Riverview Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 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	John Greenwell
Email Address	jgreenwell@lsusd.net
School Website	https://www.lsusd.net/riverview/
Grade Span	2-5
County-District-School (CDS) Code	37-68189-6038384

2024-25 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	www.lsusd.net

2024-25 School Description and Mission Statement

Riverview International Academy (RIA) is one of the nine school sites of the Lakeside Union School District. RIA is a TK-5 school serving students across two campuses: Our Riverview campus is in Lakeside, California, in the County of San Diego. It offers grades 2-5 as a language immersion school-of-choice site with nearly 500 students that matriculate from our TK-first grade grade sister campus for Riverview International Academy. Families from across San Diego County request inter-district transfers to attend our prestigious program exposing students to both Spanish and Mandarin throughout their TK-8 experience. Our bilingual program provides a rigorous language experience that empowers students with 21st-century skills to be exceptional global leaders.

2024-25 School Description and Mission Statement

As Southern California's Premier Mandarin and Spanish Immersion School, we are creating tomorrow's global leaders today!

The vision of Riverview International Academy (RIA) is to prepare students to thrive in a global society. Students who promote from RIA will leave with the skills necessary to communicate effectively across linguistic and cultural boundaries; see and understand the world from multiple perspectives; comprehend global affairs and events and create possibilities to address them.

SCHOOL MISSION
The mission of Riverview International Language Academy is to ensure that students have the global competencies necessary to thrive in a global society. Namely:
- Mastery of the English language both written and verbal
- Bilingualism and biliteracy by the end of 5th grade
- Trilingual skills by the end of 8th grade
- Globally competitive competencies in mathematics and science
- Digital literacy
- Social and civic participation and leadership
- A sense of initiative and entrepreneurship
- Cultural awareness and expression

BELIEFS
At Riverview International Academy, staff, parents, and community share the following beliefs:
Every child can learn, succeed, and attain a high level of academic achievement based on California Common Core Standards and NGSS standards
Learning is an active process of inquiry and the search for meaning and understanding
World language instruction improves a student's academic performance while promoting cultural understanding and awareness
Education fosters understanding, enabling our students to live as more peaceful, productive, and responsible global citizens
At RIA, we have built a global community that celebrates diversity and cultural understanding. We know we cannot achieve our goals without the help of our families.

LANGUAGE IMMERSION GOALS
1) Language Proficiency
2) Academic Achievement at or above Grade Level
3) Cross-Cultural Understanding and Socio-Cultural Competency

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.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	132
Grade 3	125
Grade 4	130
Grade 5	112
Total Enrollment	499

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.9
Male	45.1
American Indian or Alaska Native	0.8
Asian	2.6
Black or African American	1.6
Filipino	0.6
Hispanic or Latino	43.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	8
White	42.7
English Learners	4.4
Socioeconomically Disadvantaged	25.9
Students with Disabilities	9.8

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	23.50	99.20	215.90	89.20	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.36	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	0.84	7.50	3.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	7.40	3.09	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	10.20	4.23	14303.80	5.15
Total Teaching Positions	23.60	100.00	242.00	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0.2
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0.2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	9.5	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	7.5	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

At the beginning of the 2024 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	12/2024

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	TCI Social Studies Alive (K-5) - Adopted 2024	Yes	0

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

School Facility Conditions and Planned Improvements

Riverview is in excellent condition and well maintained. The Riverview campus was built in the 1958, but has been modernized and updated. 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 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	11/19/2024

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.
Interior: Interior Surfaces			X	1: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. 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. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON SIDING. 21: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 13. GUTTER DOWN SPOUT IS MISSING. 23: 4. CARPET IS STAINED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 5: 4. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6: 4. CEILING TILE HAS A WATER STAIN. 8: 4. FLOOR TILES ARE BROKEN AT ENTRY 9. FAUCET LEAKS AT HANDLE. . 14. EXTERIOR BACK PACK HOOKS ARE BROKEN.

