

# Riverview Elementary School

9308 Winter Gardens Blvd. • Lakeside, CA 92040 • (619) 390-2662 • Grades 1-5

Olympia Kyriakidis, Principal

[olympia@lsusd.net](mailto:olympia@lsusd.net)

[www.lsusd.net](http://www.lsusd.net)

## 2013-14 School Accountability Report Card Published During the 2014-15 School Year

### Lakeside Union School District

12335 Woodside Ave.

Lakeside, CA 92040

(619) 390-2600

<http://www.lsusd.net/site/default.aspx?PageID=1>

### District Governing Board

Kevin Howe

Bonnie LaChappa

Gelia Cook

Twila Godley

Keith Hildreth

### District Administration

Dr. David Lorden

Superintendent

### School Description

Riverview Elementary School is a public school located in Lakeside in San Diego County. This unique school, offers two distinct trilingual models with a 21st Century skills focus. The mission of the school is to provide students with a world-class trilingual instructional program such that they can speak, read, and write in multiple languages: to prepare them for an ever-developing world of technology, cultivate an awareness and respect for other cultures, and empower them as future leaders of a global society. This mission is based on the following beliefs: 1) The understanding of multiple languages and cultures promotes the development of multiculturalism and a harmonious world, 2) All students should have an opportunity to receive the best possible education and to see themselves as global students who understand the value and potential of their multicultural skills.

At Riverview, English-speaking students are taught in Spanish, Mandarin and English. Students are taught these three languages for two distinct reasons. A person able to speak Mandarin, Spanish, and English can communicate with approximately 75 percent of the world's population. This is a great advantage in a global society. In addition, teaching students in these three languages, stimulates different parts of the brain and provides students the neural capacity to learn character-based and tonal languages as well as alphabetic-based languages. Research shows that younger is better when learning languages and there are numerous cognitive and educational benefits resulting from multilingualism.

Riverview Elementary's trilingual models are unique in the world. In the Spanish Immersion model students receive 90 percent instruction in Spanish and 10 percent instruction in Mandarin in kindergarten and first grade. English instruction is introduced in grade two (2) for approximately 20 percent of the instructional time and Mandarin increases to 40 minutes, three times a week. The percentage of English instruction increases through the grades. Chinese instruction continues three times a week for forty minutes. All language instruction begins in kindergarten and progresses through the fifth grade. Students continue their language studies at Lakeside Middle School. The second model is the Chinese immersion model. In this model students receive half of their instruction, K-5, in Mandarin and the other half in English and Spanish.

While our students learn three languages, they are outshining their monolingual peers on the California STAR assessment. Our API is currently 882 and this is a very high score in the state of California. The California STAR assessment measures English language arts and mathematics. Therefore, the average Riverview student achieves grade level proficiency in English and math, but also achieves designated grade level language targets in Spanish and Mandarin.

Multilingualism is not the only focus in helping fulfill the mission of this unique program. Twenty-first century skills and technology are also an important focus. Technology is considered a fourth language and students use different forms of technology and multimedia beginning in kindergarten. Additionally, students are taught to think critically, collaborate, and use their creativity on a daily basis. The arts and PE are integrated daily to ensure the whole child is educated. The Seven Habits Leader in Me program teaches students to take responsibility through leadership, for their learning and their school. Through careful planning and integration of content, language, and 21st-century skills, Riverview staff, students, and families have created an exceptional educational program that is preparing students to be future global leaders.

Olympia Kyriakidis, PRINCIPAL

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (619) 390-2662.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	2
Gr. 1	195
Gr. 2	163
Gr. 3	135
Gr. 4	112
Gr. 5	73
<b>Total</b>	<b>680</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	1.0
Asian	2.1
Filipino	0.3
Hispanic or Latino	30.3
Native Hawaiian/Pacific Islander	0.3
White	59.6
Two or More Races	5.0
Socioeconomically Disadvantaged	27.5
English Learners	2.5
Students with Disabilities	6.6

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Riverview Elementary School	12-13	13-14	14-15
<b>Fully Credentialed</b>	100%	31	23.5
<b>Without Full Credential</b>	0	0	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Lakeside Union School District	12-13	13-14	14-15
<b>Fully Credentialed</b>	♦	♦	230
<b>Without Full Credential</b>	♦	♦	2
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Riverview Elementary School	12-13	13-14	14-15
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	25	28	

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.00	0.00
Districtwide		
<b>All Schools</b>	99.72	0.28
<b>High-Poverty Schools</b>	99.65	0.35
<b>Low-Poverty Schools</b>	100.00	0.00

