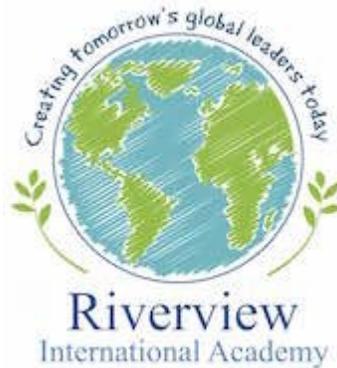


Riverview Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

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.

Internet Access

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

2023-24 School Contact Information

School Name	Riverview Elementary School
Street	9308 Winter Gardens Blvd.
City, State, Zip	Lakeside, CA 92040
Phone Number	(619) 390-2662
Principal	Grace Cox
Email Address	gcox@lsusd.net
School Website	https://www.lsusd.net/riverview/
County-District-School (CDS) Code	37-68189-6038384

2023-24 District Contact Information

District Name	Lakeside Union School District
Phone Number	(619) 390-2600
Superintendent	Dr. Rhonda Taylor
Email Address	rtaylor@lsusd.net
District Website	https://www.lsusd.net/

2023-24 School Description and Mission Statement

Riverview Elementary School, situated in Lakeside, San Diego County, is a public school that stands out with its two distinct immersion models and emphasis on 21st Century skills. The school's mission is to equip students with a world-class immersion program, enabling them to communicate, comprehend, and create in multiple languages. This comprehensive approach not only prepares students for the rapidly evolving world of technology but also fosters an appreciation and respect for diverse cultures, empowering them as future leaders in a global society. At Riverview Elementary School, we firmly believe that embracing multiple languages and cultures promotes multiculturalism and contributes to a harmonious world. We are dedicated to providing all students with a top-notch education, nurturing their multicultural skills and helping them recognize their full potential as global citizens.

Riverview Elementary boasts unique immersion models that are unparalleled globally. In the Spanish Immersion model, students receive 90% of their instruction in Spanish and 10% in English, with Mandarin enrichment from TK. As students progress, English instruction gradually increases until it reaches a balanced 50% English and 50% Spanish by 5th grade. Additionally, Mandarin enrichment instruction takes place at least once a week for 30 minutes throughout TK-5. The second model, the Chinese immersion model, entails students receiving half of their instruction in Mandarin and the other half in English, with Spanish enrichment lessons at least once a week for 30 minutes from Kindergarten to 5th grade.

At Riverview, students receive instruction in Spanish, Mandarin, and English. The inclusion of these three languages serves two distinct purposes. Firstly, individuals who are fluent in Mandarin, Spanish, and English can effectively communicate with approximately 75 percent of the global population, providing a significant advantage in our interconnected world. Additionally, teaching students in these three languages stimulates different areas of the brain, enhancing their ability to learn character-based and tonal languages as well as alphabet-based languages. Research consistently demonstrates that the earlier

2023-24 School Description and Mission Statement

language learning begins, the more beneficial it is, resulting in numerous cognitive and educational advantages associated with multilingualism. However, the program at Riverview extends beyond solely focusing on multilingualism; it also encompasses enrichment activities and physical education to provide a comprehensive education that addresses the needs of the whole child. Moreover, the school-wide Positive Behavioral Interventions and Supports (PBIS) program emphasizes character education, empowering students to take ownership of their learning and contribute to the school community through leadership. Through meticulous planning and integration of content, art, music, language, and 21st-century skills, the dedicated staff, students, and families at Riverview have collaboratively created an exceptional educational program that prepares students to become future global leaders.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	132
Grade 3	141
Grade 4	131
Grade 5	130
Total Enrollment	534

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.2%
Male	47.8%
American Indian or Alaska Native	1.1%
Asian	3.4%
Black or African American	1.9%
Filipino	0.7%
Hispanic or Latino	41.6%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	6.9%
White	44.2%
English Learners	3.9%
Socioeconomically Disadvantaged	21.3%
Students with Disabilities	7.9%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.30	100.00	212.80	86.65	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.81	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.50	1.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.50	1.87	12115.80	4.41
Unknown	0.00	0.00	22.60	9.20	18854.30	6.86
Total Teaching Positions	25.30	100.00	245.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.10	100.00	217.30	90.52	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	0.77	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.10	0.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.70	2.40	11953.10	4.28
Unknown	0.00	0.00	13.90	5.81	15831.90	5.67
Total Teaching Positions	23.10	100.00	240.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	9.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	7.5

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

At the beginning of the 2023 school year, 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 with 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.

