School Plan for Student Achievement

RIVERVIEW ELEMENTARY

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7/1/23-6/30/24

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School Year: 2023-24

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 Elementary School	10621176120083	May 23, 2023	June 14, 2023

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)

Additional Targeted Support and Improvement

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 the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Clovis Unified School District. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the district goals supporting the expectations that all goals shall have objectives that are measurable, actionable, and develop monitoring metrics to assess progress that guides program evaluation and resource allocation. Within our SPSA we have created a plan that focuses on ELA, math and our MTSS system. This year's plan also has strategies focused on increasing attendance rates for our SWD and Two or more races subgroups and decreasing suspension rates. It is our ultimate goal to implement this plan and continue to increase our academic achievement.

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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).

The following surveys are administered annually:

*SART- School Assessment Review Team - parents
* SART School Assessment Review Team - students
*CUSD school climate assessment
*English Learner needs assessment Survey
*Native American Education Survey
*Parent LCAP input

The community believes our strengths are our staff and our communication. The Community would like to see improvement in the areas of communication. Staff would like to see improvement of intervention. Additionally, parents were given information about ATSI. Riverview is currently in ATSI due to chronic absenteeism for our SWD and Two or more races subgroups and suspension rates for our Two or more races subgroup.

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

As per CUSD Board Policy 6211Clovis Unified Board Policy #4315 and ED CODE #44664 require that all certificated teachers are evaluated on a regular bases. Informal and formal classroom observations occur throughout the school year. Administrators from both the site level and the district level regularly communicate their findings with the classroom teacher. The findings are used to illustrate best practices that can be replicated in other classrooms across the site and district. Site administrators also use this as an opportunity for teachers to learn from one another by observing each other within the classroom setting. The observation process also allows site administrators to use corrective feedback, provide coaching and to provide additional supports in specific areas of growth opportunities based on each individual teachers needs.

Common findings for growth opportunities include:

Behavior management
Classroom management
Articulation of Learning Objective
Frequency of Checking for Understanding
Differentiated Instruction
Frequency of Academic Conversation

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)

A variety of tools are used to measure and monitor academic progress at our site and within our school district. Assessments are designed to provide staff with data so that instruction can be modified to meet individual needs, to monitor student achievement and to assess the school's overall success. Some examples of the assessments that we utilize include:
*SBAC
*ELPAC
*iReady
*iCAL
*iCAM
* STAR reading diagnostic

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

Teachers use the data collected from these assessments to chart progress and design an appropriate instructional program for all students. Individualized or classroom specific materials can then be produced using to address the identified academic need. The data is analyzed in PLC's where it is then used to help guide further instruction.

In addition, all students who have not meet proficiency standards are carefully evaluated for academic deficiencies and may be recommended for additional support either through the alter/before school Extended Day labs; supplemental instruction provided by Push-In Teachers, Instructional Aide/Tutors, BIAs (Instructional Aide-Bilingual); or classroom interventions. Instruction is targeted to the identified need. The Principal and GIS/Resource Teacher support, train, and provide resources necessary to assist teachers in the process.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers who are appropriately credentialed have a deep understanding of the content they teach, have been trained in a variety of instructional strategies, and are in the best position to aid our students in reaching academic proficiency in their content areas.

All teachers on our campus hold an appropriate CTC credential, permit, or other document equivalent to that which a teacher in all other public schools would be required to hold. Those teachers that are in the status of seeking to complete their credentials (PIPS, STIPS and Interns) are in a program that will allow staff to meet the requirements needed in a timely manner. These staff members are supported by site and district administration for appropriate completion. An equivalent credential, permit, or other document would mean that the teacher has the appropriate authorization for their assignment.

All paraprofessionals whose duties include instructional support must meet the criteria as outlined in CUSD to be considered Highly Qualified to assist students.

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

All teachers receive site and/or district professional development on curriculum, instruction, and assessment throughout the year.

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

CUSD provides professional development for all school sites that are aligned with the needs of the schools, academic content standards, social emotional supports, and more. The district provided professional development for this school include--Tiered Writing Supports aligned to the Common Core writing standards, AVID training around WICOR that is utilized across content areas, Teaching Pyramid aligned to meet behavior needs in our primary classrooms, Science training aligned to NGSS, iReady training aligned with our district adopted curriculum and the Common Core standards in both math and reading.

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

Teachers have access to a variety of different sources of professional development both on and off-site. CUSD Teachers On Special Assignment (TOSA) provide professional learning sessions along with co-teaching opportunities and in-class coaching. Teachers on Special Assignment are experts in their specific content area and knowledgeable in the adopted curriculum. This is in addition to professional learning opportunities provided at our school site, through conferences, or at the district level. Additionally, new teachers are assigned mentor teachers (either site-based or district based) who are available to provide coaching, mentoring, and opportunities for our new teachers to observe more experienced teachers in action.

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

Grade level teams meet regularly in their professional learning communities (PLC's) to review student work samples, discuss and align curriculum to the state and district standards, evaluate where the students are performing and decide what their first-time best teaching and reteaching strategies should be. This time ensures that veteran and developing teachers are using the same evaluative procedures while assessing student work samples.

Teaching and Learning

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

The basic instructional program utilizes standards-aligned state adopted textbooks and/or instructional materials in the core four content areas: English Language Arts, Math, Social Science, and Science. Clovis Unified has adopted and approved a variety of materials that both align to the content standards, but that also meet the needs of our school sites and community. A full list of our adopted textbooks can be found on our school site's SARC found here: https://www.cusd.com/sarc.aspx

In addition to the adopted textbooks and materials, CUSD utilizes Curriculum Design Teams (CDT) to produce additional materials that are standards aligned and support supplemental materials that have been purchased by school sites or the district.

Our English Learners (EL), Students with Disabilities (SWD), and students who move to an intervention program continue to receive core instruction while using the adopted instructional materials but are also provided with additional instruction using research-based materials that are aligned with the common core state standards, or in the case of our EL students aligned to the California ELD standards.

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

The administration and teachers have worked collaboratively to create a daily schedule that ensures our students receive the recommended instructional minutes in all content areas.

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

Long-term and short-term pacing guides are created by each grade-level team based on the district's assessment calendar. These pacing guides outline the lessons for major content areas on a weekly basis and are modified throughout the year based on student needs. Sites develop intervention schedules based on data collected and analyzed in PLC's to determine an intervention calendar to meet the needs of students in tier 2 and Tier 3.

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

The Williams Act requires all schools to have adopted curriculum in the four core subject areas available to all students on a daily basis. This adopted curriculum is reviewed on a regular basis to ensure it is aligned to the stated standards and the district AIMS. In addition to having adopted curriculum in the four core subject areas (ELA, Math, Social Science, and Science), CUSD also has adopted ELD curriculum that is aligned to the State's ELD standards.

