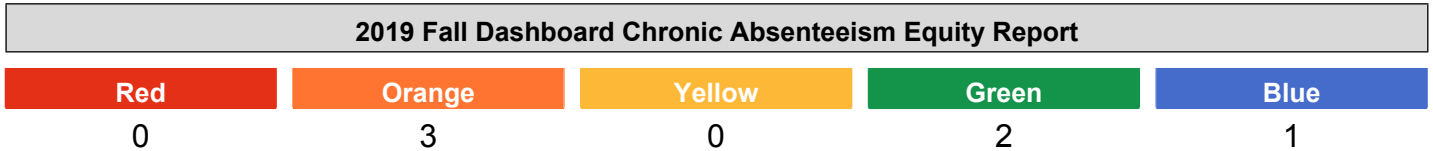
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 4.3 Increased +1.9 346	<p><b>English Learners</b></p>  Green 5.7 Declined -4.8 35	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 13.8 Increased +9.8 94	<p><b>Students with Disabilities</b></p>  No Performance Color 19 Increased +12.8 21

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 25 Increased +25 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 1.8 Declined -1.1 111	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.7 Increased +3.7 53	 Orange 6.3 Increased +6.3 48	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 3.4 Maintained -0.1 118

**Conclusions based on this data:**

1. A focus on Kindergarten attendance will be given as the data indicates that is an area of concern.
2. We will work with parents, students and staff to address attendance concerns, looking for ways to prioritize and validate the school day and instructional hours.
3. Chronic absenteeism and truancy will continue to be monitored and tracked through with our district support attendance program.

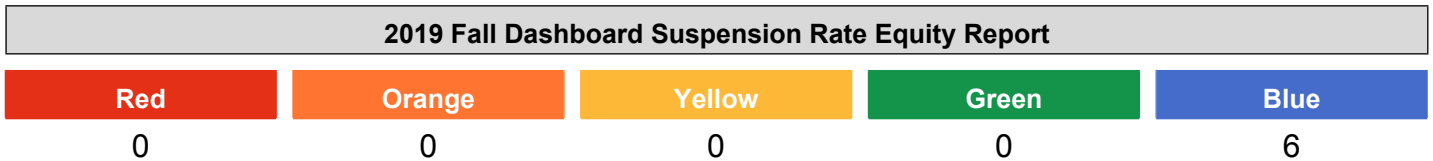
# School and Student Performance Data

## Conditions & Climate Suspension Rate






The performance levels are color-coded and range from lowest-to-highest performance in the following order:



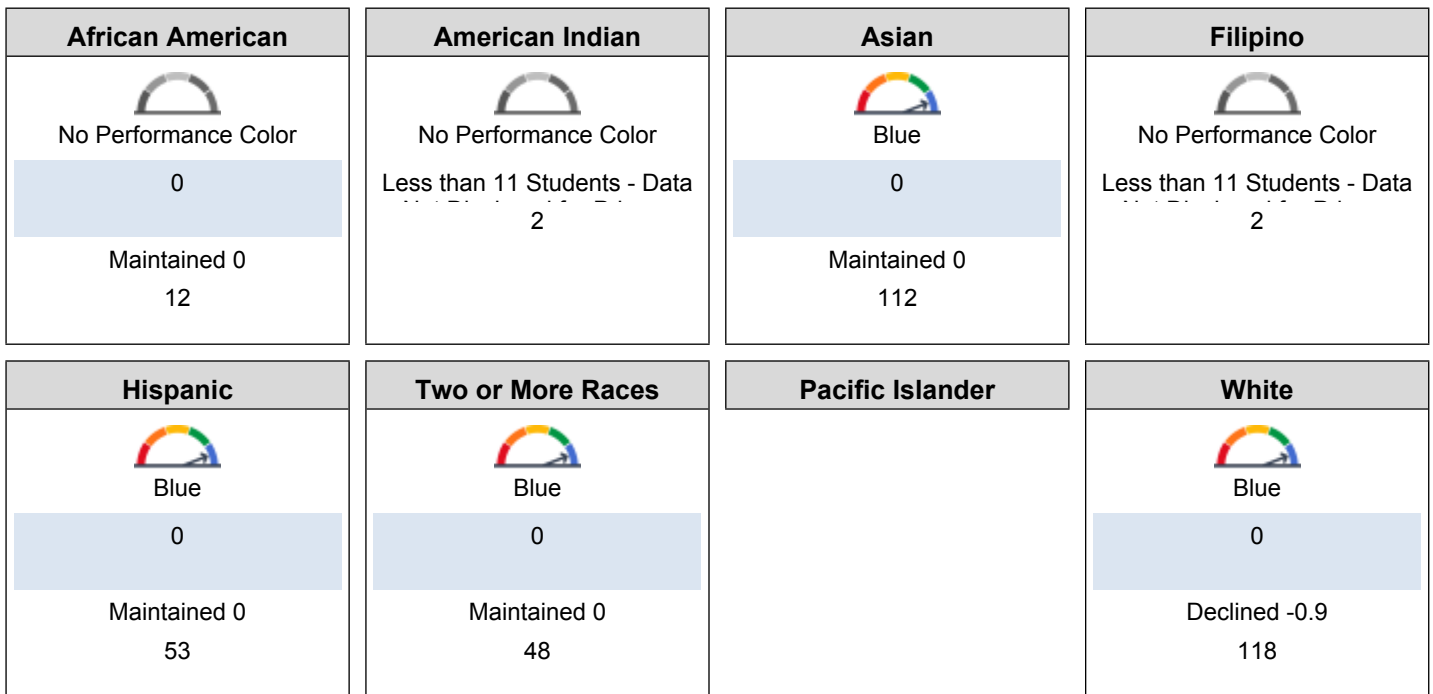
This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Blue</p> <p>0</p> <p>Declined -0.3</p> <p>347</p>	<p><b>English Learners</b></p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>36</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>95</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>21</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity



This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
(Empty)	0.3	0

**Conclusions based on this data:**

1. We did not have one suspension this year.
2. We will continue implement and support strong Positive Behavioral Intervention and Support (PBIS) practices to encourage problem solving, proactive supports, connectivity and de-escalation strategies school wide. A focus of student connectedness will be in place as well as we ensure each student has at least one adult on campus they can count on or feels that support them.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)

1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

1.2 Maintain schools in good repair.

1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

## Goal 1

School Goals: 1.4 All students by grade level will show growth in writing proficiency as measured by California Assessment of Student Performance & Progress (CAASPP) results, Benchmark Interim Assessments, and i-Ready scores.

## Identified Need

We will increase our student writing scores and provide intervention for students working below grade level.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Scores	Currently 89% of our students are meeting reading standards.	Increase 2% meeting standards

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Student progress and challenges will be evaluated weekly at grade level monthly PLC meetings. In addition, Riverview STEM Academy teachers will increase their use of data to identify specific needs of students through the use of i-Ready, Riverview STEM Academy DATA Assessments, and Illuminate. All staff will collaborate and provide interventions as needed. (LCAP 3.1) In addition, we will use our After School Education Safety (ASES)/Measure H funds to provide before and after school intervention for our first and second graders.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

District Funded  
0001-0999: Unrestricted: Locally Defined  
Monitor student progress.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at our school.

### Strategy/Activity

Every Child By Name meetings will be held four times a year and progress monitor student growth in ELA throughout the year. LCAP (4.1)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

#### Source(s)

District Funded  
0000: Unrestricted  
Monitor and review data on student progress

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

We will be engaging in a book study with a book called, "Learning by Doing", by Richard DuFour, Rebecca Dufour, Robert Eaker, Thomas W. Many, and Mike Mattos. We will use this to optimize our PLC work and student learning outcomes. We will host a before and after school intervention for our first and second grade students based on data driven feedback and by invitation.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We will improve student learning outcomes by improving our Tier I instruction and differentiating in first instruction. We will also use Measure H/ASES funds to provide before and after school intervention for our first and second grade students.