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

Textbooks and Instructional Materials	
Year and month in which data were collected: 11/20/13	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>California Treasures 2010, McMillan/McGraw Hill adopted in 2010</p> <p>CA Tesoros (Spanish), McMillan/McGraw Hill adopted in 2010</p> <p>Chinese Wonderland &amp; Singapore Chinese, both adopted in 2013</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>enVisionMATH™©, Scott Foresman-Addison Wesley adopted in 2009</p>
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>Ciencias - Spanish, Pearson adopted in 2007</p> <p>Full Option Science System, Delta Education</p> <p>Science and Technology for Children, Carolina Biological</p>
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption:      Yes</p> <p>Percent of students lacking their own assigned textbook:      0</p>	<p>History Social Science for California, Scott Foresman English and Spanish adopted in 2006</p>

### School Facility Conditions and Planned Improvements (Most Recent Year)

Riverview is in excellent condition and well maintained. Riverview was built in the 1950s. Riverview undergoes maintenance on a regular basis. An online system of work orders is used to facilitate maintenance requests. The district maintenance crew responds quickly and is very proactive in maintaining and improving the campus.

Modernization construction occurred several years ago. During modernization all walls, roofs, floors, plumbing, and electrical were updated to reflect current demands including technology upgrades. SMART Boards were added to every classroom along with other high quality technology upgrades. Rest rooms and fire alarm systems were updated, along with heating and cooling systems upgraded to ensure energy efficient use. Sites are cleaned daily and any graffiti removed immediately by custodial staff. New portable classrooms were added to accommodate the growth of the school.

The parking area and pick up were redesigned two years ago to accommodate an increase in traffic due to increasing enrollment. Parking and pick-up procedures were redesigned to ensure student safety. A state-of-the-art computer lab with MacBook computers and multimedia tools was added to align with the mission of the school.

A few years ago, significant concrete and landscape work was completed to enhance both the safety and the aesthetics of the campus. A Peace Pole and PeaceBuilders mural add to the culture on the campus. Five years ago, parents and community volunteers worked along side district and school site staff to create a beautiful, safe and modern new play structure, outdoor classroom, picnic tables, and planter benches for our students to enjoy.

In 2011, a Farmer's Market Garden was planted behind the new portables for growing fruits and vegetables. Each grade level has their area and shares their produce in a Farmer's Market showcasing their hard work. The school plans to add Asian garden in front of the Mandarin Chinese classrooms. The Seven Habit's Leader in Me program plays a large role in establishing the culture of the school. The students have requested the addition of a Seven Habit's mural in one of the breezeways.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January, 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[X]	[ ]	[ ]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	69	74	85	65	67	67	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	66	72	70	57	60	57	54	56	55
Math	69	74	77	51	53	54	49	50	50
HSS				43	49	48	48	49	49

\* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	7	8	8
Similar Schools	5	2	3

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.9	9.7	61.1

\* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	67
All Student at the School	85
Male	81
Female	88
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	63
Native Hawaiian/Pacific Islander	
White	92
Two or More Races	
Socioeconomically Disadvantaged	71
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	31	22	4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	13	61	-11
Native Hawaiian/Pacific Islander			
White	43	-5	8
Two or More Races			
Socioeconomically Disadvantaged	27	60	-29
English Learners			
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement

Parents are viewed as partners in their child's education at Riverview. Parents are asked to sign a commitment form each year along with staff and students outlining expectations and opportunities for involvement. Parents and community members are encouraged to become partners with the school as room parents, volunteers, and PTSA members. These opportunities include programs facilitated and implemented by parents. such as Everyone a Reader which helps students read more and develop a love of reading. Additional programs include Arts Attack, Riverview Robotics, and Chess Club.

Opportunities for parents in the governance of the school include service on the following committees: School Site Council, District Advisory Committee, both the site and District English Learner Advisory Committees. Riverview staff and families participated in the LCAP process at the district and site levels to help develop goals and a plan to guide the work of the district and site.

Parenting classes are offered throughout the year at the site and district level. Great events bring the school, families, and the community together. The largest of these events is the International Fair. Last year approximately 2,000 people attended the International Fair; children received passports and "traveled the world" experiencing games, foods, and crafts from different cultures. Additional large events include a Jog-a-Thon, International Day of Peace, Literacy Night, Seven Habits parent Training, and guest readers celebrating Love of Reading Week, a Science night celebrating Eye on Science Week, a Chinese New Year Celebration, and Grandparent's Day. Other opportunities for parental involvement include student performances, book fairs, the Seven Habit's Leader in Me program, the PeaceBuilders program, robotics, PTSA Founder's Day community service celebration, bi-annual parent-teacher conferences, Parent Information Nights, and Open House.

With the help of PTSA, Riverview is able to provide a minimum of two field trips a year for each child. Parents are encouraged to chaperone field trips. The PTSA also helps the school provide high quality assemblies, such as BMX bikes for Red Ribbon Week, Mad Science for Eye on Science Week, Chinese acrobats, and performing arts performances.

Parental involvement is one of the greatest strengths of the Riverview program. Every day, parents make a difference for their children and all children on the Riverview campus. Contact people include our PTSA president and our volunteer coordinator. Please contact the school office for additional information.