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

SBE-adopted and standards-aligned instructional materials are utilized in the classrooms.
For more specific curriculum information please visit our school site link at the following site:
https://www.cusd.com/sarc.aspx

Opportunity and Equal Educational Access

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

Teachers regularly monitor students progress through assessments, observation and by analyzing work samples. This information is used by teachers to prepare an individualized plan for all students achieving below grade level expectations which then aides in the placement of intervention or acceleration--based on student needs.

Students in need of additional intervention resulting from academic, emotional or behavioral difficulties may be referred to SST where their needs are assessed, and they are linked with necessary intervention. Students struggling with attendance concerns may be referred to SARB, one-to-one counseling and student support groups based on specific needs with the school psychologist. When necessary, students may be referred to Fresno County Mental Health Services.

CUSD also offers a comprehensive summer school or extended year program designed to meet the specific needs of students K-12. A variety of extended year programs are offered for students at risk of retention, performing below proficiency and in need of credit for graduation.

Evidence-based educational practices to raise student achievement

Teachers and administration work together to continually provide first time best instruction and delivery. Training, collaboration, walk-throughs, and consistent feedback all provide research-based practices to raise student achievement. Professional learning communities (PLC's) review data, modify instruction, and provide intervention on a continuing basis so that students meet the standards.

Parental Engagement

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

Our site offers a variety of school and community resources to assist and support our families including:

*Parent communication through weekly newsletters
*Updated School Website
*Social Media Posts
*Referrals to outside resources as needed and based on needs

Additionally, we hold regular parent events and meetings to keep our families informed. These include:
*IDAC
*SART
*ELAC
*SSC
*Back to school night
*Open House

Our site also offers social emotional supports in collaboration with our school psychologists and area transition teams in order to ensure students are available for learning. These supports include CSI groups, transition supports, Positivity project and Second Steps Social/Emotional curriculum as well as small group interventions.
The district also provides parent opportunities through the district parent academies which are offered six times throughout the school year and cover a variety of topics that were requested by families from within the school district.

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)

Members of the School Site Council (SSC) - composed of principal, certificated teachers, classified staff, and parents - work together to develop, review, and evaluate school improvement programs and school budgets. The SSC meets quarterly throughout the school year.

Funding

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

Categorical funds allow our site to provide supplemental services to enable under-performing students to meet grade-level standards. Our categorical funds are used for the following but is not limited to: bilingual instructional aides to support our ELD students, push-in teachers, supplemental instructional supplies, copies and equipment, technology equipment and supplies, and professional development for classroom teachers. Federal and state laws require the COE to monitor the implementation of categorical programs operated by local educational agencies (LEAs) or district. Districts are responsible for creating and maintaining programs that meet requirements.

Fiscal support (EPC)

In addition to categorical funds, our school receives funding through the Local Control Funding Formula (LCFF). The LCFF allows for sites to purchase additional items and provide additional supports for students with greater flexibility and allows us to address the priorities listed within our district Local Control Accountability Plan (LCAP) . LCFF funds will be used to help achieve the goals of the LEA and district while maintaining transparency and accountability in relation to how funds will be spent to provide high-quality and equitable educational programs for all students.

Additionally, our site receives monies through the district general fund. These funds are utilized to provide basic needs for students (ex. curriculum) and to purchase other items that support our district goal of supporting students in mind, body, and spirit.

Educational Partner 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

Both our SSC and our ELAC play a critical role in the creation and revisions of our SPSA. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports, etc. At our most recent SSC and ELAC meetings, our SPSA monitoring tool was reviewed with our committees to allow them to see where we were with last year's goals, where we see continued gaps, and where we have identified wins in achievements. The two committees then discussed next steps and needed changes as well as made recommendations to site administration for the new SPSA.

The following recommendations were made:

Continued use of Tiered III math and ELA intervention
Continued use of English language teacher
Tier 1 and Tier 2 differentiation in class

Resource Inequities

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

Based on a review of site data along with parent feedback and educational partner input, we found a resource inequity exists within our program in the area of chronic absences and our students with disabilites subgroup. Our analysis illustrated for us that our parents, specifically from our English Learner students, need support around attendance including but not limited to: training on the importance of attending school, getting past barriers that are keeping their students home, and help in getting their students to school on time. We will address this inequity through parent training, increased communication regarding attendance in a variety of languages, meetings, and through the support of our attendance liaison.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.31%	0.3%	3	2	2
African American	1.3%	1.07%	1.68%	9	7	11
Asian	16.9%	16.49%	18.6%	115	108	122
Filipino	2.4%	2.75%	2.13%	16	18	14
Hispanic/Latino	31.0%	32.37%	30.03%	211	212	197
Pacific Islander	0.3%	0.61%	0.3%	2	4	2
White	41.6%	39.85%	41.01%	283	261	269
Multiple/No Response	6.2%	5.95%	4.57%	42	39	30
			Total Enrollment	681	655	656

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	81	84	71
Grade 1	91	77	78
Grade 2	89	92	82
Grade3	89	94	101
Grade 4	96	104	103
Grade 5	115	97	116
Grade 6	120	107	105
Total Enrollment	681	655	656

Conclusions based on this data:

1. Overall, Riverview total enrollment continues to decline.

2. Riverview subgroups have remained stable over time.

3. Enrollment in kindergarten and 1st grade, declined more significantly than other grades, although there was a decline in overall enrolment.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	25	37	36	3.7%	5.6%	5.5%
Fluent English Proficient (FEP)	46	42	49	6.8%	6.4%	7.5%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. Due to COVID testing restrictions, student data on reclassification rates for the 20/21 school year were difficult to obtain, therefore there was 0% reclassification that school year.

2. The rates of English Learner students has increased every year for the past 3 years.

3. The enrollment of English Language learners has increased.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	91	95		0	95		0	95		0.0	100.0	
Grade 4	97	101		0	98		0	98		0.0	97.0	
Grade 5	115	97		0	95		0	95		0.0	97.9	
Grade 6	112	106		0	105		0	105		0.0	99.1	
All Grades	415	399		0	393		0	393		0.0	98.5	

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2470.			48.42			26.32			12.63			12.63	
Grade 4		2548.			61.22			24.49			9.18			5.10	
Grade 5		2563.			46.32			31.58			9.47			12.63	
Grade 6		2607.			49.52			28.57			19.05			2.86	
All Grades	N/A	N/A	N/A		51.40			27.74			12.72			8.14	

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		33.68			56.84			9.47	
Grade 4		42.86			50.00			7.14	
Grade 5		31.58			62.11			6.32	
Grade 6		43.81			50.48			5.71	
All Grades		38.17			54.71			7.12	

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		38.95			50.53			10.53	
Grade 4		47.96			47.96			4.08	
Grade 5		36.84			55.79			7.37	
Grade 6		46.67			45.71			7.62	
All Grades		42.75			49.87			7.38	

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		15.79			74.74			9.47	
Grade 4		23.47			72.45			4.08	
Grade 5		15.79			78.95			5.26	
Grade 6		24.76			70.48			4.76	
All Grades		20.10			74.05			5.85	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		32.63			54.74			12.63	
Grade 4		33.67			63.27			3.06	
Grade 5		43.16			49.47			7.37	
Grade 6		39.05			59.05			1.90	
All Grades		37.15			56.74			6.11	

Conclusions based on this data:

1. 79% of student met or exceed standard on the 21-22 CAASP assessment in ELA.

