

School Plan for Student Achievement Riverview Elementary



7/1/24-6/30/25

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Our parent involvement
policy can be found here:

[Click Here](#)

School Year:

2024-25



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Riverview Elementary School	10621176120083	May 16, 2024	June 12, 2024

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District Goals and Plan Overview

The purpose of the School Plan for Student Achievement (SPSA) 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.

Our district AIMS as well as our district's CLASSI goals are woven throughout our plan to meet the high expectations our district holds for our school sites, staff, students, and community.

District AIMS:

AIM I: Maximize Achievement for ALL Students

AIM II: Operate with Increasing Efficiency and Effectiveness

AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce

Plan Description

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

Within our SPSA we have created a plan that focuses on school site goals that aligns with LCAP goals. It is our ultimate goal to implement this plan and continue to increase academic achievement for all students. Our plan includes goals around our California Dashboard areas of academic achievement and school culture for the following subgroups: absenteeism rates for students with disabilities and socially economically disadvantaged students as well as suspension rates for white students and African American groups.

Educational Partner Involvement

How, when, and with whom did Riverview Elementary 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

Our educational partners, including but not limited to our SSC, ELAC, and staff, play a huge role in the creation, monitoring, and revisions of our School Plan for Student Achievement. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports for students and families, and more. 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. Our committees then discussed possible next steps and needed changes as well as made recommendations to site administration for our SPSA.

The following recommendations were made:

- Utilize Tier III guide to identify, monitor (pre and post) student data.
- Continue tiered intervention and track student progress.
- Continue to provide ELD instruction for EL students.

- Utilize research based practices when delivering tiered instruction and ELD support.
- Provide professional development for teachers and staff centered around best teaching practices.
- Provide school activities for student engagement and involvement.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

There are no overall red or orange all student indicators for Riverview.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The following subgroups have two or more indicators below the all student performance level in the following areas:

Suspension Rates: white students

Additionally, we have no subgroups with red indicators on our dashboard.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Local indicators and educational partner feedback also indicate that we have needs in the following areas:

- iready winter diagnostic indicates that 6% of Riverview falls below proficient by 2 or more grade levels in both ELA.
- - iready winter diagnostic indicates that 5% of Riverview falls below proficient by 2 or more grade levels in both Math.

2024 SART Parent Survey indicates improvements in the following areas:

- Increased communication specifically about attendance policy
- Improvement in reading and math skills

2024 Student LCAP Survey of 4th-6th grade students at Riverview indicates needs for improvement in the following areas:

- Respect and fairness among students (student to student)
- 43% of students feel that teachers/staff care that they are absent

The 2024 CUSD Staff Climate Assessments indicates needs for improvement in the following areas:

- Instructional support by administration

Goals, Strategies, & Proposed Expenditures

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

Goal 1

School Site Goals aligned with LCAP Goals			
AIM I: Maximize Achievement for ALL Students AIM II: Operate with Increasing Efficiency and Effectiveness AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce			
ELA Overall Met / Exceeded		Math Overall Met / Exceeded	
2022-2023	52.3 points above standard	2022-2023	42.2 points above standard
2021-2022	62.5 points above standard	2021-2022	45.7 points above standard
2018-2019	63.7 points above standard	2018-2019	37.6 points above standard
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	65.8 points below standard	SWD	69.2 points below standard
EL	7.6 points above standard	EL	2.7 points below standard
SED	23.3 points above standard	SED	13.3 points above standard
Hispanic	35.9 points above standard	Hispanic	28.7 points above standard
Asian	78.7 points above standard	Asian	63.9 points above standard
AA		AA	
Two or More Races	38.8 points above standard	Two or More Races	47.9 points above standard

Annual Review
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
<p>Working well:</p> <ul style="list-style-type: none"> *Tier 2 and 3 schedules *Grade-level deployment *PLC data * Implantation of a Tier III guide that walks teams through identifying and monitoring student data in intervention cycles. <p>Areas that need improvement:</p> <ul style="list-style-type: none"> * Utilization of SST process as an additional step in the intervention process. *Staffing continues to be a concern

* Implementation of AVID strategies and continue to train more teachers in AVID practices.

Identified Need(s)

As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.