Year and month in which the data were collected

11/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Maravillas, McGraw-Hill; adopted in 2015 Wonders, McGraw-Hill, adopted in 2014 Mandarin Matrix adopted in 2020	Yes	0
Mathematics	Everyday Mathematics, McGraw-Hill; adopted in 2015 Matematicas Diarias, McGraw-Hill; adopted in 2015	Yes	0
Science	Amplify Science adopted in 2022	Yes	0
History-Social Science	History Social Science for California, Scott Foresman; English and Spanish, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements

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 several 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. Few 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 Positive 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.

Year and month of the most recent FIT report

11/7/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: 26: 2. VENT COVERS ARE MISSING. 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON EXTERIOR WALL.
Interior: Interior Surfaces			X	1: 4. FLOOR TILE IS BROKEN. 15: 5. UNSECURED ITEMS STORED TOO HIGH. 13. DRY ROT ON EAVES. 17: 4. CARPET IS TORN. 7. CLOCK IS MISSING EXPOSING WIRES. 12. DRY ROT ON EXTERIOR WALL. 2: 4. CARPET IS TORN. 20: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 21: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON EXTERIOR WALL AND GUTTER. 13. GUTTER DOWN SPOUT IS MISSING. 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. 11. PAINT IS PEELING ON EXTERIOR WALL.

School Facility Conditions and Planned Improvements

			<p>8: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES. ADMIN: 4. 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).11. PAINT IS PEELING ON INTERIOR WALL (RR). 12. SIDING IS PEELING AT ENTRY. FOOD SERVICES: 2. EMPLOYEES INDICATE THERE IS NO HVAC IN THE KITCHEN. 4. FLOOR TILES ARE BROKEN. K1: 4. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON EAVES. K2: 4. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE EAVES. PAINT IS PEELING ON WALL. LAB: 4. CEILING TILES HAVE HOLES. LIBRARY: 4. CEILING TILE HAS A WATER STAIN. CEILING MOLDING IS LOOSE. 7. MULTIPLE LIGHT FIXTURES ARE OUT. MPR: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. OFFICE: UNDER CONSTRUCTION.4. CEILING TILE HAS A WATER STAIN. PRINCIPAL: 4. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON EAVES. STORAGE: 4. CEILING TILE IS LOOSE.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 12. EXTERIOR WALL IS DAMAGED AT BACK PACK HOOKS. 13. GUTTER DOWNSPOUT LEAKS. 23: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING TRIM. BOYS REST ROOM: 5. COVE BASE AND FLOORING ARE VERY DIRTY. BOYS REST ROOM: 5. COVE BASE IS VERY DIRTY. STRONG URINE ODOR BOYS REST ROOM: 5. FLOORS ARE DINGY. GIRLS REST ROOM: 5. FLOORS ARE DINGY. RESOURCE: 5. UNSECURED ITEMS STORED TO HIGH.10. PLUG IN AIR FRESHENER.</p>
<p>Electrical</p>		<p>X</p>	<p>11: 7. TWO LIGHT PANELS ARE OUT. 14. TRIP HAZARDS ON WALKWAY. 12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 12. EXTERIOR WALL IS DAMAGED AT BACK PACK HOOKS. 13. GUTTER DOWNSPOUT LEAKS. 13: 7. TWO LIGHT PANELS ARE OUT.</p>

School Facility Conditions and Planned Improvements

			<p>16: 7. TWO LIGHT PANELS ARE OUT. ELECTRICAL COVER IS MISSING. ETHERNET COVER IS MISSING. (TAPED OVER) 11. PAINT IS PEELING ON WALL.</p> <p>17: 4. CARPET IS TORN. 7. CLOCK IS MISSING EXPOSING WIRES. 12. DRY ROT ON EXTERIOR WALL.</p> <p>23: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING TRIM.</p> <p>24: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING.</p> <p>25: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT.</p> <p>27: 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON SIDING. 13. GUTTER DOWN SPOUT IS MISSING.</p> <p>8: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES.</p> <p>K2: 4. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE EAVES. PAINT IS PEELING ON WALL.</p> <p>LIBRARY: 4. CEILING TILE HAS A WATER STAIN. CEILING MOLDING IS LOOSE. 7. MULTIPLE LIGHT FIXTURES ARE OUT.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>X</p>		<p>24: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING.</p> <p>HEALTH OFFICE: RESTROOM IS UNDER REPAIR.9. FAUCET LEAKS AT FITTING.</p> <p>K3/ LOUNGE: 9. FAUCET LEAKS AT HANDLE. 12. DRY ROT ON SIDING AND FACIA.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>16: 7. TWO LIGHT PANELS ARE OUT. ELECTRICAL COVER IS MISSING. ETHERNET COVER IS MISSING. (TAPED OVER) 11. PAINT IS PEELING ON WALL.</p> <p>20: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING.</p> <p>21: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON EXTERIOR WALL AND GUTTER. 13. GUTTER DOWN SPOUT IS MISSING.</p> <p>22: 11. PAINT IS PEELING ON EXTERIOR WALL AND GUTTER. 12. DRY ROT ON SIDING. 13. GUTTER DOWNSPOUT IS MISSING.</p> <p>23: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING TRIM.</p>

