Riverview STEM Academy
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Riverview STEM Academy
Street	10700 Ambassador Drive
City, State, Zip	Rancho Cordova, CA 95670
Phone Number	916-294-2435
Principal	Lari Powell
Email Address	lpowell@fcusd.org
Website	http://www.fcusd.org/rvstem
County-District-School (CDS) Code	34673300129676

Entity	Contact Information
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
Website	www.fcusd.org

School Description and Mission Statement (School Year 2019-20)

School vision and Mission :

Riverview STEM Academy and Folsom Cordova Unified School District are committed to providing excellence in educational programs that carry high expectations for each student's achievement and success.

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

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

1. Providing a safe and positive environment.

2. Providing caring and talented teachers.

3. Communicating effectively with parents, students and community.

4. Promoting a strong articulated STEM program aligned with the Next Generation Science Standards.

5. Providing opportunities for all students to challenge their academic experience though GATE, intervention, and enrichment instructional practices and programs.

6. Promoting student success and responsibility.

7. Recognizing positive growth and accomplishments.

8. Increasing the involvement of parents and community in school activities.

9. Developing students' self-esteem and confidence.

10. Integration of technology into the classroom and all school programs.

School & Community Profile:

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

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

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

We proudly offer programs that serve the individual needs of our students including Gifted & Talented Education (GATE), Student Care, Advanced Learning, and Intervention Programs. For the 2018/2019 school year, Riverview STEM has 14 Academy classes (Grades K-5).

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

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

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

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

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	60
Grade 1	60
Grade 2	61
Grade 3	59
Grade 4	58
Grade 5	44
Total Enrollment	342

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.6
Asian	31.6
Filipino	0.6
Hispanic or Latino	15.2
White	34.2
Two or More Races	14
Socioeconomically Disadvantaged	24.3
English Learners	8.8
Students with Disabilities	4.4
Homeless	0.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	14	15.2	15	1111
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	17

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 2019 August

Folsom Cordova Unified held a Public Hearing on December 19, 2019, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2016	Yes	0%
Mathematics	Pearson - enVision, 2015	Yes	0%
Science	Amplify - California Science, 2019	Yes	0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The degree to which our school buildings and grounds provide space and safety for teaching and learning is excellent for the 2018-19 school year. Efforts to keep the current grounds clean and in good repair are addressed daily. To ensure that school facilities are kept in good repair and safe, work orders are submitted immediately. Any concerns are addressed in a timely manner by the site custodian.

Date of inspection: 10/23/2019

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 2019 October

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	80	87	64	63	50	50
Mathematics (grades 3-8 and 11)	71	77	53	52	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	160	159	99.38	0.62	86.79
Male	80	79	98.75	1.25	88.61
Female	80	80	100.00	0.00	85.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	45	45	100.00	0.00	95.56
Filipino	--	--	--	--	--
Hispanic or Latino	21	21	100.00	0.00	80.95
Native Hawaiian or Pacific Islander					
White	60	60	100.00	0.00	83.33
Two or More Races	26	25	96.15	3.85	88.00
Socioeconomically Disadvantaged	52	51	98.08	1.92	80.39
English Learners	27	27	100.00	0.00	92.59
Students with Disabilities	11	11	100.00	0.00	63.64
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	160	159	99.38	0.62	76.73
Male	80	79	98.75	1.25	81.01
Female	80	80	100.00	0.00	72.50

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	45	45	100.00	0.00	93.33
Filipino	--	--	--	--	--
Hispanic or Latino	21	21	100.00	0.00	71.43
Native Hawaiian or Pacific Islander					
White	60	60	100.00	0.00	70.00
Two or More Races	26	25	96.15	3.85	76.00
Socioeconomically Disadvantaged	52	51	98.08	1.92	60.78
English Learners	27	27	100.00	0.00	81.48
Students with Disabilities	11	11	100.00	0.00	45.45
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.7	23.8	45.2

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Riverview offers a variety of ways that our parents can participate in their child's learning environment. Our active parents and administrative staff helps parents and community members make an impact through volunteering. Some of these opportunities are:

Riverview Science Technology Engineering and Math STEM Academy encourages and values parent involvement. We provide many opportunities for parents to become involved with their child's educational experience. Opportunities for parental involvement include:

1. Parent Volunteers: Parents are welcomed and encouraged to work in classrooms, attend field trips, and serve on important school committees. Such committees include; School Site Council (SSC), Various Parent Teacher Association (PTA) committees, Gifted and Talented Education (GATE) Advisory, and the English Language Advisory Committee (ELAC).

