Winter Gardens Elementary School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

Riverview
International Academy

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.

2025-26 School Contact Information

School Name	Winter Gardens Elementary School
Street	8501 Pueblo Rd.
City, State, Zip	Lakeside, CA 92040
Phone Number	(619) 390-2687
Principal	John Greenwell
Email Address	jgreenwell@lsusd.net
School Website	https://www.lsusd.net/winter-gardens/
Grade Span	
County-District-School (CDS) Code	37681896038392

2025-26 District Contact Information

District Name	Lakeside Union School District
Phone Number	(619) 390-2600
Superintendent	Scott Goergens
Email Address	sgoergens@lsusd.net
District Website	www.lsusd.net

2025-26 School Description and Mission Statement

Riverview International Academy (RIA) is one of the nine schools of the Lakeside Union School District. RIA is a TK-5 school serving students across two campuses: Our Winter Gardens campus is in Lakeside, California, in the County of San Diego. It is a TK-1st Grade language immersion school-of-choice site with nearly 300 students that feed into our 2nd-5th grade sister campus for Riverview International Academy. The campus provides a more intimate environment for our youngest learners to thrive! 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.

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

2025-26 School Description and Mission Statement

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: Bilingualism and Biliteracy
2) High Academic Achievement
3) Cross-Cultural Understanding and Socio-Cultural Competency

Winter Gardens 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 TK to 5th grade.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	150
Grade 1	119
Total Enrollment	269

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.6
Male	45.4
American Indian or Alaska Native	0.7
Asian	3
Black or African American	0.7
Filipino	1.1
Hispanic or Latino	52.4
Two or More Races	8.6
White	33.5
English Learners	3
Foster Youth	0.4
Socioeconomically Disadvantaged	30.1
Students with Disabilities	5.9

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.

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)	14.8	100	217.3	90.52	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.8	0.77	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	1.1	0.5	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	5.7	2.4	11953.1	4.28
Unknown/Incomplete/NA	0	0	13.9	5.81	15831.9	5.67
Total Teaching Positions	14.8	100	240	100	279044.8	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.

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)	14.2	100	215.9	89.2	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.8	0.36	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	7.5	3.11	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	7.4	3.09	11746.9	4.23
Unknown/Incomplete/NA	0	0	10.2	4.23	14303.8	5.15
Total Teaching Positions	14.2	100	242	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	14.2	93.44	219.8	87.69	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0.6	0.26	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	6.56	14.6	5.85	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	7.2	2.88	12112.8	4.34
Unknown/Incomplete/NA	0	0	8.3	3.32	13705.8	4.91
Total Teaching Positions	15.2	100	250.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	8.3
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	0	5.2

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Each year, the Lakeside Union School District Board of Trustees verifies by resolution that each student at Winter Gardens has a textbook and/or instructional materials for each core subject area, and that the textbooks and materials are aligned to the content and cycles of the curriculum framework adopted by the State of California. Care is taken to ensure that all students have access to Board adopted textbooks and instructional materials at all times. A book room is kept for extra copies of each textbook and these are used when new students enroll at our school. As an immersion school, we have adopted the California Wonders textbook and the Everyday Math textbook and use the Spanish versions for each. As an immersion school, supplemental materials do play a critical role in instruction.

Year and month in which the data were collected	12/2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	CA Wonders; McGraw-Hill; adopted in 2014 CA Maravillas, McGraw-Hill; adopted in 2015	0
Mathematics	Everyday Math, McGraw-Hill; adopted 2015 Matematicas Diarias, McGraw-Hill; adopted 2015	0
Science	Amplify Science (Adopted in 2022)	0
History-Social Science	TCI Social Studies Alive (K-5) - Adopted 2024	0
Foreign Language	Mandarin Matrix adopted in 2018	0

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

School Facility Conditions and Planned Improvements

The Winter Gardens campus was built in 1961 and underwent a renovation in 2014 to ensure the safety of our young students and expand our site parking. Buildings and restrooms are clean, well-equipped, and in good working order. We have a KaBoom playground and a multipurpose room with a cafeteria that were renovated in 2012. The site has also added additional new shading space and hand-washing stations.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report.

Year and month of the most recent FIT report	12/8/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces		X		11: 4. Carpet seperating at seam 7 Electrical panel blocked 13: 4. Carpet is worn A: 4 Carpet is worn out ADMIN: 4 Paint touch up on wall B: 4 Carpet is worn out 10 Evacuation map not posted BOYS REST ROOM (NEAR 9): 4. rubber modling loose on floor area BOYS REST ROOM: 4. first stall door broken/loose GIRLS REST ROOM: 4. Ceiling tile broken MPR: 4. Ceiling tile stained 10. FIRE EXTINGUSHER BLOCKED
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			8: 5. Items are being stored too high on shelving 12 Siding peeling paint 9: 5. Items are being stored too high on shelving GIRLS REST ROOM: TRASH ON FLOOR
Electrical	X			11: 4. Carpet seperating at seam 7 Electrical panel blocked FOOD SERVICE: 7. Extension cord daisey chained LIBRARY: 7. Light missing cover STORAGE:
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			C: 4. Carpet is worn out 11 Paint is peeling
Safety: Fire Safety, Hazardous Materials			X	12: 10 - Too much paper on th walls needs to be orgainzed better for safety 15: 10. Evacuation map needs to be posted. 11. Paint is peeling on the door. 2: 10 Evacuation map not posted 13 Eaves have dry rot 4: 10 Evacuation map not posted 5: 10. Evacuation map not posted 6: 10 Evacuation map not posted 7: 10. Evacuation map not posted

