

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Lari Miller-Powell
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Riverview STEM Elementary School
(As it should appear in the official records)

School Mailing Address 10700 Ambassador Drive
(If address is P.O. Box, also include street address.)

City Rancho Cordova State CA Zip Code+4 (9 digits total) 95670-2406

County Sacramento

Telephone (916) 294-2435 Fax (916) 294-2436

Web site/URL https://www.fcusd.org/Domain/3127 E-mail lmiller@fcusd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Sarah Koligian E-mail skoligian@fcusd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Folsom-Cordova Unified Tel. (916) 294-9000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Chris Clark
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 21 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 7 High schools
 - 0 K-12 schools
- 32 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	30	30	60
1	30	30	60
2	28	31	59
3	30	31	61
4	32	25	57
5	24	29	53
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	174	176	350

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 36 % Asian
 - 6 % Black or African American
 - 16 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 41 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 3%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1, 2018	341
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. Specify each non-English language represented in the school (separate languages by commas):

Telugu, Spanish, Tamil, Cantonese, Russian, Other-Non English, Kannada, Gujarati, Punjabi, Korean, Armenian, Marathi, Mandarin, Vietnamese

English Language Learners (ELL) in the school: 11 %
37 Total number ELL

7. Students eligible for free/reduced-priced meals: 36 %

Total number students who qualify: 127

8. Students receiving special education services: 5 %

18 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>1</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>11</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>2</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	14
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	1
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	97%	97%	97%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

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

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Riverview STEM Academy is a magnet school, which allows us to review applications within and outside of our district. We require parents to attend an orientation, as well as give priority to sibling applicants and girl/boy ratio. Prior to enrollment, our perspective kindergarten students are assessed in the areas of reading and math to assist with placement. For students entering in grades 1-5, we look at report cards with a specific focus on behavior and attendance.

PART III - SUMMARY

Riverview STEM Academy opened its doors in August 2014. We were established as a public magnet school in the Folsom Cordova Unified School District. Our school began with an enrollment of 128 students, 5 teachers, and a seasoned, highly qualified principal. Each year, we added students, grade levels, and staff, bringing us to our current enrollment of 350 K-5 students. One of the most impressive elements of this growth is that we still have all 5 charter teachers on staff; our teachers are very happy here and rarely, if ever, leave. Our student mobility rate of 3% and district leading attendance average of 97-98% is even more impressive as it speaks to the satisfaction and commitment from our families as well!

The families and staff here at Riverview are committed to a learning environment that far surpasses what our students might receive in their traditional neighborhood school. We began with a strong focus on STEM, making sure we selected only the most qualified and committed teachers in our district. We also made sure our families were equally as passionate, committed, and involved. Our first PTA meeting had more parent attendance than our entire student population. We leaned into this support and made sure that year we grew, not just in numbers, but in overall quality of instruction and expertise.

Our teachers are not only recognized as outstanding throughout our district but are committed to continuous growth. Over half of our teachers have a master's degree or beyond. The majority have served as a district academic coach in the areas of English Language Arts, math, science, technology, positive behavior intervention and support, professional learning committee, and English Language Learners. Our teachers are frequent presenters at district-provided professional development events, as well as regular attendees for district, county, and state professional development. We practice shared leadership and capitalize on the strengths and expertise of every teacher on our campus. Our belief is a staff committed to continual professional development will continue to rise to the top and this will allow our students to continuously rise to the top as well.

Our students do rise to the top and we are very proud of every one of them! We defy the odds daily. In spite of the fact that 36% of our students qualify for free and reduced lunch, our students outscore the most affluent schools in our district, region, and state. However, we know academic standards are not the only thing important in the life of a child and we make sure we address the needs of the whole child in very intentional and strategic ways. Our teachers and staff lead many after school enrichment clubs like choir, drama, art, foreign language, yoga, robotics, and more. In fact, this year, our robotics club had all four teams qualify for our state competition and two qualify for a world competition. We celebrate our students through daily incentives, weekly rewards, assemblies, and in clubs like the National Honor Society and student advisory, where both grades and character are recognized.