Based on our data analysis and needs assessment, we need to:

- *Refine our instructional practices around ELA for all students with special considerations for our SWD subgroups
- *Refine instructional practices in math for all students, with special consideration for our SWD subgroups
- * Provide additional resources (TOSA support) for targeted intervention for 4th grade students.
- * Refine use of established systems (SST and Tier 3 Guide) to identify, intervene and monitor progress for students.
- * Provide additional training on AVID strategies for teachers to increase academic rigor across all grades and subject areas.
- * Focus intervention process around common essential standards.

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
			Baseline Data	Expected Outcome
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?		
G1 - Percentage of students meeting expected growth in both ELA and Math SBAC will increase by 10%.	G1 A1: Focus intervention cycles for students who fall below standards met in ELA and Math for all student groups. Strategies will include: <ul style="list-style-type: none"> • staffing for intervention • supplemental materials and resources 	Growth Data in the following areas: *iReady Diagnostics in Reading and Math * Intervention Cycle Data * Essential Standards assessment data *SBAC- growth data by teacher and subgroups and ALL students tested	1. ELA Overall - 71% 2. Math - Overall - 73%	1. 2024 CAASPP ELA - Overall standard met or exceeded: 81% 2. 2024 CAASPP MATH - Overall standard met or exceeded: 83%
	G1 A2: Monitor student progress in intervention cycles and access other systems of support (i.e. SST, 504, etc) when students are making inadequate progress for all student groups and specifically monitoring	1. Pre and post assessment data from intervention 2. CFAs including diagnostics	Baseline data in all 3 areas will be collected in the fall for each individual student through diagnostics.	1. Increase between pre and post assessment data 2. Students will meet 100% of

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
	students English Language Learners and students with disabilities.			typical growth on diagnostics.

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Additionally, our SED, EL, and FY students may receive transitions supports to help with organization and goal setting.	As indicated above

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<p>G1 A1: Focus intervention cycles for students who fall below standards met in ELA and Math for all student groups.</p> <p>Strategies will include:</p> <ul style="list-style-type: none"> staffing for intervention supplemental materials and resources 	<p>*All Students *English Learner Students * Students with Disabilities</p>	<p>12212.21 LCAP Intervention</p> <p>18733.30 LCAP Supplemental</p>
<p>G1 A2: Monitor student progress in intervention cycles and access other systems of support (i.e. SST, 504, etc) when students are making inadequate progress for all student groups and specifically monitoring students English Language Learners and students with disabilities.</p>	<p>*All Students *EL students *SWD</p>	<p>5303.35 Title III English Learner</p>

Goals, Strategies, & Proposed Expenditures

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

Goal 2

School Site Goals aligned with LCAP Goals			
AIM I: Maximize Achievement for ALL Students AIM II: Operate with Increasing Efficiency and Effectiveness AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce			
Chronic Absenteeism DATA		Suspension DATA	
2022-2023	15.5% Chronically Absent	2022-2023	1.6% suspended at least one day
2021-2022	30.6% Chronically Absent	2021-2022	2% suspended at least one day
2018-2019	3.5	2018-2019	1
Subgroup DATA 2022-2023		Subgroup DATA 2022-2023	
SWD	20.6% Chronically Absent	SWD	1.5% suspended at least one day
EL	18.8% Chronically Absent	EL	0% suspended at least one day
SED	22.2% Chronically Absent	SED	2.5% suspended at least one day
Hispanic	18.3% Chronically Absent	Hispanic	2% suspended at least one day
Asian	8.3% Chronically Absent	Asian	0% suspended at least one day
AA	0% Chronically Absent	AA	7.1% suspended at least one day
Two or More Races	15% Chronically Absent	Two or More Races	0% suspended at least one day

Annual Review
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
As per the California Department of Education dashboard for our site, Riverview had a decrease in our Chronically Absent rates from 30.6% in 21/22 to 15.5% in 22/23. This is due to continued collaboration with our SSSA department to identify and manage those families who, at reporting periods throughout the school year, are at 10% or higher in absenteeism rates (both excused and unexcused absences). Weekly and monthly home-to-school communication via site and district generated letters addressing attendance concerns as well as Attendance Review Meetings and School Attendance Review Board meetings.
Identified Need(s)
As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.

Our CA dashboard indicator illustrates that we have a need to continue to address Chronic Absenteeism specifically in our SWD population as well as suspension rates for our White Population.