School Facility Conditions and Planned Improvements

			B: 4 Carpet is worn out 10 Evacuation map not posted C: 4. Carpet is worn out 11 Paint is peeling MPR: 4. Ceiling tile stained 10. FIRE EXTINGUSHER BLOCKED SPEECH: 10. Evacuation map not posted SPEECH: 11. Paint is peeling on facia .
Structural: Structural Damage, Roofs	X		2: 10 Evacuation map not posted 13 Eaves have dry rot 8: 5. Items are being stored too high on shelving 12 Siding peeling paint
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		PLAY COURTS: 14. Asphalt has cracks

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)					47	48
Mathematics (grades 3-8 and 11)					35	37

2024-25 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					

White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2024-25 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					

Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)			37.22	34.95	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

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

2024-25 California Physical Fitness Test Participation Rates

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

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.

2025-26 Opportunities for Parental Involvement

Winter Gardens 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, theInternational 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.

Winter Gardens' 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, Winter Gardens 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 Winter Gardens Elementary School's success, and it constantly serves as a force for good, making a difference in all students' lives. Every day, Winter Gardens 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/.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	276	273	31	11.4
Female	151	148	17	11.5
Male	125	125	14	11.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	145	144	20	13.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	25	23	2	8.7
White	91	91	7	7.7
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	102	99	18	18.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	18	18	2	11.1

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 data.

	Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.32	0.67	0.36	2.33	3.04	2.21	3.6	3.28	2.94

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.

This table displays expulsions data.

	Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0.02	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.36	0.00
Female	0.00	0.00
Male	0.80	0.00
Non-Binary	0.00	0.00
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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.10	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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.

2025-26 School Safety Plan

The Winter Gardens 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 Winter Gardens 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 Winter Gardens, PTSA, Sheriff's Department, Highway Patrol, Fire Department, and San Diego County to discuss safety issues for each of the sites. These meetings are designed to bring together local police and fire officials, planning officials, district and site administration to discuss and address safety issues concerning schools.

The safety plan was last reviewed and revised by the School Site Council was in September and approved on October 5, 2025. The LUSD Board of Education approved the plan on October 9, 2025.

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.

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	23	2	6	0
1	25	0	6	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

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
K	22	1	5	0
1	20	2	4	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	21	3	2	
1	24	1	4	

2024-25 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

2024-25 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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	9927	253	9675	91162
District	N/A	N/A	11926	$97,046
Percent Difference - School Site and District	N/A	N/A	-20.8	-3.1
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	-10.7	-3.2

Fiscal Year 2024-25 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 International Academy 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.

Winter Garden's base LCFF site funds 21st Century-focused education that develops mastery of the Common Core State

Fiscal Year 2024-25 Types of Services Funded

Standards, Next Generation Science standards, target language (Spanish or Mandarin instruction, and 3rd language enrichment). In addition, our immersion language program provides students the primary target language instruction with 3rd language exposure, thanks to Chinese Interns and Spanish Teachers who provide an average of 30 minutes enrichment every week. Understanding the importance of providing our language immersion teachers with the best practices, unrestricted funding is utilized to provide professional development, and Spanish/Mandarin support resources. In addition, our unrestricted funding supports arts integration within our classrooms, plus socio-emotional learning. Supplemental funding is utilized to support student interventions for Multilingual English Learners, Students with Disabilities, and Socio-economically disadvantaged students.

The major contribution to our quality instructional program also comes from family and community donations, and fundraisers. Prop 28 funds provide funding to support the arts in all schools. Through our site's annual Jog-A-Thon, Multicultural Fall Festival, International Fair, and other fundraisers, our PTSA supplements our educational opportunities by paying for high-quality assemblies, field trip opportunities, arts integration, School-wide PBIS recognition program, online support intervention programs, target language teaching materials, and other classrooms/site needs. We are a 21st Century school making it happen today!

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$58,750	$61,516
Mid-Range Teacher Salary	$87,416	$95,479
Highest Teacher Salary	$131,095	$125,208
Average Principal Salary (Elementary)	$133,949	$152,668
Average Principal Salary (Middle)	$141,682	$156,487
Average Principal Salary (High)		$165,427
Superintendent Salary	$244,643	$242,781
Percent of Budget for Teacher Salaries	31.76%	29.76%
Percent of Budget for Administrative Salaries	4.38%	5.74%

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 and the 2025-2026 school years, 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

Professional Development

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. The staff engages in professional learning around texts, including "Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools" by Ron Ritchhart.

Professional development at Riverview International Academy's Winter Gardens cmapus 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 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10