Our school and community are committed to doing whatever it takes to support each unique student in our school. We understand that our families sought us out because they wanted something more for their child; we honor that and are committed to making sure we deliver, every year, bigger and better. We believe in the benefit of a STEM education, not just during the school hours but the impact it can have on changing lives and saving our planet. We, as the rest of the world, experienced the tragedy of the COVID 19 pandemic this year. It filled our community with fear and feelings of helplessness. So, we immediately focused on ways to use STEM to save our community. Our teachers went to work using our 3D printers to make masks for our local hospital and far surpassed the number of masks requested, accomplishing this in less than half the time we were given. This is our school; we do whatever it takes to become successful. We use perseverance and innovative thinking to solve problems, we see obstacles as opportunities to overcome, and we move forward with grit and an unwillingness to give up, together, as a united community. We are better together and we are committed to continued growth and excellence, proving that this is truly a school where the impossible happens every day.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Our mission at Riverview STEM Academy is to meet the instructional needs of every child. In order to meet the needs of all children, we implemented the concept of Every Child by Name (ECBN). It involves every teacher meeting in grade level teams with the administrator and support staff to discuss every child's academic performance and behavioral needs as we start the school year, and at the beginning of each trimester. On an on-going basis, we monitor the progress of at-risk students. This process is driven by data and the philosophy that we are committed to meeting the needs of every student, whether they require an intervention or an enriched curriculum. Our process begins before our kindergarten students have attended their first day of school at Riverview STEM Academy. In the spring, prior to a student's first day, kindergarten teachers meet with every child to assess their current performance and provide immediate feedback to the parents regarding key skills required for success in kindergarten. We believe that the parent is the child's first teacher. Therefore, families are provided with the information they need to work with their child during the summer before they begin school, and kindergarten Summer Boost programs are offered for students who need extra support in basic skills. Kindergarten assessments consist of Concepts of Print, Emerging Literacy Phonics Survey, Sight Words, and remedial or advanced additional assessments as needed. From these initial assessments we are able to offer extended day and in-school small group targeted instruction to meet the needs of every child.

1b. Reading/English language arts

Teachers in grades K-5 utilize Benchmark Advance curriculum as the platform for delivering English/Language Arts standards. The CCSS are addressed through the delivery of high quality, first instruction in foundational skills ranging from phonemic awareness and phonics to multisyllabic decoding and fluency. All of this is done with the end goal of developing strategic readers who can comprehend a wide variety of text. In addition, teachers in grades K-2 utilize the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) research-based foundational skills program to help readers build skills and confidence for fluent, independent reading.

Teachers employ a "gradual release of responsibility" as a method that emphasizes student engagement in literacy instruction. Teachers use read-alouds and think-alouds to model strategic reading skills and give students frequent opportunities for collaborative conversations. Students learn to be critical thinkers who can grapple with text. Students learn to support their thinking by citing evidence from the text.

Teachers use the CCSS as the foundation to collaboratively design lessons that target specific comprehension skills and strategies. This framework allows teachers to deliver a balanced literacy approach throughout the year to address text analysis skills through the use of close reading strategies.

In primary grades students are assessed each trimester and intermittently using assessments such as Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) Placement test and Benchmark Advance's Sight Words. Our K-2 teachers and support staff use this data to create sixteen small flexible groupings during Early/Late class time to provide targeted instruction in Reading Foundational Skills.

In an effort to provide multiple measures of data, progress monitoring assessments are administered to students in grades K-5 each trimester to evaluate student growth in specific reading skills and concepts. Benchmark Advance's Oral Reading Passages which assess, Phrasing and Fluency, Intonation, and Comprehension, iReady diagnostic assessments, growth monitoring and Interim Assessments from Benchmark Advance (BA) provide our teachers data to target unit and weekly instruction within the classroom. For grades 3-5, these assessments mirror high-stakes assessments that align with CCSS.

Writing instruction is directly aligned to the reading instruction within our curriculum. Through the use of mentor texts, students are introduced to the three text types in all grade levels. These mentor texts foster their understanding as our students work through the developmental stages of writing. Grades K-2 use Big Books to explicitly teach concepts, text structures, and nonfiction text features. Grades 3-5 utilize their weekly mentor texts to make connections, develop ideas, and allow students to create text-based responses. Supplementing with Step-Up to Writing allows for a deeper connection to the writing process.

