Riverview Elementary School

9308 Winter Gardens Blvd. • Lakeside, CA 92040 • (619) 390-2662 • Grades 2-5
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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Lakeside Union School District
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School Description

Riverview Elementary School is a public school located in Lakeside in San Diego County. This unique school offers two distinct immersion models with a 21st Century skills focus. The mission of the school is to provide students with a world-class immersion 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, 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. It provides students the neural capacity to learn character-based and tonal languages as well as alphabet-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 immersion models are unique in the world. Students receive 100 percent instruction in Spanish in the Spanish Immersion model, including Mandarin enrichment in kindergarten and first grade. English instruction is initiated in grade two (2) at approximately 10 percent of the instructional time, and Mandarin enrichment for 30 minutes, one to three times a week. The percentage of English instruction increases through the grades. Mandarin enrichment instruction continues one to three times a week for 30 minutes in Grades 2-5. All language instruction begins in kindergarten and progresses through the fifth grade. Students continue their language studies at Lakeside Middle School and Tierra del Sol 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, including Spanish enrichment lessons, one to three times a week for 30 minutes.

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 daily. The arts and PE are integrated daily to ensure the whole child is educated. The school-wide PBIS teaches, and 7 Keys to Excellence and Project Wisdom teach students to take responsibility through leadership for their learning and school. Through careful planning and integration of content, language, and 21st-century skills, Riverview staff, students, and families have created an exceptional educational program preparing students to be future global leaders.

Grace Cox, PRINCIPAL

About the SARC

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	175
Grade 3	157
Grade 4	149
Grade 5	145
Total Enrollment	626

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	1.1
Asian	4.2
Filipino	1.3
Hispanic or Latino	29.1
Native Hawaiian or Pacific Islander	0.6
White	57.3
Two or More Races	3.5
Socioeconomically Disadvantaged	22.8
English Learners	1.8
Students with Disabilities	6.9

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 for Riverview Elementary	18-19	19-20	20-21
With Full Credential	28	27	28
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lakeside Union School	18-19	19-20	20-21
With Full Credential	♦	♦	248
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Riverview Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

On October 8, 2020 the Lakeside Union School District Board of Trustees verified by resolution that each student at Riverview has a textbook and/or instructional materials for each core subject area, and that the textbooks and materials are aligned to the content and cycles of the curriculum framework adopted by the State of California. Care is taken to ensure that all students have access to Board adopted textbooks and instructional materials at all times. A book room is kept for extra copies of each textbook and these are used when new students enroll at our school.

Textbooks and Instructional Materials
Year and month in which data were collected: 10/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Maravillas, McGraw-Hill; adopted in 2015 Wonders, McGraw-Hill, adopted in 2014 California Treasures, McMillan/McGraw Hill; adopted in 2010 CA Tesoros (Spanish), McMillan/McGraw Hill; adopted in 2010 Mandarin Matrix adopted in 2020 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Everyday Mathematics, McGraw-Hill; adopted in 2015 Matematicas Diarias, McGraw-Hill; adopted in 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Ciencias - Spanish, Pearson; adopted in 2007 Full Option Science System, Delta Education Science and Technology for Children, Carolina Biological **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	History Social Science for California, Scott Foresman; English and Spanish, adopted in 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

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. Apple TVs were added to every classroom along with other high-quality technology upgrades. Restrooms and fire alarm systems were updated, along with heating and cooling systems, 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 and pick-up areas 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.

Several 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 adds to the culture on the campus. Six years ago, parents and community volunteers worked alongside 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. All classrooms are invited to visit the garden for science lessons or to read a book or work independently in a small group. Riverview teaches Postive Behavior Intervention Support (PBIS) to all students and the PBIS play a significant role in establishing the culture of the school. Student leadership is also a significant part of the Riverview experience with students participating in a Student Council team that provides subcommittees of students to lead campus safety/security, yearbook, annual kickball tournament, and various other opportunities around the school.