School Facility Conditions and Planned Improvements

			<p>24: 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. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>7: 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>8: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES.</p> <p>9: 11. PAINT IS PEELING ON EAVES.</p> <p>ADMIN: 4. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON EAVES.</p> <p>ESS: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL (RR).11. PAINT IS PEELING ON INTERIOR WALL (RR). 12. SIDING IS PEELING AT ENTRY.</p> <p>K1: 4. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON EAVES.</p> <p>K2: 4. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE EAVES. PAINT IS PEELING ON WALL.</p> <p>PRINCIPAL: 4. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON EAVES.</p> <p>RESOURCE: 5. UNSECURED ITEMS STORED TO HIGH.10. PLUG IN AIR FRESHENER.</p>
<p>Structural: Structural Damage, Roofs</p>		<p>X</p>	<p>12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 12. EXTERIOR WALL IS DAMAGED AT BACK PACK HOOKS. 13. GUTTER DOWNSPOUT LEAKS. 15: 5. UNSECURED ITEMS STORED TOO HIGH.13. DRY ROT ON EAVES.</p> <p>17: 4. CARPET IS TORN. 7. CLOCK IS MISSING EXPOSING WIRES. 12. DRY ROT ON EXTERIOR WALL.</p> <p>20: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING.</p> <p>21: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON EXTERIOR WALL AND GUTTER. 13. GUTTER DOWN SPOUT IS MISSING.</p> <p>22: 11. PAINT IS PEELING ON EXTERIOR WALL AND GUTTER. 12. DRY ROT ON SIDING. 13. GUTTER DOWNSPOUT IS MISSING.</p> <p>23: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING TRIM.</p> <p>24: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING.</p> <p>27: 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON SIDING. 13. GUTTER DOWN SPOUT IS MISSING.</p> <p>ESS: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL (RR).11. PAINT IS PEELING ON INTERIOR WALL (RR). 12. SIDING IS PEELING AT ENTRY.</p>

School Facility Conditions and Planned Improvements

			K3/ LOUNGE: 9. FAUCET LEAKS AT HANDLE. 12. DRY ROT ON SIDING AND FACIA.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		11: 7. TWO LIGHT PANELS ARE OUT. 14. TRIP HAZARDS ON WALKWAY. 3: 14. EXTERIOR BACK PACK HOOK IS BROKEN. ALL GENDER REST ROOM: 4. LINOLEUM FLOORING IS LIFTING.FLOORING IS SOFT AT ENTRY. 15. HOLES RUSTED THROUGH DOOR. PLAY COURTS: 14. TRIP HAZARDS.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	54	56	44	44	47	46
Mathematics (grades 3-8 and 11)	51	53	32	34	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	394	391	99.24	0.76	56.27
Female	207	207	100.00	0.00	64.73
Male	187	184	98.40	1.60	46.74
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	160	157	98.13	1.87	52.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	28	100.00	0.00	60.71
White	174	174	100.00	0.00	59.77
English Learners	12	12	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	85	85	100.00	0.00	43.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	32	94.12	5.88	31.25

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	394	391	99.24	0.76	52.69
Female	207	207	100.00	0.00	54.59
Male	187	184	98.40	1.60	50.54
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	56.25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	160	157	98.13	1.87	47.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	28	100.00	0.00	60.71
White	174	174	100.00	0.00	56.90
English Learners	12	12	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	85	85	100.00	0.00	30.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	32	94.12	5.88	40.63

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	42.61	44.88	31.33	33.02	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	128	127	99.22	0.78	44.88
Female	62	62	100.00	0.00	50.00
Male	66	65	98.48	1.52	40.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	42	41	97.62	2.38	39.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	64	64	100.00	0.00	53.13
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	38	38	100.00	0.00	31.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95	95	95	95	95

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Riverview Elementary School endeavors to cultivate and nourish a collaborative partnership between parents and the school. Parents are warmly invited to engage in a multitude of enriching activities, such as the rolling reader program, which fosters a profound love for reading in students. Moreover, they can actively participate in the governance of the school by joining School Site Councils or District Advisory Committees. Riverview staff and parents collaborate in the LCAP process at both district and site levels to establish goals and a comprehensive plan to guide the district and site's work. Additionally, our PTSA organizes noteworthy events like Jog-a-thons, the International Fair, STEAM Challenges, Red Ribbon Week Dress-up, and Love of Reading Week, further strengthening the bond between families and the school community.