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.

We will build on our PLC conference in 2019 and invite a team to attend a future PLC conference in the academic year, 2020-2021.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)  
 2.1 Increase student attendance rates and reduce chronic absences.  
 2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.  
 2.5 Increase family engagement and parent input and the utilization of volunteers.  
 2.6 Increase community partnerships that support student learning.  
 2.7 Increase the efficiency, timeliness and accessibility of district communications.

## Goal 2

District Goal 1: Student achievement and Success  
 School Goals: High quality direct instruction in Math.

## Identified Need

Our Math scores are not as high as our ELA scores. We need to look at Tier I instruction and increase intervention opportunities for our students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Math scores.	83% of students met grade level standards in Math in the previous year.	Increase students scoring at grade level by 3%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Multiple Tiers of Student Success measures will be implemented. We will also improve first instruction and Tier I differentiation. We will also offer before and after school intervention using Measure H/ASES funds and i-Ready data to target student needs.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)



Unrestricted  
1000-1999: Certificated Personnel Salaries  
Certificated

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

We will work in our PLC's to increase math performance. We will seek professional development and collaboration among teachers to improve first instruction in math. We will increase intervention opportunities for our first and second grade students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

1,158

#### Source(s)

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries  
Parent Coordinator  
3.1 Increase family engagement and parent input and the utilization of volunteers.  
3.2 Increase two-way community partnerships that support student learning.  
3.3 Increase the efficiency, timeliness and accessibility of district communications

260

LCFF - Supplemental  
3000-3999: Employee Benefits

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Increase formal and informal parent communication. We will provide before and after school intervention for our first and second grade students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

#### Source(s)

General Fund  
0000: Unrestricted  
Meet with teachers and support staff 2 times  
each month to review data and progress of  
students.

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

We will improve our partnership with our families and our own first instruction.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our teachers would like to attend a PLC conference as a team.

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.

We will partner with our families, colleagues, and our lead teachers to improve first instruction and learning outcomes.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)  
 3.1 Provide professional development in new adoptions and local curriculum.  
 3.2 Ensure all teachers/students have access to research-based EL instructional strategies, intervention supports, and targeted instruction to improve achievement.  
 3.3 Provide access to A-G, Career and Technical Education (CTE), International Baccalaureate (IB), Advanced Placement (AP) and STEM courses.

## Goal 3

District Goal 1: Student Achievement and Success  
 School Goal (s): Students will receive academics with high quality instruction.

## Identified Need

We would like to improve our scores by improving first instruction and Tier I differentiation. We would also like to increase and improve our before and after school intervention opportunities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Assessments for California (ELPAC), California Assessment of Student Performance and Progress (CAASPP), and school site assessments.	Beginning of year assessments done in August.	1 year growth for all of our students by the end of May 2020.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Teachers will identify students who need support through assessments.

#### Strategy/Activity

Multiple Tiers of Student Success measures will be implemented. (LCAP 4.2) Before and after school intervention will be offered for our first and second grade students in need.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5454.00

Source(s)

After School and Education Safety (ASES)  
2000-2999: Classified Personnel Salaries  
Certificated

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students enrolled in our school.

Strategy/Activity

Meet, a minimum of twice a month, in PLC's, all year long to look at student progress and optimize first instruction. Meet formally four times a year to monitor progress in our Every Child By Name (ECBN) meetings. (LCAP 4.2)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF - Supplemental  
0000: Unrestricted  
Certificated and support staff

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

We will work with our lead teachers and share site expertise in our PLC's and through our book study on improving Tier I instruction. We will also provide PD for staff providing intervention.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We would like to attend a PLC conference in the academic year, 2020-2021.