School Facility Conditions and Planned Improvements

				ALL GENDER REST ROOM: 4. LINOLEUM FLOORING IS LIFTING. FLOORING IS SOFT AT ENTRY. 15. HOLES RUSTED THROUGH DOOR. ALL GENDER REST ROOM: 4. LINOLEUM FLOORING IS LIFTING.FLOORING IS SOFT AT ENTRY 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. K1: 4. FLOOR TILES ARE BROKEN. K2: 4. CARPET IS TORN, WORN, AND STAINED. RUBBER TRIM IS LOOSE AT TILE/CARPET SEAM. PENCIL SHARPENER COVER IS MISSING. 15. DOOR CLOSER COVER IS MISSING. LIBRARY: 4. CEILING TILE HAS A WATER STAIN. CEILING MOLDING IS LOOSEED) MPR: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. FLOOR TILES ARE BROKEN. 10. EVACUATION MAP IS NOT POSTED. RESOURCE: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS STORED TO HIGH. STORAGE: 4. CEILING TILE IS LOOSE.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. EXTERIOR WALL IS DAMAGED AT BACK PACK HOOKS. 13. GUTTER DOWNSPOUT LEAKS. 13: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. EXTERIOR WALL IS DAMAGED AT BACK PACK HOOKS. 13. GUTTER DOWNSPOUT LEAKS. 15: 5. UNSECURED ITEMS STORED TOO HIGH. 23: 4. CARPET IS STAINED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 24: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 25: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH 27: 5. UNSECURED ITEMS ARE STORED TOO HIGH.13. GUTTER DOWN SPOUT IS MISSING. 15. DOOR HANDLE IS LOOSE. 5: 4. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. BOYS REST ROOM: 5 COVE BASE AND FLOORING ARE VERY DIRTY. 8 STALL DOOR LATCH LOOSE GIRLS REST ROOM: 5. COVE BASE AND FLOORING ARE VERY DIRTY. 8 STALL DOOR HINGE LOOSE RESOURCE: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS STORED TO HIGH.
Electrical	X			17: 4. CARPET IS TORN. 7. CLOCK IS MISSING EXPOSING WIRES. 12. DRY ROT ON EXTERIOR WALL.

				22: 4. CEILING TILE HAS A WATER STAIN. 7. EXTENSION CORDS ARE DAISY CHAINED 12. DRY ROT ON SIDING. 13. GUTTER DOWNSPOUT IS MISSING. CONFERENCE: 7. ONE LIGHT PANEL IS OUT.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		20: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON SIDING. 8: 4. FLOOR TILES ARE BROKEN AT ENTRY 9. FAUCET LEAKS AT HANDLE. . 14. EXTERIOR BACK PACK HOOKS ARE BROKEN. ALL GENDER REST ROOM: 9. FAUCET HAS A DRIP. ALL GENDER REST ROOM: 9. SINK IS NOT DRAINING PROPERLY. BOYS REST ROOM: 5 COVE BASE AND FLOORING ARE VERY DIRTY. 8 STALL DOOR LATCH LOOSE GIRLS REST ROOM: 5. COVE BASE AND FLOORING ARE VERY DIRTY. 8 STALL DOOR HINGE LOOSE GIRLS REST ROOM: 9. SINK IS LOOSE FROM THE WALL.
Safety: Fire Safety, Hazardous Materials	X			1: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. 10: 10. EVACUATION MAP IS NOT POSTED. 16: 11. PAINT IS PEELING ON INTERIOR WALL 18: 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN INTERIOR WALL. 20: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON SIDING. 3: 10. EVACUATION MAP IS NOT POSTED. 14. EXTERIOR BACK PACK HOOK IS BROKEN. 9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. ADMIN: 10. EVACUATION MAP IS NOT POSTED. 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. LAB: 10. EVACUATION MAP IS NOT POSTED MPR: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. FLOOR TILES ARE BROKEN. 10. EVACUATION MAP IS NOT POSTED. SPEECH: 10. EVACUATION MAP IS NOT POSTED.
Structural: Structural Damage, Roofs	X			12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. EXTERIOR WALL IS DAMAGED AT BACK PACK HOOKS. 13. GUTTER DOWNSPOUT LEAKS. 13: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. EXTERIOR WALL IS DAMAGED AT BACK PACK HOOKS. 13. GUTTER DOWNSPOUT LEAKS.