To better meet the needs of all students, teachers implement small group instruction across grades K-5. These groups allow our teachers to meet the students where they are in instruction. Some groupings include, but are not limited to: ELL, additional support, proficient, and enrichment. In making these groups flexible, teachers are able to provide quality Tier I instruction to all students depending on the content, skill, and subject area.

1c. Mathematics

The district-adopted curriculum for mathematics, Envision, is aligned to the CCSS and the eight standards for mathematical practice (SMP). Teachers utilize the provided curriculum and California Math Framework to develop pacing guides and lessons designed to provide quality Tier I instruction to all students. The staff follows a Response to Intervention (RTI) model to intervene for students not reaching their goals.

Students are assessed using EnVision math quizzes, quick checks, and chapter tests. In addition, in an effort to use multiple measures of data, we also use the diagnostic checks, growth monitoring results, and standards mastery checks provided by our iReady platform. We use this data in our weekly instructional planning, bimonthly PLC meetings, and in our Every Child By Name meetings each trimester. We make sure that every child's unique instructional needs are understood and our response is collaboratively optimized for efficacy.

An instrumental component that has been added to all of our classrooms is the application of Number Talks. Number Talks are a powerful complement to classroom instruction and routine. These discussions engage all students in expressing mathematical thinking, help them strengthen fluency, intuition, and mental math strategies, improve students' ability to explain and critique solutions, and allow teachers a valuable window into their students' thinking. In making this a schoolwide practice, teachers have observed that within our students' ability to think analytically about math processes and procedures, it has also had a direct correlation to students' written responses within math practices and reflections.

Math is also an integral part of our STEM program, specifically within our PLTW curriculum. Strong connections with numerous math skills and concepts are made among the programming and engineering modules. Within the computer programming modules, students utilize their knowledge of geometry skills, including the attributes of basic shapes for our primary grades and angle measurements for our upper grades. Engineering modules also require students to collect data to better plan and improve their solution designs. Data collection often includes measurement skills which are then translated into graphs for students to better analyze and make connections. These modules are one more tool to help students understand how they will use math in the real world.

To further professional development opportunities for all K-5 teachers, our staff attends various math conferences and courses to better improve their practice. Recently, our teachers attended the California Mathematics Council North Conference, a conference led by teachers and other educators from all levels. Through hands-on workshops, seminars, and keynote speakers, our teachers explored new ways to cover all strands of mathematics instruction.

1d. Science

As a STEM academy, science is where we shine the brightest! We opened our school with NGSS at our core. California adopted the NGSS standards the year before we opened, so we used them as our blueprint for every curricular decision we made. California did not have a state adopted NGSS framework. In order to select NGSS aligned curriculum, we had to become experts in all things NGSS.

We provide annual release days for professional development on NGSS, as well as summer institutes with our local universities, county office of education, and district curriculum specialists. We use this time to reflect and grow in our knowledge of NGSS and to align our curriculum to our new standards. We make data informed decisions based on our K-5 Amplify Science feedback and use the CAST release questions to drive our instructional planning. We pull from a variety of curriculum resources, constantly optimizing our choices as our knowledge of NGSS deepens.

Our teachers serve on our district STEM leadership team and were active in our NGSS curriculum pilot and adoption. We selected Amplify Science as our core science curriculum because of its' close alignment to NGSS. Our students don't just read about scientific facts, but they engage in the work of and truly think like real scientists and engineers. It is rich, engaging work that is a cornerstone to why our families seek out and are so committed to our school.

Science instruction is dynamic, authentic, and daily at Riverview. Our families can count on us to incorporate all facets of NGSS in a way that few other schools do. NGSS calls for innovative thinkers, problem solvers, and critical analyzers and that is the core of how we teach and learn. Our mindset and purpose are clearly and closely aligned to NGSS.