2. Parent Teacher Association (PTA): Our energetic and hard working PTA actively organizes numerous activities and events which enhance the positive bond between parents, teachers, and students. PTA fundraisers provide financial support for field trips, after-school enrichment activities, and various other activities and programs.

3. Various School Events: The PTA and the school site hold many enriching events over the course of the school year. Included in these events are a STEM Faire, Harvest Festival, book fairs, family nights, a jogathon, Mental Math Bowl, Family Coding Night, STEM Olympics, and much more.

4. Pastries with the Principal: This is a monthly, informal meeting with the principal and all interested families. We invite parents to attend through our school Newsletter, schoolwide signage, and blackboard. It is a time to review school initiatives, get parent feedback and suggestions, problem solve, network, and work on building a parent/school partnership.

Parents are a vital part of what we do as a Riverview. For additional information about organized opportunities for parent involvement at Riverview STEM Academy, please contact Janet McCarthy, Administrative Assistant at 916-294-2435. https://www.fcusd.org/rve

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.7	0.3	0.0	4.3	5.0	4.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Safety and Emergency Response Plan

Riverview Science Technology Engineering and Math (STEM) Academy has a Comprehensive School Safety Plan that includes a systematic structure of steps to follow in an emergency. Plan components include active shooter, bomb threats, earthquake, lost child, site maintenance, and other situations that may create imminent danger. The plan also includes child abuse reporting, suspension/expulsion policies, and a school rules and discipline plan. There is monthly practice of emergency procedures with students and staff. Fire drills, lock-down, civil defense, and earthquake drills are reviewed and practiced every month. District and school site staff are provided training and practice through an emergency preparedness program called Hour Zero. Our Emergency Response Plan is coordinated and supported by local law enforcement. This Emergency Response Plan meets California State requirements and has been approved by the Folsom Cordova Unified School District (FCUSD) School Board and our School Site Council (SSC). Last year, during the 2018-19 school year, we had 8 student accidents. We would like to reduce this number of accidents.

Date of Last Review/Update: October 8, 2019
Date Last Reviewed with Staff: October 10, 2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		3		24		3		24		3	
1	24		2		24		2		24		2	
2	24		2		24		2		24		2	
3	24		2		23		3		24		3	
4	24		2		28		1		29		2	
5	32		1		29		2		22		2	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,091.33	$302.04	$5,789.29	$79,602.61
District	N/A	N/A	$7,534.42	$76,858.00
Percent Difference - School Site and District	N/A	N/A	-26.2	-7.6
State	N/A	N/A	$7,506.64	$82,031.00
Percent Difference - School Site and State	N/A	N/A	-22.7	-11.0

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

District Revenue Sources

In addition to general state funding, Riverview STEM Academy receives state and federal funding from the following categorical funds and other support programs: Title II, Title III English Learners, Title III Immigrant Student Program, LCAP Supplemental Funds (English Learners/Low Income Student), and state funds for after school interventions for at-risk students. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2018-19 school year SARC template, and/or located on Dataquest (http://data1.cde.ca.gov/dataquest). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,289	$51,374
Mid-Range Teacher Salary	$68,994	$80,151
Highest Teacher Salary	$94,372	$100,143
Average Principal Salary (Elementary)	$118,941	$126,896
Average Principal Salary (Middle)	$137,647	$133,668
Average Principal Salary (High)	$139,858	$143,746
Superintendent Salary	$252,000	$245,810

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Each employee is encouraged to grow professionally through self evaluation and reflection; by attending college and university classes as well as statewide workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through Professional Development (PD), a model of lead teachers and site level reading, math, science and technology coaches. In addition, our district staff has worked collaboratively to implement our Peer Assistance Review (PAR) program, which works in unison with Beginning Teacher Support and Assessment (BTSA)to provide an induction program for qualified new teachers. We support our teachers in pursuing National Board Certification and currently have over 44 National Board Certified teachers within the district. The district is involved with both Administrator Training Program (ATP) and Teacher Training, which increase the capacity of all staff to deliver a standards-based curriculum.

It is the goal of our staff to assist students in their social and personal development as well as academics.