School Facility Conditions and Planned Improvements

				17: 4. CARPET IS TORN. 7. CLOCK IS MISSING EXPOSING WIRES. 12. DRY ROT ON EXTERIOR WALL. 18: 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN INTERIOR WALL. 20: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON SIDING. 21: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 13. GUTTER DOWN SPOUT IS MISSING. 22: 4. CEILING TILE HAS A WATER STAIN. 7. EXTENSION CORDS ARE DAISY CHAINED 12. DRY ROT ON SIDING. 13. GUTTER DOWNSPOUT IS MISSING. 27: 5. UNSECURED ITEMS ARE STORED TOO HIGH.13. GUTTER DOWN SPOUT IS MISSING. 15. DOOR HANDLE IS LOOSE. 4: 12. CRACK IN INTERIOR WALL. (WILLIAMS NOTICE NOT POSTED) 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.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			11: 14. TRIP HAZARDS ON WALKWAY. 27: 5. UNSECURED ITEMS ARE STORED TOO HIGH.13. GUTTER DOWN SPOUT IS MISSING. 15. DOOR HANDLE IS LOOSE. 3: 10. EVACUATION MAP IS NOT POSTED. 14. EXTERIOR BACK PACK HOOK IS BROKEN. 8: 4. FLOOR TILES ARE BROKEN AT ENTRY 9. FAUCET LEAKS AT HANDLE. . 14. EXTERIOR BACK PACK HOOKS ARE BROKEN. ALL GENDER REST ROOM: 4. LINOLEUM FLOORING IS LIFTING. FLOORING IS SOFT AT ENTRY. 15. HOLES RUSTED THROUGH DOOR. K2: 4. CARPET IS TORN, WORN, AND STAINED. RUBBER TRIM IS LOOSE AT TILE/CARPET SEAM. PENCIL SHARPENER COVER IS MISSING. 15. DOOR CLOSER COVER IS MISSING. 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	56	64	44	44	46	47
Mathematics (grades 3-8 and 11)	53	54	34	33	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	365	364	99.73	0.27	64.29
Female	200	199	99.50	0.50	67.84
Male	165	165	100.00	0.00	60.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	159	159	100.00	0.00	62.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	29	100.00	0.00	75.86
White	156	155	99.36	0.64	65.81
English Learners	12	12	100.00	0.00	25.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	93	93	100.00	0.00	64.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	37	100.00	0.00	29.73

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	365	364	99.73	0.27	54.12
Female	200	199	99.50	0.50	50.75
Male	165	165	100.00	0.00	58.18
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	159	159	100.00	0.00	45.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	29	100.00	0.00	65.52
White	156	155	99.36	0.64	61.94
English Learners	12	12	100.00	0.00	16.67
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	93	93	100.00	0.00	44.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	37	100.00	0.00	27.03

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	44.88	48.65	33.02	37.22	30.29	30.73

2023-24 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	111	111	100.00	0.00	48.65
Female	57	57	100.00	0.00	50.88
Male	54	54	100.00	0.00	46.30
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	49	49	100.00	0.00	44.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	47	47	100.00	0.00	46.81
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	27	27	100.00	0.00	51.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	21.43

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.

2023-24 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 requires only participation results 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	100	100	99	100	100

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.

2024-25 Opportunities for Parental Involvement

Riverview campus strives to foster and nurture a collaborative partnership between parents and the school. Parents are invited to partake in a multitude of enriching activities, such as rolling reader program, which encourages students to develop an immense appreciation for reading. Additionally, they may also be involved in the governance of the school by participating in School Site Council (SSC), English Learning Advisory Committee (ELAC), District Parent Advisory Committee (DPAC), or the District English Learning Advisory Committee (DELAC). Winter Gardens 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. Furthermore, keys school events, such as the Multicultural Fall Festival, the International Fair, monthly STEAM Challenges, Spirit Weeks, and more are all organized by our PTSA, which facilitates a strong bond between families and the school community.

Research shows there is a high correlation between parent involvement and the best schools. Riverview International Academy encourages parents to become actively involved in the school and greater community. The principal sends weekly newsletter and text messages to all parents/guardians to keep the community informed of what is happening at the school and in the community. In addition, the school maintains its official district website and a school website that serves as an information hub for parents and guardians. RIA has maintained a vibrant school community for real two-way communication between the school and families. Most staff members use district email to communicate with families. The school holds monthly parent Information coffee chats called Family First Fridays to keep parents informed about assessment, curriculum, and instruction. All PTSA, ELAC, and SSC meetings, are available to the general public in person and online.

The school actively seeks out input and suggestions from parents through its parent organizations and committees. Parent input is welcomed and encouraged on school goals for its SPSA and school safety plan. The school also sends out online surveys to better understand the needs of families, such as the annual CHKS. The school recently updated its School-Home Compact as well as its parental involvement policy, based on parent input. Our PTSA has gone above and beyond to help make students feel secure and confident in the classroom by creating a Comfort Closet to provide for those who may lack financial stability. Through in-person and virtual avenues, such as student performances, book fairs, Parent Panel, Parent Information Nights, and Open House, Riverview Elementary School offers innovative ways for parents to be involved in their children's education.