2. Although there was no available data from the 20-21 school year due to COVID, Results from the 21-22 CAASP assessment show a slight increase from the 18-19 school year where 78.69% of students met or exceeded standard.

3. When comparing ELA domains (Research/Inquiry, Listening, Writing and Reading), writing was the most difficult domain with 7.38% of students below grade level.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	91	96		0	96		0	96		0.0	100.0	
Grade 4	97	101		0	98		0	98		0.0	97.0	
Grade 5	115	97		0	95		0	95		0.0	97.9	
Grade 6	112	107		0	106		0	106		0.0	99.1	
All Grades	415	401		0	395		0	395		0.0	98.5	

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2466.			34.38			29.17			22.92			13.54	
Grade 4		2545.			50.00			28.57			19.39			2.04	
Grade 5		2561.			44.21			25.26			17.89			12.63	
Grade 6		2611.			54.72			19.81			18.87			6.60	
All Grades	N/A	N/A	N/A		46.08			25.57			19.75			8.61	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.63			46.88			12.50	
Grade 4		54.08			42.86			3.06	
Grade 5		38.95			52.63			8.42	
Grade 6		50.94			42.45			6.60	
All Grades		46.33			46.08			7.59	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		31.25			54.17			14.58	
Grade 4		39.80			47.96			12.24	
Grade 5		34.74			52.63			12.63	
Grade 6		36.79			51.89			11.32	
All Grades		35.70			51.65			12.66	

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		36.46			60.42			3.13	
Grade 4		46.94			48.98			4.08	
Grade 5		31.58			55.79			12.63	
Grade 6		44.34			49.06			6.60	
All Grades		40.00			53.42			6.58	

Conclusions based on this data:

1. 71.65% of students met or exceeded standard on the Mathematics CAASPP assessment in the 21-22 school year.

2. When comparing the Mathematic domains (Communicating Reasoning, Problem Solving and Concepts and Procedures), Problem solving was the most difficult domain with 12.66% of student scoring below standard.

3. Although there was no data available from the 18-19 school year due to COVID, results from the 21-22 school year show a slight increase from the 18-19 school year where 70.78% of students met or exceeded standards.

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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade K	*	*	*	*	*	*	4	7
Grade 1	*	*	*	*	*	*	4	8
Grade 2	*	*	*	*	*	*	5	4
Grade 3	*	*	*	*	*	*	6	6
Grade 4	*	*	*	*	*	*	6	7
Grade 5	*	*	*	*	*	*	*	7
Grade 6	*	*	*	*	*	*	*	5
All Grades							29	44

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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	48.28	47.73	34.48	36.36	13.79	15.91	3.45	0.00	29	44

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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	62.07	72.73	31.03	25.00	3.45	2.27	3.45	0.00	29	44

Written 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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	37.93	27.27	34.48	36.36	24.14	25.00	3.45	11.36	29	44

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	51.72	52.27	44.83	47.73	3.45	0.00	29	44

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	62.07	86.05	34.48	11.63	3.45	2.33	29	43

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	44.83	36.36	41.38	54.55	13.79	9.09	29	44

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	34.48	36.00	62.07	52.00	3.45	12.00	29	25

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Conclusions based on this data:

1. 48% of EL students scored a level 4 on the summative ELPAC

2. The number of students taking the summative ELPAC increased from 29 student in 20-21 to 44 students in 21-22 school year.

3. Listening was the highest performing domain with 99% of EL students falling in the moderately or well developed ranges. Reading was the lowest performing domain with 90% of students scoring in the moderately or well developed range.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
655	**31.8**	**5.6**	**0.3**
Total Number of Students enrolled in Riverview Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	37	5.6
Foster Youth	2	0.3
Socioeconomically Disadvantaged	208	31.8
Students with Disabilities	40	6.1

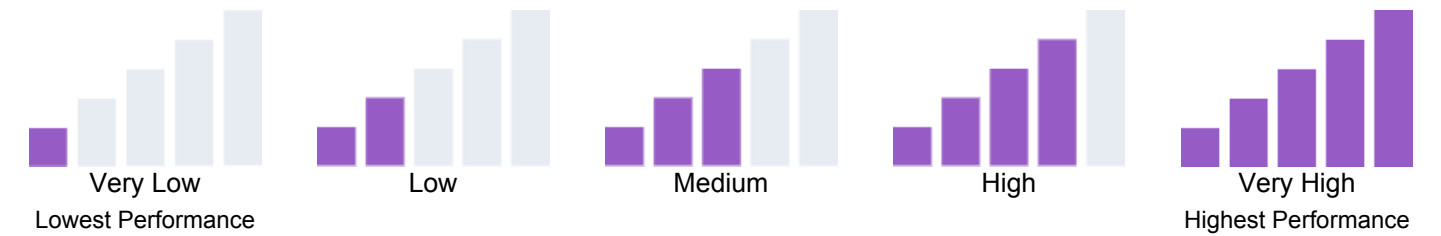| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	1.1
American Indian	2	0.3
Asian	108	16.5
Filipino	18	2.7
Hispanic	212	32.4
Two or More Races	39	6.0
Pacific Islander	4	0.6
White	261	39.8

Conclusions based on this data:

1. Our SED population is right above 30%

2. Our largest subgroups are our White and Hispanic subgroups

3. Compared to many other schools, we have a smaller SWD subgroup at only 6%

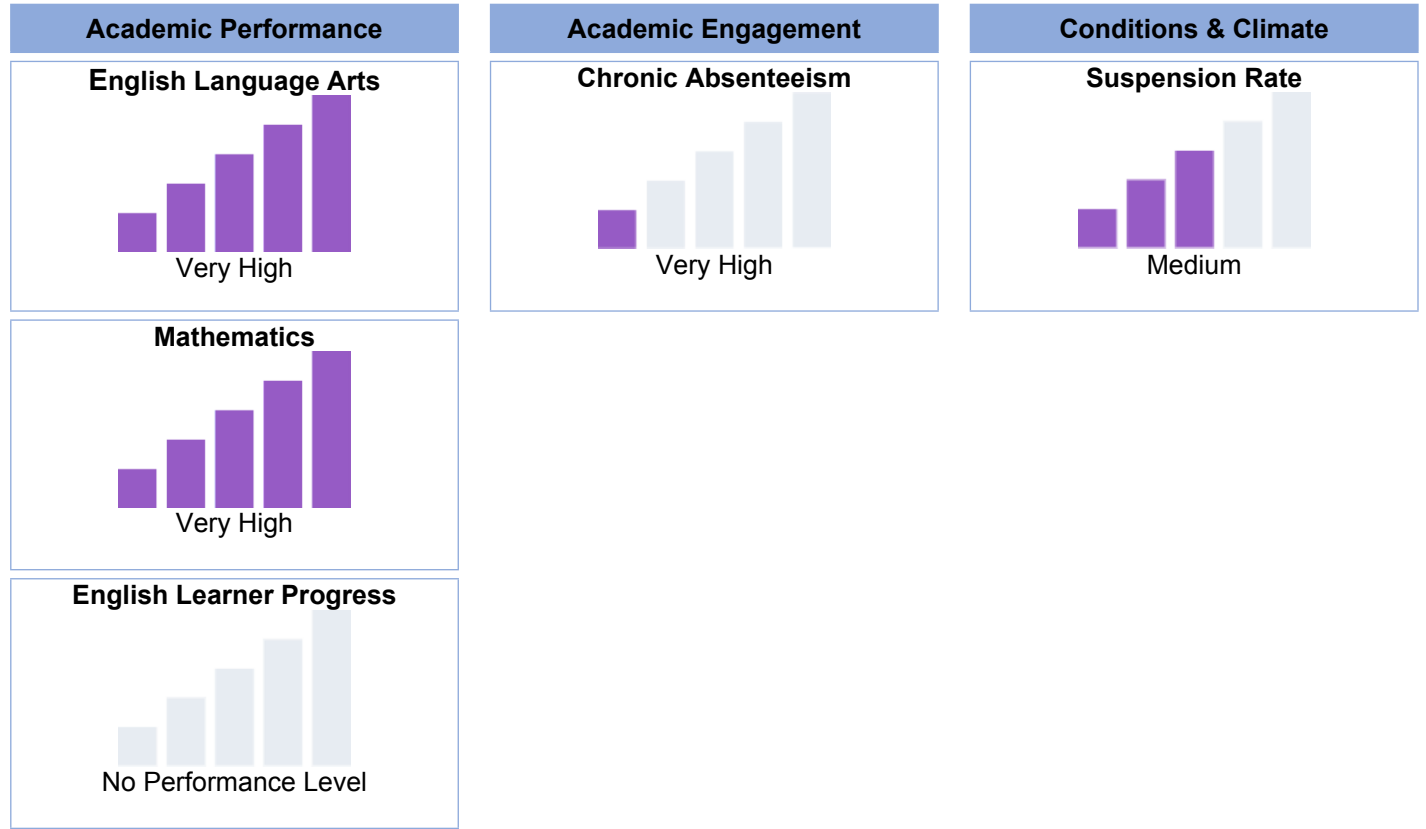# School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts
Very High