1e. Social studies/history/civic learning and engagement

The district-adopted Teachers Curriculum Institute curriculum allows teachers to meet California History-Social Science Standards and are highly interactive, helping to engage students in their history lessons. These lessons, along with class discussion, help them to better understand the foundation of California's, as well as our nation's, unique history. Our teachers use the program to present content to students to understand important details while leading toward a bigger picture of historical understanding. The content of TCI also allows teachers to align reading and text analysis skills as students work through expository texts.

Teachers in grades K-5 utilize a combination of our California History-Social Science Standards and instructional content of TCI to provide additional student engagement through local field trips. Being in the Sacramento area, our students are able to make real-world connections to the details and historic events that they learn about in the classroom.

Riverview is located across the street from the American River, a historical paradise that is pivotal in the history of our local community, state, and nation. We visit our river often as a tool to build the environmental literacy found in several California curricular frameworks. This makes our river visits impactful in a very cross curricular way. We know developing a love for our river builds civic engagement and environmental stewardship, which is a hallmark to both HSS and NGSS.

Teachers also supplement social studies instruction by incorporating current events through Scholastic News, Newsela, and local newspapers. These sources of information allow students to become engaged with the world around them, making text-to-self connections and then furthering their understanding by connecting to the world around them. Our classroom teachers make data informed decisions using rubrics and feedback from classroom discussions, productive debate, authentic projects, and students writing results.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

One of the most unique features of our STEM academy is the K-5 focus on technology and engineering. We use a curriculum called Project Lead The Way to address both of those topics. PLTW units are correlated to NGSS, with a strong focus on engineering and technology.

All of our teachers go through lead teacher training ensuring that every teacher is a building level master in all K-5 modules. This practice has been invaluable for collaboration, vertical articulation, and reaching the range of the students we serve.

Riverview staff is committed to developing technologically adept students. We begin teaching coding in kindergarten using Bee Bots and programs like Scratch Jr. This is further developed in grades first through third with PLTW, Scratch Jr., Code.org, and other programs and resources. In fourth grade, we begin explicitly teaching robotics. We also begin inviting students to join our robotics team. This team has been incredibly successful, with all four teams making it to state and one team making it to world this year. These events are a joy to watch, as robotics teams in elementary schools are still relatively rare, so our students regularly compete with middle school students and perform unbelievably well!

In keeping with our whole-child approach and understanding our children need more than STEM, our students enjoy physical education, music, and art as well. We have a P.E. specialist that works on skill development, character education, and team work with all of our K-5 students. Three music specialists come twice a week to work with our fourth and fifth grade students. Finally, we have an art program called Meet the Master's, where art teachers work with our students in grades first through fourth, as well as an annual event with our local art museum, and after school art classes offered twice a week. Our students regularly submit artwork to our local museum, which has been displayed or featured many times.

As a final element of our whole child approach, we use a social emotional learning curriculum called Second Step. We work on the five core competencies, from the CASEL framework; self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Each month, we focus on a different competency and build on previously learned skills with all staff rewarding and providing incentives to students showing growth and meeting their goals. In addition to daily incentives, we also celebrate SEL growth in weekly raffles, schoolwide trimester assemblies, and through ongoing communication and partnerships with our families. Our principal provides a monthly opportunity for families to come to our school for an overview on our SEL focus, ending with an informal conversation on how to optimize our school-home partnership to support our students.

3. Academic Supports:

3a. Students performing below grade level

At Riverview, we use a differentiated, small group intervention model called the Learning Center. Learning Center is a strategy used to meet the instructional needs of every child. Learning Center is not a place; it is a scheduled block of time during which whole group instruction stops and students break out into differentiated groups based on their academic needs. It allows us to provide high-quality instruction and interventions tailored to each student's needs, requires frequent progress monitoring to drive decisions about instruction, and allows for flexibility in grouping to meet the needs of each student. Groups are scheduled so that students are not pulled out of the core curriculum. Students identified as needing Tier 3 instruction, receive intensive small group instruction or their IEP support with either the RSP or speech teacher during this time. The Tier 2 watch students receive the benefit of targeted instruction in a smaller group setting without having an established IEP. We hire additional credentialed support staff to help us achieve these smaller groups. Using the data from ECBN, grade-level students are placed in groups according to their instructional needs.