Parental involvement is one of the most powerful driving forces behind Riverview Elementary School's success, and it constantly serves as a force for good, making a difference in all students' lives. Every day, Riverview celebrates and cherishes its parent's contributions to the school community, as it is only through their dedication that our students are able to thrive and reach their fullest potential. Those interested in finding out more can contact our PTSA President or Volunteer Coordinator through the school office or view our official PTSA website at https://riaptsa.membershiptoolkit.com/.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	501	500	29	5.8
Female	275	275	19	6.9
Male	226	225	10	4.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	219	218	12	5.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	40	40	1	2.5
White	213	213	15	7.0
English Learners	22	22	2	9.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	133	133	15	11.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	55	55	5	9.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	1.63	1.85	0.60	1.66	2.33	3.04	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.60	0.00
Female	0.00	0.00
Male	1.33	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.46	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.94	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.75	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.82	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

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 during instructional hours and are monitored by district staff at all times. All visitors, including parents, must sign in at the front office and be prepared to show a government-issued photo identification card. The principal, staff, and a morning and lunch campus supervisors monitor the campus consistently throughout the school day. Security cameras also help to monitor campus safety.

The Riverview Elementary School Safety Plan meets the requirements of the Comprehensive School Safety Plan covering all areas designated by the state of California. The safety plan addresses emergency preparedness, 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 safety drills varying in the type of disaster on a monthly basis. The Infinite Campus 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.

2024-25 School Safety Plan

The safety plan was last reviewed and revised by the School Site Council was in September and approved on October 6, 2024. The LUSD Board of Education approved the plan on October 10, 2024.

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.

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
2	19	2	5	
3	20	2	5	
4	22	3	3	
5	22	2	4	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	34		4	2
3	37		4	1
4	26	1	4	
5	22		5	

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	7623	515	7108	88483
District	N/A	N/A	11926	94042
Percent Difference - School Site and District	N/A	N/A	-50.6	-6.1
State	N/A	N/A	$10,771	$94,129
Percent Difference - School Site and State	N/A	N/A	-41.0	-6.2

Fiscal Year 2023-24 Types of Services Funded

Our district relies on federal funding under Title I, Title II, Title III, and Title IV 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/.

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.

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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$55,398	$57,839
Mid-Range Teacher Salary	$82,429	$90,040
Highest Teacher Salary	$123,616	$118,647
Average Principal Salary (Elementary)	$96,900	$144,639
Average Principal Salary (Middle)	$145,354	$148,270
Average Principal Salary (High)	$0	$161,275
Superintendent Salary	$231,319	$229,986
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

Each year, targeted professional improvement activities are provided for teachers, instructional assistants, and other employees. Activities reflect the school's goals and objectives and are part of the School Plan for Student Achievement (SPSA).

Staff development topics for the next three academic year school years are aligned with the district's and school's instructional goals and rooted in student evidence, such as CAASPP assessment data, ELPAC data, NWEA MAP data, and academic achievement accelerator data (such as Running Records and Achieve 3000). This information, in conjunction with the California Core State Standards (CCSS), establishes a need for the school's professional development plan for the next three years.

In the 2024-2025 school year, the school site focused on specialized instruction for students with disabilities and students designated as Multilingual English Learners. It continues to develop strong lessons to support designated target groups. Additionally, teacher clarity in instruction, specifically communicating a clear learning target with success criteria was a practice teachers learned about through professional learning cycles. Teachers will collect formative assessment data, participate in a a Looking at Student Work protocol, and plan for re-engagement strategies. In addition, the Lakeside Union School District continues to provide ongoing support around ELD, mathematics instruction through its partnership with Math Transformations, and support with newer curricular resources, such as the materials from TCI for the district's recent adoptions.

Professional development at Riverview International Academy occurs in a variety of ways, such as grade level collaboration time, vertical cross-grade level collaboration times, individual mentoring of teachers, professional learning cycles, certificated staff meetings, classified staff meetings, all employee staff meetings, the observation-feedback cycle from the principal, and digital trainings via the online Lakeside Union School District Hub.

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Professional development for certificated staff members occurs several days before school starts as well as throughout the year. Professional Development has included higher-level questioning strategies, ELA unit alignments, Mathematics 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 campus 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

Professional Development

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 and weekly Leadership Meetings. The school and Lakeside Union School District are committed to an "Everyone Grows" mentality.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	12	10	