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 in 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)

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 rate for each system inspected
- The overall rating

Year and month in which data were collected: 8/28/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	26: 2. VENT COVERS ARE MISSING. 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON EXTERIOR WALL. 13. DRY ROT ON FACIA. GIRLS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 9. SINK IS LOOSE FROM THE WALL.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Poor	1: 4. FLOOR TILE IS BROKEN. 9. FAUCET HAS A LOW FLOW. 10: 4. CEILING TILE HAS A WATER STAIN. 11: 4. CEILING TILE HAS A HOLE. 7. TWO LIGHT PANELS ARE OUT. ELECTRICAL COVER IS MISSING. 14. TRIP HAZARDS ON WALKWAY. 12: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 12. EXTERIOR WALL IS DAMAGED AT BACK PACK HOOKS. 14. TRIP HAZARD ON WALKWAY. 13: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 14: 4. CEILING TILE HAS A HOLE. 9. FAUCET FLOWS OUT SIDE OF DIFFUSER. 15: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 13. DRY ROT ON EAVES. 16: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. ELECTRICAL COVER IS MISSING. ETHERNET COVER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 17: 4. CARPET IS TORN. 7. CLOCK IS MISSING EXPOSING WIRES. 12. DRY ROT ON EXTERIOR WALL. 18: 4. CARPET IS TORN. 14. TRIP HAZARDS ON WALKWAY. 2: 4. CARPET IS TORN. 20: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 21: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON EXTERIOR WALL AND GUTTER. 13. GUTTER DOWN SPOUT IS MISSING. 22: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON EXTERIOR WALL AND GUTTER. 13. GUTTER DOWNSPOUT IS MISSING. 23: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING TRIM. 24: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 25: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 26: 2. VENT COVERS ARE MISSING. 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		11. PAINT IS PEELING ON EXTERIOR WALL. 13. DRY ROT ON FACIA.
		27: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON SIDING. 13. GUTTER DOWN SPOUT IS MISSING.
		4: 4. CEILING TILE IS BROKEN.
		5: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING.
		6: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING. 10. PLUG IN AIR FRESHENER.
		7: 4. CEILING TILES HAVE HOLES. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON EXTERIOR WALL.
		8: 4. CEILING TILE HAS A HOLE. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES.
		ADMIN: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON EAVES.
		ALL GENDER REST ROOM: 4. LINOLEUM FLOORING IS LIFTING. FLOORING IS SOFT AT ENTRY. 15. HOLES RUSTED THROUGH DOOR.
		ESS: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL (RR). 7. ONE LIGHT PANEL IS OUT. ELECTRICAL CONDUIT FOR SWITCH IS MISSING EXPOSING LIVE WIRES. 10. PLUG IN CANDLE WARMER. 11. PAINT IS PEELING ON INTERIOR WALL (RR). 12. SIDING IS PEELING AT ENTRY.
		FOOD SERVICES: 4. FLOOR TILES ARE BROKEN.
		K1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. FLOOR TILES ARE BROKEN. 8. TOILET IS NOT FLUSHING. 11. PAINT IS PEELING ON EAVES.
		K2: 4. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE EAVES. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.
		LAB: 4. CEILING TILES HAVE HOLES. CEILING TILE HAS A WATER STAIN.
		LIBRARY: 4. CEILING TILES HAVE WATER STAINS. 10. PLUG IN AIR FRESHENER.
		MPR: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 6. ANTS ARE PRESENT. 7. NINE LIGHT PANELS ARE OUT.
		OFFICE: 4. CEILING TILE HAS A HOLE. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED.
		OFFICE: 4. CEILING TILE HAS A WATER STAIN.