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
<p>G1 Decrease the number of students who are chronically absent across our campus, including in our SED and SWD populations.</p>	<p>G2 A1: Site Administrators will be provided with PD around foundational research-based practices to prevent absenteeism for all students. As well as training staff on pulling and analyzing absenteeism data, increasing communication and awareness to families around absences and the importance of being at school and Additional communication to our families through our staff, ARM, and SARB process for all student groups</p>	<ul style="list-style-type: none"> • Whole school attendance intervention reports • Attendance Review Meetings • Letters of Concerns • SARB/Master SARB reviews <p>all above meetings conducted in conjunction with SSSA CN Area Attendance officer</p>	<p>Overall - 15.5% SED - 22.2%</p>	<p>Overall - 13.5% SED - 20.2%</p>
	<p>G2 A2: Discuss the importance of school attendance at IEP meetings.</p>	<ul style="list-style-type: none"> • Whole school attendance reports • ARMS/SARB contracts • Monthly attendance reports focused on SWD subgroups. 	<p>20.6% Chronically Absent</p>	<p>SWD - 18.6%</p>
<p>G2 Decrease the number of students being suspended at our school.</p>	<p>G2 A1 Continued implementation of Positive Character education through 2nd Steps curriculum and Positivity project. Promote positive student behavior through celebrations on morning announcements, video</p>	<ul style="list-style-type: none"> • Behavior reports from Q • Office referrals • Suspension Date 	<p>Overall - 1.6% AA - 7.1% White Students - 2.1%</p>	<p>Overall - 1% AA- 5.1% White students - 1%</p>

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
	<p>announcements, weekly shout-outs, behavior expectations reminders alternative means of discipline for all student groups with a specific focus on our white student population and our African American student population.</p> <p>Strategies will include:</p> <ul style="list-style-type: none"> • Assemblies/rallies that support student connectedness • supplemental materials and resources 			

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
<p>SED and SWD will received additional communication based on student needs and attendance reasons. This could include more information related to the option of IS as well as educational material on the importance of school attendance.</p>	<p>Additional supports may be identified on an as needed basis depending on student/family needs.</p>

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
<p>G2 A1: Site Administrators will be provided with PD around foundational research-based practices to prevent absenteeism for all students. As well as training staff on pulling and analyzing absenteeism data, increasing communication and awareness to families around absences and the importance of being at school and Additional communication to</p>	<ul style="list-style-type: none"> • All student groups • Students with disabilities • Socially Economically Disadvantaged 	<p>District Funded</p>

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
our families through our staff, ARM, and SARB process for all student groups		
G2 A2: Discuss the importance of school attendance at IEP meetings.	- SWD	District Funded
<p>G2 A1Continued implementation of Positive Character education through 2nd Steps curriculum and Positivity project. Promote positive student behavior through celebrations on morning announcements, video announcements, weekly shout-outs, behavior expectations reminders alternative means of discipline for all student groups with a specific focus on our white student population and our African American student population.</p> <p>Strategies will include:</p> <ul style="list-style-type: none"> • Assemblies/rallies that support student connectedness • supplemental materials and resources 	<ul style="list-style-type: none"> • All students • African American Students • White students 	<p>7,216.03 LCAP Supplemental</p>

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$5,303.35
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$43,464.89
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	\$25,949.33	0.00
Title III English Learner	\$5,303.35	0.00
LCAP Intervention	\$12,212.21	0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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 (\$)

LCAP Intervention	\$12,212.21
LCAP Supplemental	\$25,949.33
Title III English Learner	\$5,303.35

Subtotal of state or local funds included for this school: \$43,464.89

Total of federal, state, and/or local funds for this school: \$43,464.89

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:

Name of Members	Role
Kaitlyn Vargas	Principal
Monica Karam	Teacher
Jennifer Drake	Teacher
Kelly Brundage	Teacher
Amber Dettman	Other Staff Member
Cauryn Updegraff	Parent Member
Lindsey Reid	Parent Member
Erik Schmidt	Parent Member
Ali Wilder	Parent Member or Secondary Student
Gwen McFadden	Parent Member or Secondary Student

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: SSC and ELAC (if applicable)

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 16, 2024.

Attested:

The image shows two handwritten signatures in blue ink. The top signature is for Kaitlyn Vargas, and the bottom signature is for Cauryn Updegraff. Both signatures are written in a cursive, flowing style.

Principal, Kaitlyn Vargas on May 16, 2024

SSC Chairperson, Cauryn Updegraff on May 16, 2024