Mathematics
Very High

English Learner Progress
No Performance Level

Academic Engagement

Chronic Absenteeism
Very High

Conditions & Climate

Suspension Rate
Medium

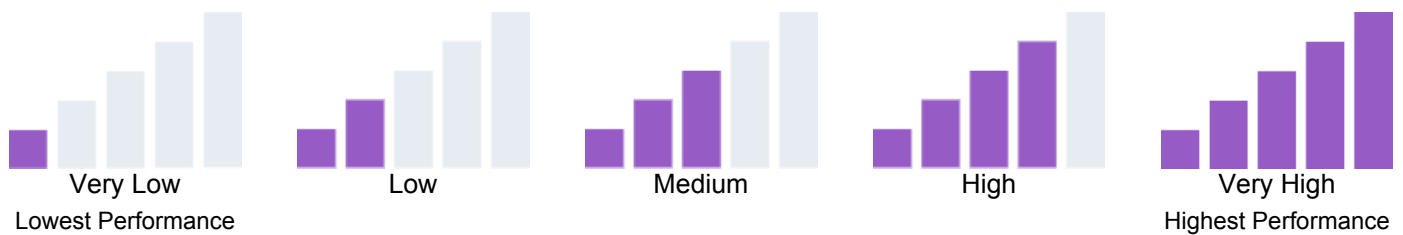**Conclusions based on this data:**

1. Overall, in math and ELA we received very high status indicators

2. In chronic absentee rates we also received very high status indicators

3. Our suspension rates received a medium indicator
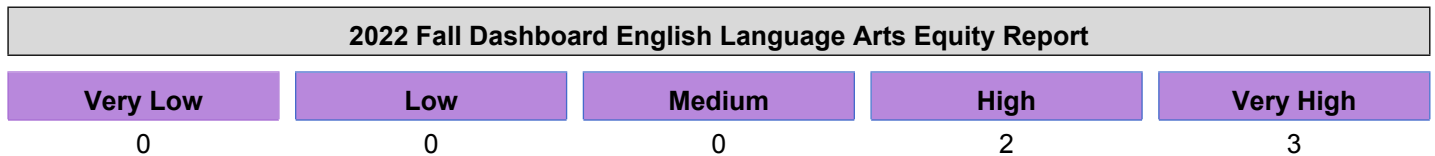
School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
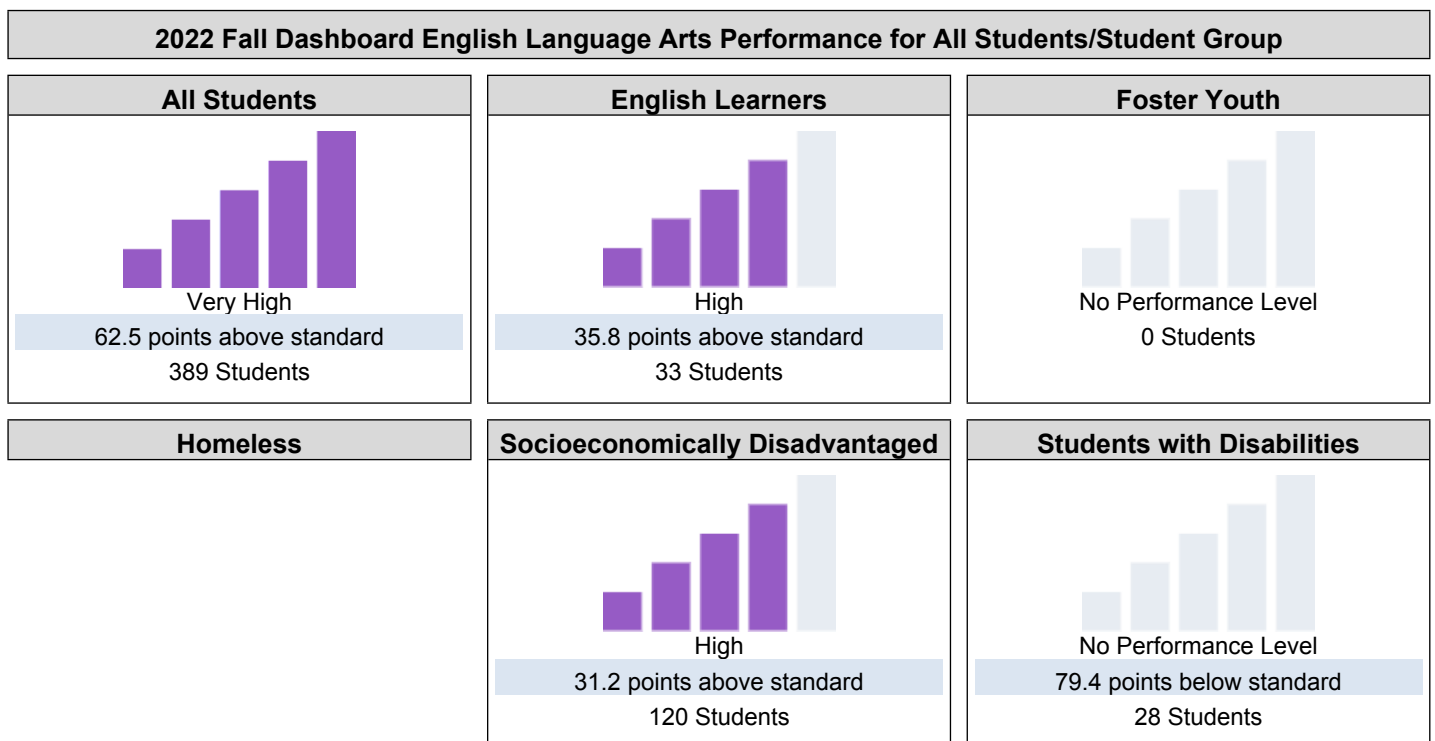
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
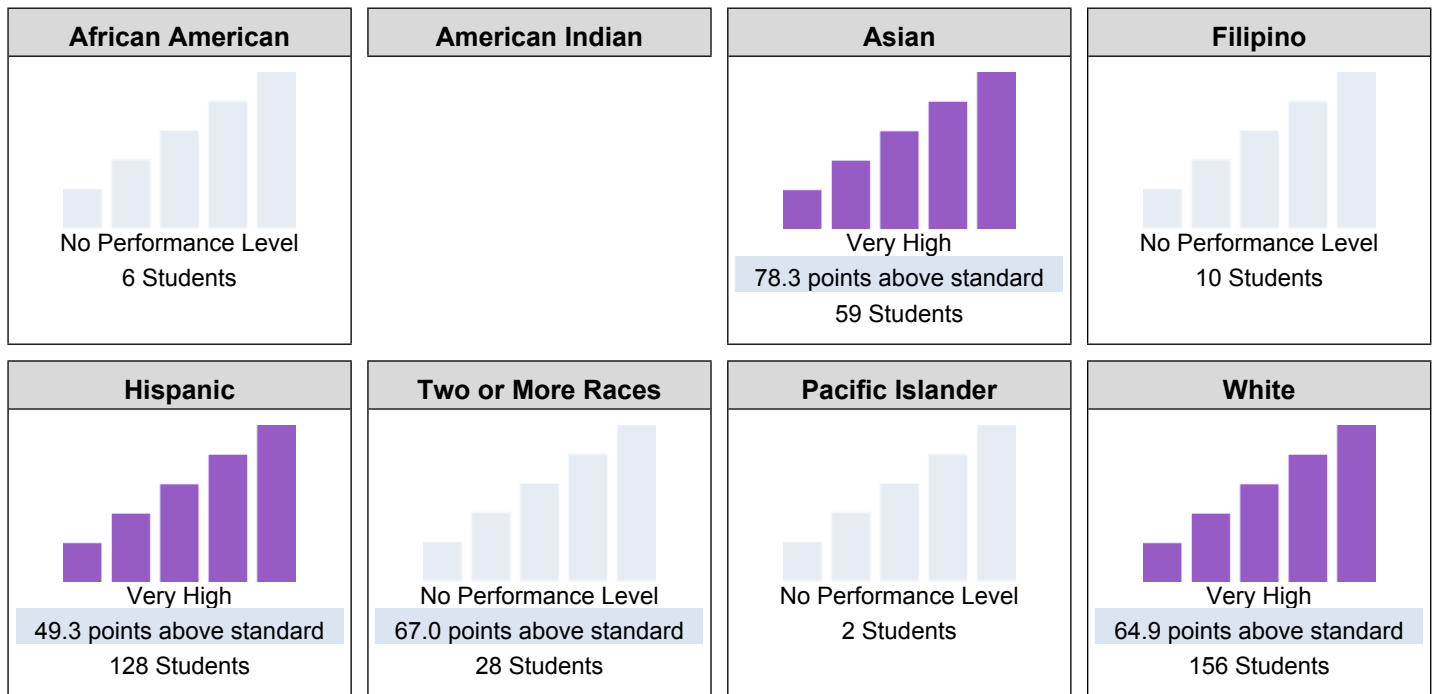
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	2	3

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	High	No Performance Level
62.5 points above standard	35.8 points above standard	0 Students
389 Students	33 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	High	No Performance Level
	31.2 points above standard	79.4 points below standard
	120 Students	28 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		Very High	No Performance Level
6 Students		78.3 points above standard	10 Students
		59 Students	

Hispanic	Two or More Races	Pacific Islander	White
Very High	No Performance Level	No Performance Level	Very High
49.3 points above standard	67.0 points above standard	2 Students	64.9 points above standard
128 Students	28 Students		156 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
2.3 points above standard	87.4 points above standard	61.1 points above standard
20 Students	13 Students	337 Students