Every grade level team has identified curriculum to be used for each group of students. The curriculum options are spelled out in their RtI Instructional Guides, STEM Instructional Guides, and our Cross Grade Collaboration Board.

As part of progress monitoring, teachers use ongoing assessment tools to monitor the academic development of every student. Learning Center groupings are adjusted accordingly every six weeks and weekly on a case by case basis. In addition to supporting students in the Learning Center, we offer intensive interventions before and after school as needed.

3b. Students performing above grade level

Through formative assessment results, Riverview currently has 60% of students in grades 3-5 performing above grade level in ELA and 53% in math. With the use of our Learning Center model, students performing above grade level are provided the enrichment support to further their academic potential. To better meet the needs of these students, our classroom teachers complete a variety of professional development courses that focus on teaching to our high-achieving students. Our site currently includes a GATE lead teacher, as well as four GATE certified teachers. Together, these teachers help to establish common practice and classroom enrichment opportunities for all teachers to implement for their students who test above grade level.

In order to provide enrichment opportunities, GATE identified students, as well as high achieving students are leveled by classroom teachers to provide enrichment opportunities in both ELA and math during our Learning Center block. Much of the curriculum used directly correlates to both short term and long term core instruction. This curriculum often reflects that of higher-level thinking and application skills that include, but are not limited to: mathematical reasoning and problem-solving, analytical analysis of texts, creative thinking, research skills, and critical thinking.

In addition to our Learning Center, teachers provide enrichment opportunities that coincide with classroom instruction. This common practice allows our students to further their understanding of a specific skill and apply it in ways that require creative thinking and reasoning skills. In math, teachers are able to provide enrichment lessons and practice that directly relate to the daily lesson taught. Enhanced topic tests also allow students to think critically and express their understanding through written explanations, often asking students to analyze mathematical concepts. ELA allows for inquiry-based opportunities that align with unit instruction, which also connect to History-Social Science and NGSS standards.

3c. Special education

Our Special Education population is served in the Learning Center, with daily differentiation in the classroom, and with targeted intervention with specialists. We embrace these students and their unique needs as an opportunity for us to grow, learn, and develop our own skill set. For us, “all means all” and we do whatever it takes to make sure these students, as with all of our students, achieve mastery on grade level essential standards. We believe that tapping into strengths and capitalizing on personal passion and interest creates motivation that surpasses all obstacles. We know all students can rise to high levels of learning, and through collaboration, and strategic instructional decision making, they do!

3d. ELLs, if a special program or intervention is offered

In order to meet the needs of the 11% of our students who are English Learners, ELD instruction is integrated into daily lessons in all classes and designated ELD is provided in small groups within the classroom. ELD strategies are seen on the walls of our classroom, in the lessons being taught, and in the hands-on, highly engaging, authentic experiences we provide our students daily. As a result, our students move through the stages of our English Language Proficiency Assessment for California, much more rapidly than our neighboring schools, districts, and state. This is the result of a highly engaging learning environment, skilled teachers, strategic pedagogy, and parent support coming together to ensure overall student success.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Riverview STEM Academy creates a positive learning environment from the time students step on the campus. They are greeted in the morning by our principal, office staff, parent volunteers, and custodian, then off to the multipurpose room for morning enrichment and STEM activities until school begins. When parents come to the office the staff is very welcoming and available to answer any questions parents or visitors might have. Once a month the principal has an event, Coffee and Tea with the Principal. This event is to have time to get parent feedback and have parent input.

Riverview STEM Academy uses Second Step to teach engaging Social Emotional Learning lessons. Our school-wide PBIS program: Steps to Respect and B.E.S.T. (Building Effective Schools Together) are used to teach children how to make friends, identify their feelings and the feelings of others, recognize, refuse, and report bullying through direct social skills instruction and classroom discussions of literature about bullying.