		RESOURCE: 4. CEILING TILE HAS A HOLE. 10. PLUG IN AIR FRESHENER.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	12: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 12. EXTERIOR WALL IS DAMAGED AT BACK PACK HOOKS. 14. TRIP HAZARD ON WALKWAY. 13: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 26: 2. VENT COVERS ARE MISSING. 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON EXTERIOR WALL. 13. DRY ROT ON FACIA. 9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. ALL GENDER REST ROOM: 6. ANTS ARE PRESSNT. BOYS REST ROOM: 5. COVE BASE AND FLOORING ARE VERY DIRTY. BOYS REST ROOM: 5. COVE BASE IS VERY DIRTY. 6. ANTS ARE PRESENT. GIRLS REST ROOM: 5. COVE BASE AND FLOORING ARE VERY DIRTY. MPR: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 6. ANTS ARE PRESENT. 7. NINE LIGHT PANELS ARE OUT.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Poor	11: 4. CEILING TILE HAS A HOLE. 7. TWO LIGHT PANELS ARE OUT. ELECTRICAL COVER IS MISSING. 14. TRIP HAZARDS ON WALKWAY. 12: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 12. EXTERIOR WALL IS DAMAGED AT BACK PACK HOOKS. 14. TRIP HAZARD ON WALKWAY. 13: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 16: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. ELECTRICAL COVER IS MISSING. ETHERNET COVER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 17: 4. CARPET IS TORN. 7. CLOCK IS MISSING EXPOSING WIRES. 12. DRY ROT ON EXTERIOR WALL. 23: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING TRIM. 24: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 25: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 26: 2. VENT COVERS ARE MISSING. 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON EXTERIOR WALL. 13. DRY ROT ON FACIA. 27: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON SIDING. 13. GUTTER DOWN SPOUT IS MISSING. 3: 7. ETHERNET COVER IS MISSING. 5: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING. 6: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING. 10. PLUG IN AIR FRESHENER. 7: 4. CEILING TILES HAVE HOLES. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON EXTERIOR WALL. 8: 4. CEILING TILE HAS A HOLE. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES. 9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. ALL GENDER REST ROOM: 7. ONE LIGHT DIFFUSER IS MISSING. 9. FAUCET HAS A LOW FLOW.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		CUSTODIAN: 7. ELECTRICAL COVER IS BROKEN. ESS: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL (RR). 7. ONE LIGHT PANEL IS OUT. ELECTRICAL CONDUIT FOR SWITCH IS MISSING EXPOSING LIVE WIRES. 10. PLUG IN CANDLE WARMER. 11. PAINT IS PEELING ON INTERIOR WALL (RR). 12. SIDING IS PEELING AT ENTRY. K2: 4. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE EAVES. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. MPR: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 6. ANTS ARE PRESENT. 7. NINE LIGHT PANELS ARE OUT. OFFICE: 4. CEILING TILE HAS A HOLE. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	1: 4. FLOOR TILE IS BROKEN. 9. FAUCET HAS A LOW FLOW. 14: 4. CEILING TILE HAS A HOLE. 9. FAUCET FLOWS OUT SIDE OF DIFFUSER. 23: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING TRIM. 24: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. ALL GENDER REST ROOM: 7. ONE LIGHT DIFFUSER IS MISSING. 9. FAUCET HAS A LOW FLOW. GIRLS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 9. SINK IS LOOSE FROM THE WALL. K1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. FLOOR TILES ARE BROKEN. 8. TOILET IS NOT FLUSHING. 11. PAINT IS PEELING ON EAVES. K3/ LOUNGE: 9. FAUCET LEAKS AT HANDLE. 12. DRY ROT ON SIDING AND FACIA.