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.

We will work collaboratively, in our PLC's, and with guidance from our book study to improve first instruction and differentiation.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)

- 4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).
- 4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).
- 4.3 Ensure English Learners make yearly progress.
- 4.4 Ensure Special Education students make yearly progress.
- 4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.

## Goal 4

Implement policies and programs before, during, and after school to increase parent and student connection to school and opportunities for enrichment.

## Identified Need

Riverview is a magnet school, our students choose to be here each year. Our data shows the highest gains with students that stay with us from Kindergarten. So, we need to find ways to substantively connect our families to our school to ensure a long term commitment to stay here .

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP, ELPAC, i-Ready and school site assessments.	CAASP, ELPAC, iReady and school site assessments taken in August.	1 year growth by end of May 2021.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students enrolled in our school.

### Strategy/Activity

Increase parent and community engagement. (LCAP 2.1)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,672	LCFF - Supplemental 2000-2999: Classified Personnel Salaries

	Parent Coordinator - 3.1 Increase family engagement and parent input and the utilization of volunteers. 3.2 Increase two-way community partnerships that support student learning. 3.3 Increase the efficiency, timeliness and accessibility of district communications
821	LCFF - Supplemental 3000-3999: Employee Benefits

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students enrolled in our school.

**Strategy/Activity**

Increase student engagement and provide a safe, healthy, and positive learning environment.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
428	LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Provide athletics, clubs, and other extracurricular activities with scholarships for English Learner/Low Income/Foster students as needed

**Annual Review**

**SPSA Year Reviewed: 2019-20**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

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

We will use our Parent Coordinator to increase family involvement. We will also use our before and after school enrichment and intervention groups to cultivate student interest and long term commitment to our school. We will also maintain high test scores, as that is a draw for many of our families.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We will increase our effort to engage families and offer a broader range of student interest clubs.

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.

We will work in our PLC's to continue to increase test scores every year, with help from teacher experts, guiding coalitions, lead teachers, and PLC's.



# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$11,793.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
After School and Education Safety (ASES)	\$5,454.00
LCFF - Supplemental	\$6,339.00

Subtotal of state or local funds included for this school: \$11,793.00

Total of federal, state, and/or local funds for this school: \$11,793.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Lari Powell	Principal
Heather Formigli	Classroom Teacher
Troy Martinez	Classroom Teacher
Don McCarthy	Classroom Teacher
Kim Mitchell	Other School Staff
Lauren Crosariol	Parent or Community Member
Emily Vinson	Parent or Community Member
Anna Akulyan	Parent or Community Member
Cristina Streck	Parent or Community Member
Jessica Davis	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELACMembers	Role
Lari Powell	Principal
Troy Martinez	Classroom Teacher
Tatiana Kosovan	Parent or Community Member

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
  - a. The school's needs assessment.
  - b. The school's annual language census.
- c. Ways to make parents aware of the importance of regular school attendance.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 08/31/2020.

Attested:



Principal, Lari Powell on 08/31/2020

SSC Chairperson, Troy Martinez on 08/31/2020

## Attendance - Site Council & ELAC Meeting

### SCC - Sign-in Sheet

<b>Name</b>	<b>Role</b>	<b>Signature</b>
<b>Lari Powell</b>	Principal	<b>Present</b>
<b>Heather Formigli</b>	Classroom Teacher	<b>Present</b>
<b>Don McCarthy</b>	Classroom Teacher	<b>Present</b>
<b>Troy Martinez</b>	Classroom Teacher	<b>Present</b>
<b>Kim Mitchell</b>	Other School Staff	<b>Present</b>
<b>Lauren Crosariol</b>	Parent or Community Member	<b>Not Present</b>
<b>Emily Vinson</b>	Parent or Community Member	<b>Present</b>
<b>Anna Akulyan</b>	Parent or Community Member	<b>Present</b>
<b>Cristina Streck</b>	Parent or Community Member	<b>Present</b>
<b>Jessica Davis</b>	Parent or Community Member	<b>Present</b>