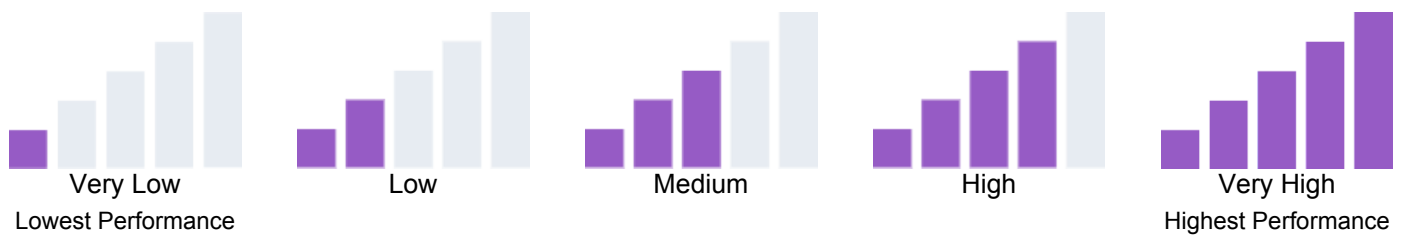**Conclusions based on this data:**

1. 3 of our 5 main subgroups received very high status indicators

2. Our EL and SED subgroups both received high indicators

3. Our reclassified students outperformed our English only students

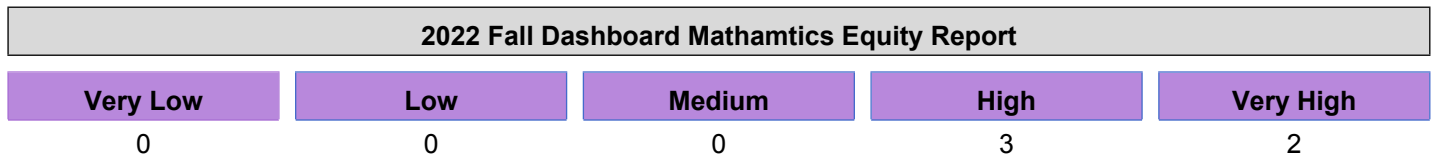# School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
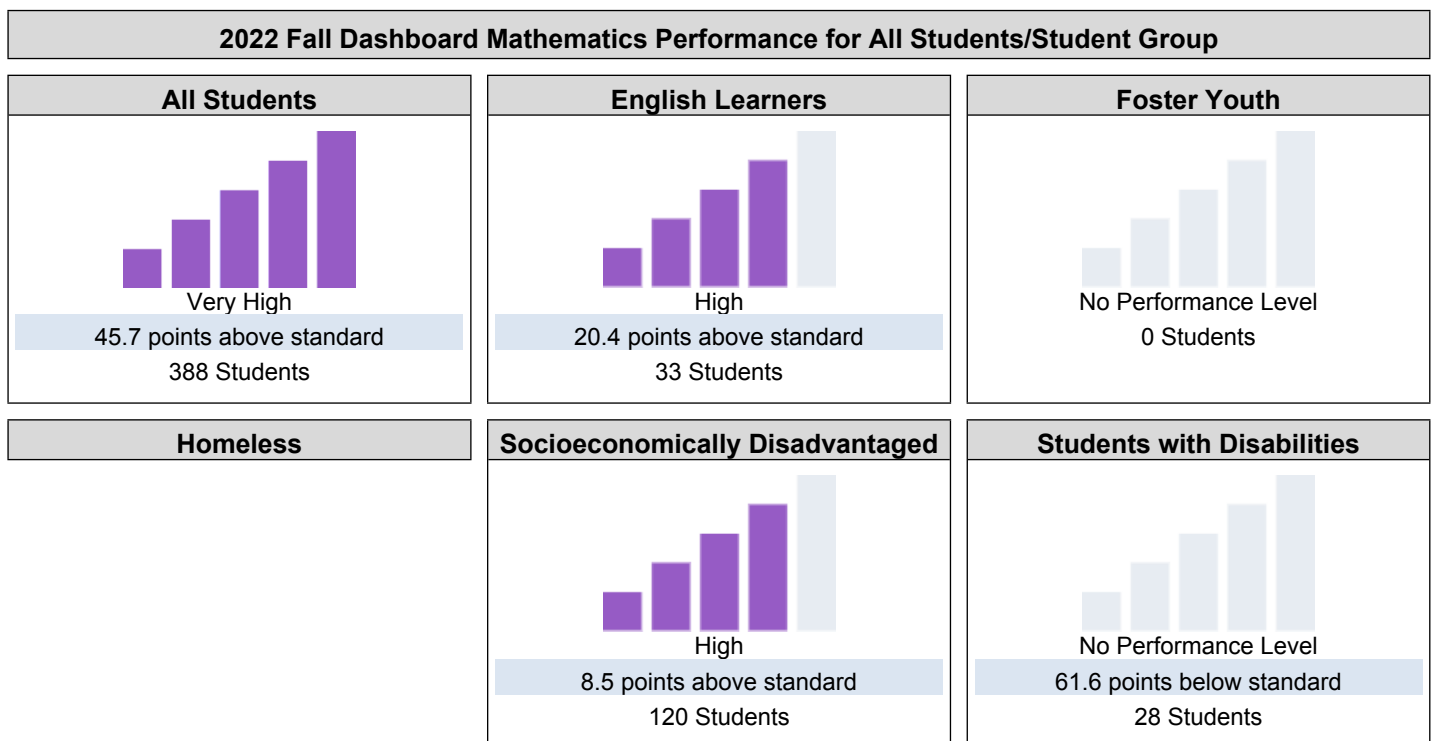
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
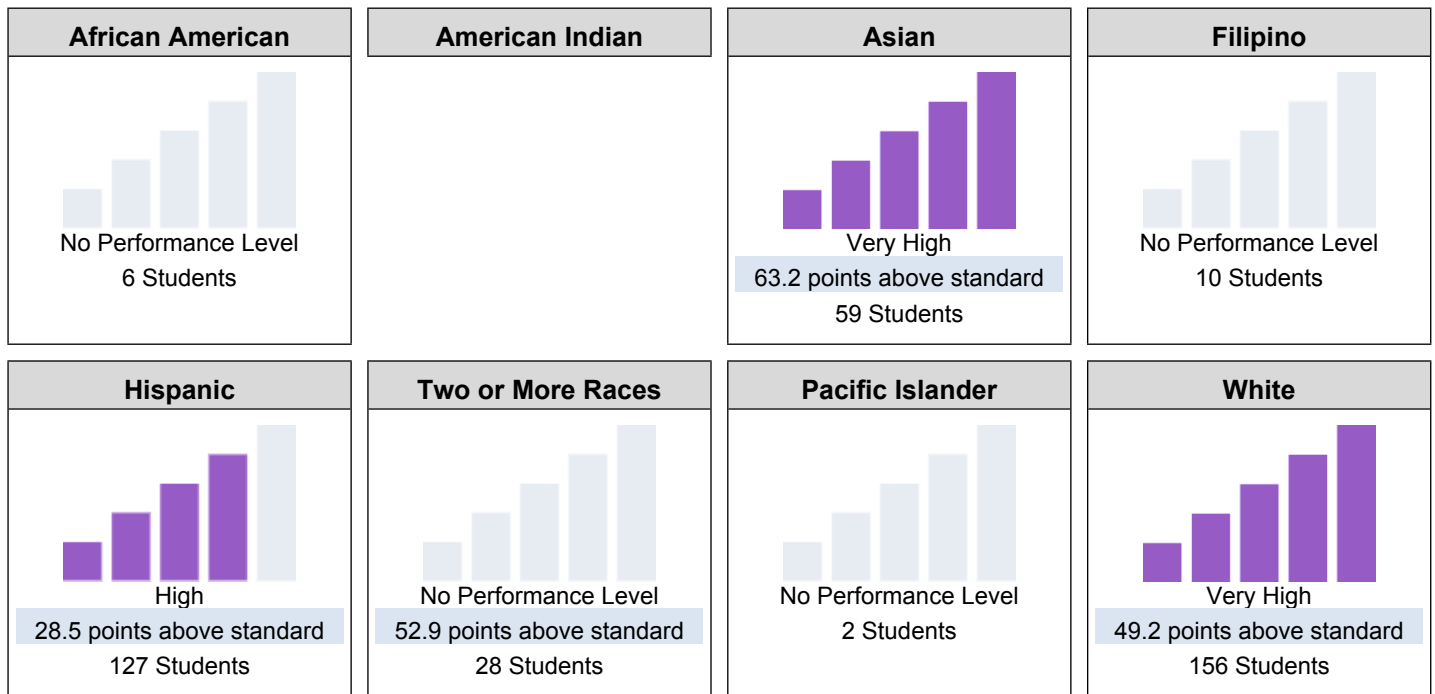