Our B.E.S.T is a school-wide program based upon three universal behavioral expectations: be respectful, be responsible, and be safe. Students have the opportunity to earn rewards such as our school's Right-On Rocket tickets by displaying appropriate and positive behavior both within and outside of the classroom setting. Each trimester one the three behavioral expectations are highlighted and students who consistently earn Right-On Rockets by demonstrating those behavioral expectations are nominated by their teachers to receive special recognition at our awards assemblies attended by our parents and staff. We honor our 4th and 5th graders who earn honor roll status and principal,s award.

A behavior support team (BST) meets regularly to discuss school-wide behavior concerns, assess implementation of PBIS, and provide additional school-wide as well as individualized positive behavior support. Individualized positive behavior support includes behavior contracts, check-in/check-out, and token economy systems. The PBIS team provides additional training to classroom teachers and support staff. This training incorporates how to implement positive behavior support, collect data, and monitor progress to ensure student success. In addition, a member of the BST is a representative on the student success team (SST), providing the classroom teacher with behavioral strategies to support students with behavior concerns, ensuring the student's success within the least restrictive environment.

2. Engaging Families and Community:

At Riverview STEM Academy the staff and PTA engages our families and communities in a variety of ways throughout the year. On any given day before school begins, you will see our principal, a few teachers, office staff and custodian waiving to families and directing traffic. Each Friday a Weekly Newsletter is sent home with students and posted on our school website to inform parents of upcoming events/announcements and highlights for the week. Once a month, our principal meets with parents to receive school input and answer any questions parents may have. Every month our principal alternates from a morning meeting to an evening meeting to reach as many parents as possible.

Each year, parents and students meet their teachers on the Friday before school begins. Within the first week, parents are invited to "Back to School Night" to learn about classroom procedures, curriculum, upcoming class events for the year, and how they can volunteer in the classroom or for school events. In late October, we host our annual "Harvest Festival." This is a fun family event that includes games, face painting, music, class scarecrows, costume contest, and yummy food of course. In addition, we have a STEM/Math Night that invites families to partake in a variety of Science and Math activities. The highlight of this event is to see which family can build the tallest tower using red cups.

Over the years, Riverview has built community partnerships with various Science based companies in the area such as Aerojet Rocketdyne, Intel, Sacramento Municipal Utility District, City of Rancho Cordova, Intel, Cisco, and Rancho Cordova Police. These companies were firm believers in STEM education and

giving students hands on experiences in various Science careers. All of these companies have contributed in various ways including money donations, judging STEM Fair projects, volunteering, reading to students during Read Across America week, and by writing various grants to help fund our after school Robotics and Engineering classes.

Students have been grateful to receive lots of generous donations from the community, but they have also given to various charities over the years too. For instance, every year we have a food, toy, and sock drive that helps out many families in the Rancho Cordova community. Not only are students learning about being kind, but these charitable experiences also give students a sense of pride knowing that they are helping others who are in need.

3. Creating Professional Culture:

Riverview STEM Academy supports and encourages their teachers in their professional development. All teachers and the principal have attended a rigorous PLTW STEM certification program. Teachers receive on-going instruction on engaging students in real world STEM experiences and Next Generation Science Standards each year. Teachers collaborate with their grade level as well as cross grade level, including peer observations. Riverview has created an environment where teachers support and help each other with their professional growth.

During the 2018-2019 school year our staff analyzed the data from our state test scores and we decided to focus our professional development in the area of mathematics. A group of teachers attended the Asilomar Math Conference in Monterey CA where they learned new lessons and ideas to use in the classroom, experienced hands-on workshops and fun-filled activities they could then share with our staff. That year, our students made a substantial positive gain in our state math scores.

This school year our teaching staff is reading a book as a staff called RtI: The Forgotten Tier. The book focuses on Tier 1 Instruction; access to essential grade-level standards for all students. As we read through the book, each grade level shares out their take-away of the book. We will then work as a staff to better meet the instructional needs of all our students.

In March the principal and three teachers attended a Positive Behavior Intervention and Supports (PBIS) workshop to enhance our school's environment and to continue to make it more predictable and effective for achieving our academic and social goals. This workshop covered in depth a process and way of thinking to assist the staff at Riverview to better address the tier 1 students in the RTI model through rigorous collaboration and data analysis.