### State Priority: School Climate

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

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

### School Safety Plan

The Riverview Elementary campus is a safe and secure campus. A perimeter fence deters entrance except in front of the office. All visitors, including parents must sign in a computerized screening program from Ident-a-Kid and wear a badge. The principal, staff, and a morning and lunch campus supervisor monitor campus security consistently through out the school day. Security cameras also help to monitor campus safety.

A safety committee made up of the principal, teachers, and parents, in the field of fire emergency and law enforcement, reviews and continuously improves safety procedures on the campus. This committee walks through classrooms twice a year to ensure classrooms are safe and routines and procedures for safety are in place. The Riverview Elementary School Safety Plan is a complete Safety Plan covering all areas designed by the state of California. The safety plan is based on the REMS program and includes the physical environment, social environment and culture, emergency/disaster procedures, and school board policy and procedures. The REMS Safety plan is broken down into four key areas: mitigation and prevention, preparedness, recovery, and response. Safety procedures including fire, disaster and lockdown drills are practiced through the year. The complete plan is on file, updated every August, and available at the school office. The staff reviews the plan before school starts and each trimester through out the school year. A flip chart outlining LUSD emergency procedures is posted in each classroom and the office.

Practice and training is ongoing with disaster drills varying in the type of disaster and obstacles on a bi-monthly basis. The Connect-Ed system is used for emergency communication. The system can be used with or without power from a cell phone, providing instant information to all parents. Community safety meetings are held with representatives from Riverview, PTSA, Sheriff's Department, Highway Patrol, Fire Department, and San Diego County to discuss safety issues for each of the sites.

Riverview actively participates in the Lakeside Union District Community Safety meetings. These meetings are designed to bring together local police and fire officials, planning officials, district and site administratin to discuss and address safety issues concerning schools.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	0.5	0.7	1.0
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	3.6	3.5	2.6
Expulsions Rate	0.0	0.1	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		75.0

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0.25
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	0
Nurse	0.4
Speech/Language/Hearing Specialist	1
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

\* 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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	21.8	8	2	3	2	1	2			0		
Gr. 1	22.2	20	24	2	1		3	5	8	0		
Gr. 2	23.5	24	20	1	1	2	3	3	6	0		
Gr. 3	23.7	22	23	0	1	1	3	4	5	0		
Gr. 4	27	24	19	0	1	3	3	2	3	0		
Gr. 5	26.5	21	18	0	1	2	2	3	2	0		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,593	\$41,535
Mid-Range Teacher Salary	\$64,864	\$64,101
Highest Teacher Salary	\$97,193	\$82,044
Average Principal Salary (ES)	\$106,362	\$104,336
Average Principal Salary (MS)	\$116,738	\$107,911
Average Principal Salary (HS)	\$0	\$102,488
Superintendent Salary	\$172,000	\$155,309
Percent of District Budget		
Teacher Salaries	41	41
Administrative Salaries	6	6

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4,299	38	4,261	50,862
District	♦	♦	5,776	\$67,643
State	♦	♦	\$4,690	\$67,289
Percent Difference: School Site/District			-26.2	-24.8
Percent Difference: School Site/ State			-9.1	-24.4



### **Types of Services Funded at Riverview Elementary School**

The district's expenditures include funds for general education, special education, and specially funded projects but do not include facilities costs or deferred maintenance. Approximately three-fourths of the revenues go toward the salaries of teachers, specialists, auxiliary personnel, books, supplies, and equipment.

Riverview offers exceptional programs for its students despite the impact on budgets this past year. State funding is used for curriculum to support instruction towards mastery of the state standards, integrating Spanish with content. Furthermore, Riverview's Chinese program is funded through state funding. Federal funding helps support student interventions for our English Learner and Socio-economically disadvantaged students.

Monies from Run for the Arts, a district fundraiser, help provide drama opportunities in conjunction with La Jolla Playhouse for upper grade students. District funds also provide for instrumental music instruction in the upper grades for interested students. PTSA funds also help pay for additional visual, dance, and music artists. PTSA funds also help pay for high-quality assemblies and field trip opportunities for every child. Riverview also offers incredible enrichment programs thanks to donations from our community. These programs include Robotics, Chess Club, Chorus, guitar, and dance.

Funds from Prop V Bond provided the school with additional technology such as MacBook Pro computers for every teacher, SMART Boards, docucams, and wireless access in every classroom. Additional site funds as well as donations were used to increase the amount of computers in every classroom and provide computers for a computer lab.

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA).

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages. For example, we calculate the school's variance from the district average using this formula:

### **Professional Development provided for Teachers at Riverview Elementary School**

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Professional development occurs several days before school starts as well as throughout the year. Professional Development has included higher level Questioning strategies, common core instruction, immersion strategies and assessment, Common Core writing, and technology. Professional Learning Communities occur weekly as additional opportunities for teachers to share data results and collaborate around best practices.