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	3	2

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	High	No Performance Level
45.7 points above standard	20.4 points above standard	0 Students
388 Students	33 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	High	No Performance Level
	8.5 points above standard	61.6 points below standard
	120 Students	28 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		Very High	No Performance Level
6 Students		63.2 points above standard	10 Students
		59 Students	

Hispanic	Two or More Races	Pacific Islander	White
High	No Performance Level	No Performance Level	Very High
28.5 points above standard	52.9 points above standard	2 Students	49.2 points above standard
127 Students	28 Students		156 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
8.3 points below standard	64.6 points above standard	45.4 points above standard
20 Students	13 Students	336 Students

Conclusions based on this data:

1. Our overall math indicator was very high

2. Our Hispanic, EL, and SED subgroups all received high indicators

3. Our Asian and White subgroups received very high indicators

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Level

71.4 making progress towards English language proficiency

Number of EL Students: 28 Students

Performance Level: No Performance Level
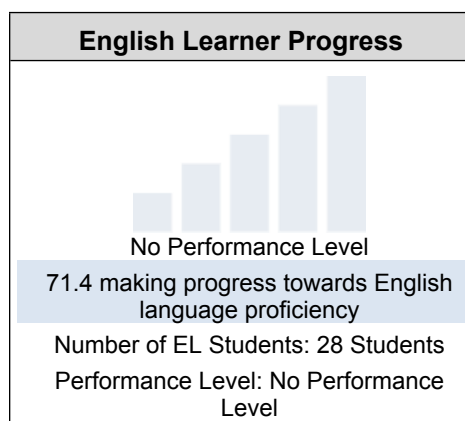
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 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**
10.7%	17.9%	28.6%	42.9%

Conclusions based on this data:

1. Due to having less than 30 EL students we did not receive an indicator for this area

2. 25 of our 28 EL students maintained their ELPI progress or grew at least one level.

3. 3 of our EL students decreased one ELPI level

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report					
Very High	**High**	**Medium**	**Low**	**Very Low**
5	2	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
30.6% Chronically Absent	24.5% Chronically Absent	Less than 11 Students
677 Students	49 Students	6 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Very High	Very High
	37.6% Chronically Absent	56% Chronically Absent
	229 Students	50 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

No Performance Level

Less than 11 Students

8 Students

American Indian

No Performance Level

Less than 11 Students

2 Students

Asian

High

19.3% Chronically Absent

114 Students

Filipino

No Performance Level

16.7% Chronically Absent

18 Students

Hispanic

Very High

38.5% Chronically Absent

221 Students

Two or More Races

High

15.9% Chronically Absent

44 Students

Pacific Islander

No Performance Level

Less than 11 Students

4 Students

White

Very High

32.7% Chronically Absent

266 Students

Conclusions based on this data:

1. Our chronic absentee rates received a very high indicator especially for students with special needs.

2. Our Two or more races subgroup had the least chronically absent students in it

3. We are anticipating this to be less of an issue now that there are fewer restrictions on quarantining

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very High | High | Medium | Low | Very Low |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
1	3	2	0	1

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium	High	No Performance Level
2% suspended at least one day	3.9% suspended at least one day	Less than 11 Students
695 Students	51 Students	7 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	High	Medium
	3.4% suspended at least one day	1.9% suspended at least one day
	234 Students	54 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

No Performance Level

0% suspended at least one day

12 Students

American Indian

No Performance Level

Less than 11 Students

2 Students

Asian

Medium

2.6% suspended at least one day

117 Students

Filipino

No Performance Level

0% suspended at least one day

19 Students

Hispanic

High

3.1% suspended at least one day

225 Students

Two or More Races

Very High

6.5% suspended at least one day

46 Students

Pacific Islander

No Performance Level

Less than 11 Students

4 Students

White

Very Low

0.4% suspended at least one day

270 Students

Conclusions based on this data:

1. Overall, our suspension indicator is medium

2. Our White, African American, and Filipino subgroups had the least suspensions

3. Our Two or more races subgroup had the most suspensions

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

ELA

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students
The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness.

Goal 1

Increase ELA Proficiency for students in Grades K-6

Riverview will increase the overall number of students scoring standard met or standard exceeded on CASSP ELA by 2% for student in 3-6th grade and district assessment on district assessment for k-2.

Identified Need

Last year 79% met or exceeded standard on the CAASPP assessment in grades 3-6th. This number should increases by 2% overall for a total of 81% meeting or exceeding standard in ELA.
Last year the number of students who met or exceeded standard on the i-ready diagnostic in grades k-2nd was 75.5%. This number should also increase to 77.5%

Together the three components provide a basis for evaluating the quality and success of the Clovis Unified School District and provide essential information to area and site leadership to facilitate efforts for growth and continued improvement. In addition, the principal, GIS, and other appropriate staff will evaluate program effectiveness of the following:
* Ongoing Unit pre and post assessments in ELA
* iReady assessments (initial and mid-year)
* Accelerated Reader (ZPD and points progress)
* ELD Portfolio profiles
* EL Interim testing
* K-1 Assessment/DRA2
* Writing Performance Tasks
* Formal and Walk-through Observations

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten - 2nd grade iReady Diagnostic	75.5%	77.5%
3rd - 6th - CAASPP	79%	81%

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)

Students who are not currently meeting grade level standards

Strategy/Activity

To gain growth in the above areas, Riverview will continue to implement the following:

- PLC to analyze data in real time and to identify essential standards and students who are not making progress on formative assessments
- TGLE process to identify students who are struggling to met standards and identify strategies to target and individualize learning.
- Intervention team to analyze growth of students in Tier 2 and Tier 3 and to make appropriate referrals to SST/SPED/504 coordinators when needed
- MTSS/Intervention teams
- Clovis North transition Teams
- Categorical funding to provide resources and personnel to intervention
- Math intervention

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)
15713.00	LCAP Supplemental 1000-1999: Certificated Personnel Salaries
6593.73	LCAP Intervention 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2022-23

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.

Working well:
*Tier 2 and 3 schedules
*Grade-level deployment
*PLC data

Areas that need improvement:
*Learning loss from Covid has increased the number of students who need additional support.
*Staffing continues to be a concern

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

Due to covid, we had a lot of staffing issues that impacted our sub plans slightly. Otherwise, there were no discrepancies

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.

*Consider smaller groups for Intervention
*Increase strategies in Tier I and Tier II

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students
The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Goal 2

Increase Mathematics Proficiency for students in Grades K-6

Riverview will increase the percent meeting or exceeding the standard for all students by a minimum of 2% on CAASPP in grades 3-6th and on i-ready diagnostic for grades k-2.