Every teacher is given release time to meet in grade level teams to revise the grade level STEM Guides that were created in 2014. The guides align the curricula from Project Lead The Way (technology), Amplify (science), Pearson Realize (math), TCI (social studies), and Benchmark (language arts). The STEM guides are a unique feature for our school, as they are following research on optimizing student learning through integrated unit planning. Years of collaborative research went into these guides. They demonstrate an exceptional understanding and application of the Common Core State Standards and Next Generation Science Standards.

4. School Leadership:

The philosophy at Riverview STEM Academy is based on shared leadership and collaboration. Every teacher hired was selected based on a stellar reputation as a highly effective teacher and a leader in our field. As a new school, we had many applicants for every open position we had, so we were able to be highly selective with our support staff as well. Our families have been very involved in collaboration, feedback, and optimization from day one. The principal is extremely aware of the strength represented in the school community and that is capitalized on in both our leadership teams and collaborative decision making.

Every teacher brings a unique area of expertise and every grade level benefits from that. Folsom Cordova Unified School District has instructional leadership teams and our teachers are well represented in this

capacity. We have ELA coaches, math coaches, science leadership team reps, technology coaches, gifted and talented education leadership reps, positive behavior intervention support coaches, and professional learning community coaches, all represented on our campus. These teachers meet monthly with our district leadership to learn the latest pedagogy and go deeper into the district adopted curriculum and state standards. They, then, share that knowledge with their grade level PLC teams and our staff as a whole.

Students also participate in leadership opportunities at our school. Riverview STEM Academy has the National Honor Society for 4th and 5th grade students. The purpose of this organization is to recognize students for their outstanding academic achievement and demonstrated personal responsibility, to provide service to the school and community, and to develop leadership skills in the students of elementary schools. Students need to be nominated by their teacher to participate in the National Honor Society. Students participate in and manage a variety of school service projects as well as some community service projects. They play a part in our school recycling program (The Green Team), the school-wide Communications Team (weekly over the intercom), our Nature Program (taking care of our newly planted trees and helping with various gardening activities), School Beautification Program, The American Flag Project, (learning how to properly fold the Flag), Mentoring (working with k-2 students offering behavior and academic support and guidance) Intern Program (learning real life job skills and expectations by working with teachers), and other various school activities.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The goal for Riverview STEM is for all students to improve their academic success in all curricular areas by employing best practice teaching strategies tailored to the content and student needs. The most influential practice our school uses is the Growth Mindset which is the belief that intelligence is malleable. Teachers encourage effort with praise for hard work and effort cultivates a growth mindset. When students have a growth mindset, they take on challenges and learn from them, therefore increasing their abilities and achievement (C. Dweck). Teachers use data to guide teaching so that all students are increasing their achievement.

Students at Riverview use the growth mindset process to problem solve and work collaboratively. This process is best modeled and practiced in daily STEM lessons. Every grade level uses the engineering design process to analyze problems, explore possible solutions, and create models to test solutions, evaluate their solution and explain their process. Students learn to accept and expect there will be mistakes and failures, and their response is to persevere and find solutions.

On any day in any classroom, students use the engineering design process or scientific method in STEM activities. Kindergartners use the iterative design process to design, build and test homes for the Three Little Pigs. Cooperative groups get to choose styrofoam bricks, toothpicks, or popsicle sticks to create a sturdy design. Students support each other and celebrate each other's successes as well as failures. Second grade students use coding to direct Rosy, a robotic dog, to get through a maze. When their program fails they shout "Bug in the Program!" and revise their program for another trial. Third graders study simple machines, design and build a compound machine to save the tiger who has fallen into the moat at the zoo. Fourth graders learn how the human brain controls our bodies, build a clay model of the different lobes, write and produce a public service announcement video. Fifth graders design, build and program a robot to deliver "hospital supplies" and another robot to remove "nuclear waste" from the Fukushima Daiichi nuclear disaster.

Riverview STEM strives to develop students who are continually developing perseverance and the growth mindset. We believe that integration of reading, writing and math into the STEM curriculum is what enables all students to increase their achievement. We ensure achievement by using data to inform our teaching and support for students.