Riverview's PTSA has gone above and beyond to ensure students feel secure and confident in the classroom by establishing a Comfort Closet for those who may face financial challenges. Through in-person and virtual avenues, such as student performances, book fairs, Parent Panel sessions, Parent Information Nights, and Open House events, Riverview Elementary School offers innovative ways for parents to actively participate in their children's education.

Parental involvement stands as one of the most influential driving forces behind Riverview Elementary School's success, consistently making a difference in the lives of all students. Each day, Riverview celebrates and appreciates the invaluable contributions of parents to the school community, as it is through their unwavering dedication that our students are able to thrive and reach their fullest potential. For more information, please reach out to our PTSA President or Volunteer Coordinator through the school office or visit our official PTSA website. <https://riapsa.membershiptoolkit.com/>.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	540	536	66	12.3
Female	283	280	37	13.2
Male	257	256	29	11.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	6	6	1	16.7
Asian	18	18	0	0.0
Black or African American	10	10	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	225	224	30	13.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	37	37	5	13.5
White	239	236	30	12.7
English Learners	21	21	4	19.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	129	128	22	17.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	52	52	12	23.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.17	1.63	1.85	0.42	1.66	2.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.85	0
Female	0.71	0
Male	3.11	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.89	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2.93	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.55	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	11.54	0

2023-24 School Safety Plan

The Riverview Elementary campus boasts a secure and protected environment. A perimeter fence effectively deters unauthorized access, except at the office entrance. All gates on campus are consistently locked for maximum security. Visitors, including parents, are required to sign in at the front office, ensuring strict supervision. The principal, staff, and dedicated campus supervisors diligently monitor campus security throughout the school day. Additionally, security cameras provide an additional layer of surveillance for enhanced safety.

The comprehensive Riverview Elementary School Safety Plan aligns with the state of California's guidelines, encompassing all critical areas. This plan addresses various aspects, including pandemic protocols, physical environment, social environment and culture, emergency and disaster procedures, as well as school board policies. It is categorized into four key areas: mitigation and prevention, preparedness, recovery, and response. Regular drills, such as fire, disaster, and lockdown drills, are conducted throughout the year, ensuring preparedness. The complete plan is updated annually, available at the school office, and easily accessible. The staff diligently reviews the plan before each school year, making necessary adjustments to accommodate new staff members. Furthermore, emergency procedures are clearly outlined in flip charts placed in every classroom and the office, ensuring easy reference.

Ongoing practice and training drills simulate various types of disasters on a monthly basis, ensuring staff readiness. The Infinite Campus system serves as a reliable emergency communication platform, capable of functioning even without external power, providing instant updates to all parents via cell phones. Community safety meetings, attended by representatives from Riverview, PTSA, Sheriff's Department, Highway Patrol, Fire Department, and San Diego County, are regularly conducted to discuss and address safety concerns specific to each site. These meetings foster collaboration among local police and fire officials, planning officials, district and site administration in addressing school safety issues.

The School Site Council last reviewed the safety plan in October 2023, demonstrating the commitment to maintaining a safe and secure campus.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
2	19	3	5	
3	19	4	4	
4	24	1	5	
5	23	1	5	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
2	32	1	4	2
3	28	2	4	1
4	28		5	1
5	27		5	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	19	2	5	0
3	20	2	5	0
4	22	3	3	0
5	22	2	4	0
6	0	0	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7787	0	7786	74288
District	N/A	N/A	7813	\$80,999
Percent Difference - School Site and District	N/A	N/A	-0.3	-2.5
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-8.1	-10.4

Fiscal Year 2022-23 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 establishing a plan for accomplishing those goals. The SSC reviews, modifies, and monitors the 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 are available through the following link: <https://www.lsusd.net/Domain/690>

Riverview does not qualify for Title I, Title II, and Title III funding. However, we still offer 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 third language enrichment for our students. PTSA funds help pay for additional online learning programs. 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 our upper-grade students.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,461	\$54,046
Mid-Range Teacher Salary	\$76,571	\$84,515
Highest Teacher Salary	\$114,736	\$110,867
Average Principal Salary (Elementary)	\$119,201	\$136,841
Average Principal Salary (Middle)	\$138,823	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$210,405	\$217,473
Percent of Budget for Teacher Salaries	33.49%	32.43%
Percent of Budget for Administrative Salaries	4.42%	5.62%

Professional Development

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, ELA unit alignments and performance tasks, immersion strategies and assessment, and technology. Kidwatch and Professional Learning Communities and opportunities for teachers to share data results and collaborate around best practices occur monthly.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. One intervention teacher is also available to support students with academic intervention needs. One MTSS Teacher on Special Assignment (MTSS TOSA) helps support the development of social/emotional/behavioral intervention systems at both Riverview and Winter Gardens Campus. 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 classroom management strategies and student behavior plans.

Lakeside Union School District continues to support principal growth through Professional Development. 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	10	12	10