### ELAC Sign-in

<b>Name</b>	<b>Role</b>	<b>Signature</b>
<b>Lari Powell</b>	Principal	<b>Present</b>
<b>Troy Martinez</b>	Classroom Teacher	<b>Present</b>
<b>Tatiana Kosovan</b>	Parent or Community Member	<b>Present</b>

**Quorum: 5 parents & 5 staff**

**Secretary: Don McCarthy took role**

**Riverview STEM Academy**

**School Site Council & ELAC Agenda**

<b>Meeting Date:</b> 08/31/20	<b>Meeting Location:</b> Virtual
<b>Starting Time:</b> 3:00 pm	<b>Ending Time:</b> 4:00 pm

**Participants: Elected SSC/ELAC Council Members. Public is invited as well.**

- I. Call to Order**
- II. Roll call**
- III. Additions/Changes to Agenda**
- IV. Reports of Officers/Committees**
- V. Written Worksite Specific Plan**
- VI. Annually review and revise the Single Plan for Student Achievement (SPSA) and proposed expenditure of funds**
- VII. Evaluate the effectiveness of the Single Plan for Student Achievement**
- VIII. ELAC - Review programs for English learners**
  - A. Review the School Plan Objectives for English Learners**
- IX. Obtain Recommendations from other school site advisory, standing and special committees regarding the focus of the Single Plan for Student Achievement**
- X. Public Comment**
- XI. Approve Single Plan for Student Achievement**
- XII. Adjournment**

**SCC - Sign-in Sheet**

<b>Name</b>	<b>Role</b>	<b>Signature</b>
<b>Lari Powell</b>	Principal	
<b>Heather Formigli</b>	Classroom Teacher	
<b>Don McCarthy</b>	Classroom Teacher	
<b>Troy Martinez</b>	Classroom Teacher	
<b>Kim Mitchell</b>	Other School Staff	
<b>Lauren Crosariol</b>	Parent or Community Member	
<b>Emily Vinson</b>	Parent or Community Member	
<b>Anna Akulyan</b>	Parent or Community Member	
<b>Cristina Streck</b>	Parent or Community Member	
<b>Jessica Davis</b>	Parent or Community Member	

**ELAC Sign-in**

<b>Name</b>	<b>Role</b>	<b>Signature</b>
<b>Lari Powell</b>	Principal	
<b>Troy Martinez</b>	Classroom Teacher	
<b>Tatiana Kosovan</b>	Parent or Community Member	

**Public Commit/Suggestions:**

## Riverview STEM Academy

### School Site Council & ELAC Agenda

<b>Meeting Date:</b> 08/31/20	<b>Meeting Location:</b> Virtual
<b>Starting Time:</b> 3:00 pm	<b>Ending Time:</b> 3:30 pm

**Participants:** Elected SSC/ELAC Council Members. Public is invited as well.

- I. Call to Order**
  - A. Meeting was called to order at 3:02 pm
- II. Roll call**
  - A. We had 2 parents unable to log in, so we let them listen in by phone. The parents were Cristina Streck and Anna Akulyan. Copies of the agenda, Written Worksite Specific Plan, and the SPSA were all provided 5 days in advance.
  - B. All members except Lauren Crosariol were present.
  - C. We still had 5 parents and 5 staff members in attendance because Tatiana Kosovan was there representing ELAC.
  - D. We allowed our student teacher, Sarah Petlowany, to attend as a public observer but did not allow her to vote.
- III. Additions/Changes to Agenda**
  - A. No changes were proposed
  - B. Troy Martinez motioned to approve the agenda
  - C. Heather Formigli seconded the motion
  - D. Agenda was approved
- IV. Reports of Officers/Committees**
  - A. No reports were made at this meeting
- V. Written Worksite Specific Plan**
  - A. Principal summarized 3 key elements of the plan:
    1. Individual Control Measures & Screening
    2. Cleaning and Disinfecting Protocols
    3. Physical Distancing Guidelines
  - B. Document was provided to all site council members 5 days prior to the meeting
- VI. Annually review and revise the Single Plan for Student Achievement (SPSA) and proposed expenditure of funds**
  - A. Principal paraphrased the Purpose, Vision, and Profile
  - B. Principal recapped Needs Assessment and Healthy Kids survey
  - C. Principal explained school and student performance data
  - D. Principal moved to goals
    1. Goal 1: All students will show growth in writing as measured by the CAASP, Benchmark, and iReady
      - a) Strategies: PLC collaboration, data informed intervention, BASE with Measure H funds for 1st & 2nd grade, Every Child By Name meetings