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Fair	16: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. ELECTRICAL COVER IS MISSING. ETHERNET COVER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 20: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 21: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON EXTERIOR WALL AND GUTTER. 13. GUTTER DOWN SPOUT IS MISSING. 22: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON EXTERIOR WALL AND GUTTER. 13. GUTTER DOWNSPOUT IS MISSING. 23: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING TRIM. 24: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 26: 2. VENT COVERS ARE MISSING. 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON EXTERIOR WALL. 13. DRY ROT ON FACIA. 6: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING. 10. PLUG IN AIR FRESHENER. 7: 4. CEILING TILES HAVE HOLES. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON EXTERIOR WALL. 8: 4. CEILING TILE HAS A HOLE. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES. ADMIN: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON EAVES. CUSTODIAN: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. ESS: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL (RR). 7. ONE LIGHT PANEL IS OUT. ELECTRICAL CONDUIT FOR SWITCH IS MISSING EXPOSING LIVE WIRES. 10. PLUG IN CANDLE WARMER. 11. PAINT IS PEELING ON INTERIOR WALL (RR). 12. SIDING IS PEELING AT ENTRY. HEALTH OFFICE: 11. AEROSOL AIR FRESHENER. K1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. FLOOR TILES ARE BROKEN. 8. TOILET IS NOT FLUSHING. 11. PAINT IS PEELING ON EAVES. K2: 4. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		THE EAVES. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. LIBRARY: 4. CEILING TILES HAVE WATER STAINS. 10. PLUG IN AIR FRESHENER. RESOURCE: 4. CEILING TILE HAS A HOLE. 10. PLUG IN AIR FRESHENER.
Structural: Structural Damage, Roofs	Fair	12: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 12. EXTERIOR WALL IS DAMAGED AT BACK PACK HOOKS. 14. TRIP HAZARD ON WALKWAY. 15: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 13. DRY ROT ON EAVES. 17: 4. CARPET IS TORN. 7. CLOCK IS MISSING EXPOSING WIRES. 12. DRY ROT ON EXTERIOR WALL. 20: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 21: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON EXTERIOR WALL AND GUTTER. 13. GUTTER DOWN SPOUT IS MISSING. 22: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON EXTERIOR WALL AND GUTTER. 13. GUTTER DOWNSPOUT IS MISSING. 23: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING TRIM. 24: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 26: 2. VENT COVERS ARE MISSING. 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON EXTERIOR WALL. 13. DRY ROT ON FACIA. 27: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON SIDING. 13. GUTTER DOWN SPOUT IS MISSING. ESS: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL (RR). 7. ONE LIGHT PANEL IS OUT. ELECTRICAL CONDUIT FOR SWITCH IS MISSING EXPOSING LIVE WIRES. 10. PLUG IN CANDLE WARMER. 11. PAINT IS PEELING ON INTERIOR WALL (RR). 12. SIDING IS PEELING AT ENTRY. K3/ LOUNGE: 9. FAUCET LEAKS AT HANDLE. 12. DRY ROT ON SIDING AND FACIA.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	11: 4. CEILING TILE HAS A HOLE. 7. TWO LIGHT PANELS ARE OUT. ELECTRICAL COVER IS MISSING. 14. TRIP HAZARDS ON WALKWAY. 12: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 12. EXTERIOR WALL IS DAMAGED AT BACK PACK HOOKS. 14. TRIP HAZARD ON WALKWAY. 18: 4. CARPET IS TORN. 14. TRIP HAZARDS ON WALKWAY. ALL GENDER REST ROOM: 4. LINOLEUM FLOORING IS LIFTING. FLOORING IS SOFT AT ENTRY. 15. HOLES RUSTED THROUGH DOOR. BOYS REST ROOM: 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. K2: 4. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE EAVES. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. PLAY COURTS: 14. TRIP HAZARDS.
Overall Rating	**Fair**	