Identified Need

Last year 72% of students in grades 3-6th met or exceeded standard on the CAASPP assessment. This number should increases by 2% overall for a total of 74% meeting or exceeding standard in Math.
Last year 63% of students kindergarten through 2nd grade met or exceeded standard on the i-Ready math diagnostics. This number should increase to 65%.

Together the three components provide a basis for evaluating the quality and success of the Clovis Unified School District and provide essential information to area and site leadership to facilitate efforts for growth and continued improvement. In addition, the principal, GIS, and other appropriate staff will evaluate program effectiveness of the following:
* Ongoing Unit pre and post assessments in Math
* Formal and Walk-through Observations

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten - 2nd grade iReady diagnostic	63%	65%
3rd - 6th grade CAASPP Assessment	72%	74%

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)

This goal encompasses all students in grades K through 6th who are not yet meeting grade level standards.

Strategy/Activity

To gain growth in the above areas, Riverview will continue to implement the following:

- PLC to analyze data in real time and to identify essential standards and to identify students who are not meeting standard on formative assessments
- TGLE process to identify students who are struggling to met standards and identify strategies for differentiating instruction
- Intervention team to analyze growth of students in Tier 2 and Tier 3 and to make appropriate referrals to SST/SPED coordinators
- MTSS/Intervention teams
- Clovis North transition Teams
- Categorical funding to provide staff and resources needed for intervention
- Math intervention

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)
10,000	LCAP Supplemental 2000-2999: Classified Personnel Salaries
5,000	LCAP Intervention 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2022-23

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.

What is working:
*Tier 2 and Tier 3 schedules are working well
*PLC's looking at data and using it to implement interventions

What needs improvement:

*Learning loss after covid
*staffing issues

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

No discrepancies

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.

*Consider smaller groups for Intervention
*Increase strategies in Tier I and Tier II

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Student Achievement

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students
The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness.

Goal 3

Riverview will increase the number of English Language Learners who meet or exceed standards on the CAASSP ELA assessment by a minimum of 2%, raising the percentage of those meeting/exceeding standard from 45% to 47%.

Identified Need

In the 21-22 school year only 45% of students who were identified as English Language Learners met or exceeded standard on the CAASPP assessment.

Together the three components provide a basis for evaluating the quality and success of the Clovis Unified School District and provide essential information to area and site leadership to facilitate efforts for growth and continued improvement. In addition, the principal, GIS, and other appropriate staff will evaluate program effectiveness of the following:

- EL progress monitoring
- Formal and informal observations
- Review of students grades and progress on classes room assignments
- summative ELPAC testing

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA assessment	45%	47%

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)

English Language Students

Strategy/Activity

To gain growth in the above areas, Riverview will continue to implement the following:

- PLC to analyze data in real time and to identify essential standards and identify when EL students are not making progress toward essential standards
- Use the TGLE process when EL students are not making adequate progress toward grade level standards
- Provide research based teaching methods and strategies that help students EL students learn both conversational and academic language
- Provided direct instruction in English Language Development through a highly trained ELD teacher

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)
4,068.18	Title III English Learner 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2022-23

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.

The implementation of this goal just started in January, so we have just begun the implementation process. Thus far, we have utilized funding to support ELD instruction, but we plan to continue this goal into next year.

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

no discrepancies at this time

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.

Continue this goal as is for further data collection

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement for Chronic Absenteeism and suspension rates

LEA/LCAP Goal

Maximize achievement if all students

Goal 4

Increase student engagement in order to decrease chronic absenteeism for SWD from 56% to no more than 28% as well as decrease suspension rates in students with two or more races from from 6.5% to no more than 2%.

Identified Need

In looking at our overall student suspension rates, it is evident that our students of two of more races represents a higher percentage of suspension that other subgroups. Additionally, students with disabilities had high chronically absenteeism rates than any other subgroup.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Data Dashboard - students with disabilities absent rates	56%	28%
California Data Dashboard - students with two or more races suspension rates	6.5%	2% or less

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 with a focus on our SWD and Two or more races subgroups

Strategy/Activity

Strategy: Professional Development

Activities:
- Selected staff will be trained in student engagement strategies that are research-based. Implementation of these strategies shall support an increase in attendance and a decrease in suspensions

- Site Administrators will be provided with PD around foundational research-based practices to prevent absenteeism for all students.
- Increase student engagement through Social/Emotional support, Tiered intervention, and positive behavior reinforcement.
- Communicate with parents regarding the importance of school attendance.

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)
0	District Funded

Annual Review

SPSA Year Reviewed: 2022-23

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.

This is a new goal added for the 23-24 school year, so implementation has not begun.

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

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.

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	$4,068.18
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$41,374.91

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 ($)

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 ($)
District Funded	$0.00
LCAP Intervention	$11,593.73
LCAP Supplemental	$25,713.00
Title III English Learner	$4,068.18

Subtotal of state or local funds included for this school: $41,374.91

Total of federal, state, and/or local funds for this school: $41,374.91

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	$25,713.00	0.00
LCAP Intervention	$11,593.73	0.00
Title III English Learner	$4,068.18	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCAP Intervention	11,593.73
LCAP Supplemental	25,713.00
Title III English Learner	4,068.18

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	31,374.91
2000-2999: Classified Personnel Salaries	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCAP Intervention	11,593.73
1000-1999: Certificated Personnel Salaries	LCAP Supplemental	15,713.00
2000-2999: Classified Personnel Salaries	LCAP Supplemental	10,000.00
1000-1999: Certificated Personnel Salaries	Title III English Learner	4,068.18

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	22,306.73
Goal 2	15,000.00
Goal 3	4,068.18
Goal 4	0.00

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
Marci Panoo	Principal
Amber Dettman	Other School Staff
Jennifer Drake	Classroom Teacher
Kelly Brundage	Classroom Teacher
Alberto Garcia	Classroom Teacher
Lindsay Beavers	Parent or Community Member
Brandi Johnson	Parent or Community Member
Laura Yager	Parent or Community Member
Ali Wilder	Parent or Community Member
Hanna Fouzi	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.

Recommendations and Assurances

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

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
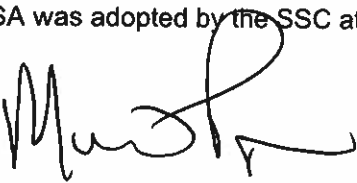
Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
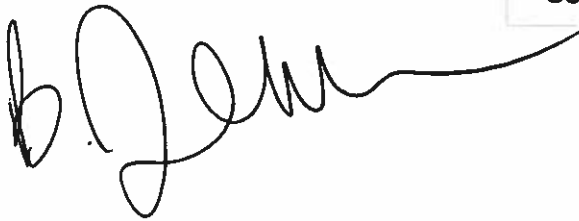
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 23, 2023.

Attested:

Principal, Marci Panoo on May 23, 2023

SSC Chairperson, Brandi Johnson on May 23, 2023