2. Goal 2: Improve math scores for all students
  - a) Strategies: MTSS, PLC work, PD on first instruction, intervention for grades 1-2, parent partnerships
3. Goal 3: Students will receive high quality instruction with core curriculum and new Science Adoption
  - a) Strategies: PLC work, before and after school interventions, Rtl PD to instruction
4. Goal 4: Increase parent and student engagement
  - a) Strategies: Clubs, Rockets on a Mission, One School-One Book, Assemblies, Coffee with the Principal

**VII. Evaluate the effectiveness of the Single Plan for Student Achievement**

- A. Discussed progress last year and data feedback
- B. Discussed National Blue Ribbon nomination and the dashboard that led to that

**VIII. ELAC - Review programs for English learners**

**A. Review the School Plan Objectives for English Learners**

1. Improving strategies for English development by using resources in core curriculum, including but no limited to Benchmark Advance, Step Up to Writing, GLAD strategies, Amplify language rich pedagogy, and scaffolding written and oral language opportunities

**IX. Obtain Recommendations from other school site advisory, standing and special committees regarding the focus of the Single Plan for Student Achievement**

- A. Recommendation is to send a parent needs assessment to all families and have another School Site Council meeting to look at the feedback and fine tune our plan

**X. Public Comment**

- A. Heather Formigli complemented the BASE funding idea and the focus on early intervention
- B. Several members offered to be a part of the Superintendent's committee
- C. ELAC is planning a follow up meeting in October

**XI. Approve Single Plan for Student Achievement**

- A. Troy Martinez motioned to approve the SPSA
- B. Heather Formigli seconded the motion
- C. Unanimous approval

**XII. Adjournment**

- A. Adjourned at 3:30 pm
- B. Next meeting is October 19th

Date Posted: 08/26/2020

**SCC - Sign-in Sheet**

<b>Name</b>	<b>Role</b>	<b>Signature</b>
<b>Lari Powell</b>	Principal	<b>Present</b>
<b>Heather Formigli</b>	Classroom Teacher	<b>Present</b>
<b>Don McCarthy</b>	Classroom Teacher	<b>Present</b>
<b>Troy Martinez</b>	Classroom Teacher	<b>Present</b>
<b>Kim Mitchell</b>	Other School Staff	<b>Present</b>
<b>Lauren Crosariol</b>	Parent or Community Member	<b>Not Present</b>
<b>Emily Vinson</b>	Parent or Community Member	<b>Present</b>
<b>Anna Akulyan</b>	Parent or Community Member	<b>Present</b>
<b>Cristina Streck</b>	Parent or Community Member	<b>Present</b>
<b>Jessica Davis</b>	Parent or Community Member	<b>Present</b>

**ELAC Sign-in**

<b>Name</b>	<b>Role</b>	<b>Signature</b>
<b>Lari Powell</b>	Principal	<b>Present</b>
<b>Troy Martinez</b>	Classroom Teacher	<b>Present</b>
<b>Tatiana Kosovan</b>	Parent or Community Member	<b>Present</b>

**Quorum: 5 parents & 5 staff****Secretary: Don McCarthy took role**