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	66	N/A	53	N/A	50	N/A
Math	70	N/A	41	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	50	N/A	38	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)
Parents are viewed as partners in their child's education at Riverview Elementary School. 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.

Opportunities for parents in the governance of the school include service on the School Site Council and District Advisory Committee. Riverview staff and parents participate 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.

Educational events bring the school, families, and the community together. The largest of these events is the International Fair. Last year, approximately 1,500 people attended the International Fair. Due to COVID this year, PTSA continues to support and involve the community VIRTUALLY by providing Virtual Lego Competition, Red Ribbon Week Dress-up, Virtual Family Paint Night, and Love of Reading Week. Our PTSA also established a Comfort Closet that has items for students in need, to help them feel their best in school, even when they may have financial difficulties at home.

2020 has created hardships for many families who are out of work. PTSA hopes to support kids by minimizing the differences that could make their schooldays more difficult and overcome anything that would impede a child's confidence in the classroom. Other virtual opportunities for parental involvement include student performances, book fairs, PTSA Founder's Day community service celebration, bi-annual parent-teacher conferences, Parent Information Nights, and Open House.

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. RIA PTSA official website: https://riaptsa.membershiptoolkit.com/

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.

School Safety Plan (School Year 2020-2021)
The Riverview Elementary campus is a safe and secure campus. A perimeter fence deters the entrance except in front of the office. All gates on campus are locked at all times. All visitors, including parents, must sign-in on 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 throughout the school day. Security cameras also help to monitor campus safety.

The Riverview Elementary School Safety Plan is a complete Safety Plan covering all areas designated by the state of California. The safety plan addresses Pandamic procedure, the physical environment, social environment and culture, emergency/disaster procedures, and school board policy and procedures. The 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 throughout the year. The complete plan is on file, updated annually, and available at the school office. The staff reviews the plan before school starts, and changes are made to accommodate any new staff members and then drills are practiced throughout 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 on a bi-monthly basis. The Blackboard 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. These meetings are designed to bring together local police and fire officials, planning officials, district and site administration to discuss and address safety issues concerning schools.

The safety plan was last reviewed by the School Site Council was on 2.28.2020.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.5	0.8	2.8	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	894.3

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	

*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 (Elementary)

Grade Level	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
2	23		7		23		7		31		5	2
3	23		7		22		7		29		5	2
4	27		4		27		5		27		5	
5	26		7		26		6		27		5	
Other**									26		1	

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

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, Learning Headquarters Common Core Writing instruction, Math Transformations, immersion strategies and assessment, and technology. Professional Learning Communities and opportunities for teachers to share data results and collaborate around best practices occur monthly.

Across the District:

ELA UNIT MATRICIES work with Orenda -

Orenda's inside-out approach to systems transformation supports districts, clusters of schools, and individual schools through an equity-grounded, data-informed framework for sustainable academic achievement gains across every student demographic at scale.

Orenda collaborates with administrators, coaches, and teachers in utilizing research-based strategies, best practices, and tailored approaches to accelerate student achievement and success. These include:

5-day Summer Training Institutes for administrators, coaches, teachers, and counselors staff each year
Standards-based curriculum alignment, goal-setting, and instructional planning
High-impact, low-lift instructional tools and resources
Common learning assessment design and evaluation
Deep-dive data reflection sessions (at least 5x per year)
Team planning and collaboration sessions (at least 2x per month)

SCIENCE –

The primary areas of focus for staff and administrator development have been related to adopting the Next Generation Science Standards (NGSS) and moving teachers and administrators into implementation. Focus areas include: 1) Building leadership capacity, 2) Scaling up Professional Learning and Support to include all district teachers, 3) Planning instruction aligned to the Next Generation Science Standards, 4) Collaborative planning tools for instruction, and 5) Addressing supplemental instructional materials.

Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Professional Learning for the 20-21 school year will address all levels/cohorts of teachers and administrators in the district through continued leadership, pedagogy, and content training. This will occur primarily through science lesson study for all TK-8 teachers of science, including MS ELA teachers, an intensive summer institute, district Professional Development days, and a review of publisher materials.

Core Leadership Team and established Teacher Leaders will continue to receive training in Leadership, Facilitation of Professional Learning for their peers, and deepening understanding of NGSS innovations, planning, and pedagogy via the NGSS Early Implementation Initiative Program. "Expansion" (all other district teachers) teachers will be provided NGSS professional learning facilitated by their district Teacher Leader peers through the established lesson study model, Summer Institute opportunities, and district PD days.
Other opportunities for science professional learning include supplemental material/planning work supported by a CA Regional Environmental Education Community (CREEC) partnership, and instructional material evaluation.

Administrator professional learning will address NGSS innovations, strategies to identify and support high-quality science instruction (observations and feedback), and sustainability. This support will occur both on-site and through district management meetings via the Early Implementer Initiative.

Next Generation Science Standards Teacher Leaders, Expansion Teachers, and administrators are supported via NGSS Early Implementation Initiative Project Director, on-site Core Leadership Team members, and/or Teacher Leaders.

MATH –

LUSD focused on mathematics as a professional development goal in response to low-performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics.

Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group site-based coaching/mentoring, and 3) Conference attendance.

Teachers are supported in refining their mathematics instruction and use of curriculum materials through 1) Workshops focused on the content and pedagogy relevant to the math content they teach, the vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on the unit and lesson design with their curriculum materials (within the school and cross-school), 3) In-class

coaching both in one-on-one and small groups, and 4) Lesson Study in grade-level groups. Additionally, principals attend all teacher professional learning activities and receive additional training from a leadership perspective.

Social/Emotional/Behavioral Support -

Social-emotional learning and support and behavioral support are focus areas in the 20-21 school year.
PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. Two Behavior Specialists and two Behavior Intervention Aides are also available to support students with the most intensive behavioral needs. One MTSS Teacher on Special Assignment (TOSA) helps support the development of social/emotional/behavioral intervention systems at four of our Elementary sites. One district contracted mental health specialist from Wellness Together is assigned to the school to support our students' mental health needs one day a week.

Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSA is also available to coach on classroom management strategies and student behavior plans.

Leadership -

Lakeside Union School District continues to support principal growth through Professional Development. Principals continue to receive coaching from Orenda. One type of professional learning opportunity we do at Riverview is a professional book study. A book study can be a powerful way for educators to drive their own learning. A book study is an effective form of professional learning because new learning can be immediately applied in the classroom. Teachers are involved in multiple sessions over time where there is continuous discussion around teacher clarity that has arisen from school data.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,706	$50,574
Mid-Range Teacher Salary	$73,960	$76,649
Highest Teacher Salary	$110,824	$98,993
Average Principal Salary (ES)	$110,150	$125,150
Average Principal Salary (MS)	$125,091	$129,394
Average Principal Salary (HS)		$122,053
Superintendent Salary	$203,231	$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	34.0
Administrative Salaries	5.0	6.0

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7787	0	7786	74288
District	N/A	N/A	7813	$76,958
State	N/A	N/A	$7,750	$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-0.3	-3.5
School Site/ State	0.5	-8.1

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

Types of Services Funded

Our district relies on federal funding under Title I, Title II, and Title III of the Every Student Succeeds Act (ESSA). The purpose of these funds is to assist districts in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. For a more detailed analysis of services funded, refer to the LUSD LCAP on our website at https://www.lsusd.net/domain/1503

In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Riverview is comprised of the principal, teachers, staff, and parents who share the goal of improving our school and our students' performance. The California Department of Education describes the SPSA as the "plan of action to improve student academic performance by coordinating all educational services and resources." The SPSA is developed by reviewing site-specific student demographic, achievement, outcome, and perception data and developing an improvement process. The SSC is the decision-making body responsible for gathering input from the staff and the parent community about school goals and and establishing a plan for accomplishing those goals. The SSC reviews, modifies, and monitors implementation of the plan and establishes a budget for proposed expenditures to support the specified goals. SPSAs are reported to the LUSD Board of Trustees annually and is available through the following link: https://www.lsusd.net/Domain/690

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 Common Core State Standards, integrating Spanish and Mandarin with Common Core Content Standards.

District funds provide for instrumental music instruction in the upper grades for interested students. PTSA funds help pay for additional visual, dance,

and music artists. PTSA funds also help pay for high-quality online learning tools and field trip opportunities for every child. Riverview also offers incredible student leadership programs for over 200 students including the Student Lighthouse Team, for 4th and 5th grade students and the Challenge class for students who excel in their target language and English.

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).

California School Dashboard
The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.