

# Rio Vista High School

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



# General Information about the School Accountability Report Card (SARC)

## SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest



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

## California School Dashboard



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

## Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Rio Vista High School
<b>Street</b>	410 South Fourth St.
<b>City, State, Zip</b>	Rio Vista, CA 94571
<b>Phone Number</b>	(707) 374-6336
<b>Principal</b>	Clarence Isadore
<b>Email Address</b>	<a href="mailto:cisadore@rdusd.org">cisadore@rdusd.org</a>
<b>School Website</b>	<a href="https://rdusd-">https://rdusd-</a>
<b>County-District-School (CDS) Code</b>	34674134835302

## 2023-24 District Contact Information

<b>District Name</b>	River Delta Joint Unified
<b>Phone Number</b>	(707) 374-1700
<b>Superintendent</b>	Katherine Wright
<b>Email Address</b>	<a href="mailto:kwright@rdusd.org">kwright@rdusd.org</a>
<b>District Website</b>	<a href="http://www.riverdelta.org/">http://www.riverdelta.org/</a>

## 2023-24 School Description and Mission Statement

In a culturally diverse community, rich in agricultural and family tradition, the River Delta Joint Unified School District will provide a safe, student-centered education which promotes challenging academic standards enhanced by technology, and encourages social responsibility, resourcefulness and an appreciation for continuous learning so that all students are prepared to realize their maximum potential.

### Goals:

Our objectives, the desired and measurable results we plan to achieve, are focused on student growth, success, and achievement.

- Students will be able to achieve success at the next educational level.
- Our high school graduates will feel satisfied with their preparation for post-secondary pursuits.

### Beliefs:

- We believe in continuous learning. We believe in encouraging and assisting each other.
- We believe that development of self-respect and respect for others is essential.
- We believe that we are responsible for our actions and ourselves.
- We believe that the world is full of infinite opportunities.
- We believe that families and communities working cooperatively create opportunities for success.
- We believe that positive thinking develops a positive attitude.
- We believe that a sense of humor is healthful.
- We believe that some change is inevitable, and how we respond is our choice.

### Mission Statement:

Rio Vista High School prepares all students to be life-long learners in a culturally diverse and technologically complex society, and to be able to balance the multiple roles of school, home, community, and career successfully.

### Schoolwide Learning Outcomes (S.L.O.s)

It is Great to Be a R.A.M.: Respect, Achieve, Make a Difference!

#### We Are Critical Thinkers

- We demonstrate willingness to question, and readiness to reconsider.
- We reflect on and evaluate information, details, evidence and his or her own ideas and work in order to draw conclusions, solve problems, or conduct investigations.
- We use logical and effective decision-making.

#### We Are Skillful Communicators

- We convey coherent messages verbally and in writing.
- We receive and interpret the messages of others.
- We establish and accomplish effective communication through collaborative processes.

## 2023-24 School Description and Mission Statement

### We Are Responsible Citizens with Global Consciousness

- We demonstrate acceptance for individual differences.
- We maintain awareness of rules, laws, and regulations in society and live life accordingly.
- We demonstrate skills in resolving conflicts through positive, non-violent actions.
- We demonstrate personal and civic responsibility through contributions of time and talents to the school and community.
- We accept a lifetime responsibility for our own wellness including physical fitness and proper nutrition.

### We Are Technology Users

- We manage technology in an effective manner to complete a talk, product or presentation.
- We select and use a variety of technologies.

### We Are Career Planners

- We survey available and emerging career fields.
- We identify steps for career growth and life-long learning.
- We set, pursue, and accomplish positive, achievable and challenging goals.

### We Are Adaptable Workers

- We produce quality work.
- We perform responsibly as an individual and team member.
- We use proper ethics and etiquette.
- We take responsibility for our own successes and failures.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	90
Grade 10	97
Grade 11	86
Grade 12	94
<b>Total Enrollment</b>	<b>367</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48%
Male	52%
American Indian or Alaska Native	0.8%
Asian	0.8%
Black or African American	3.8%
Filipino	1.4%
Hispanic or Latino	48.5%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	5.7%
White	37.6%
English Learners	13.1%
Foster Youth	0.3%
Homeless	2.5%
Migrant	6.5%
Socioeconomically Disadvantaged	58%
Students with Disabilities	11.7%

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.30	80.51	105.00	84.84	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.70	3.12	3.90	3.17	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.50	6.46	8.50	6.86	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	2.30	9.91	6.30	5.11	18854.30	6.86
<b>Total Teaching Positions</b>	24.00	100.00	123.80	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.00	83.30	97.00	82.28	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.70	3.28	5.00	4.31	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.80	3.76	8.80	7.50	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.70	0.59	11953.10	4.28
<b>Unknown</b>	2.20	9.62	6.20	5.30	15831.90	5.67
<b>Total Teaching Positions</b>	22.80	100.00	117.80	100.00	279044.80	100.00

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

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



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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.50	0.80
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.50</b>	<b>0.80</b>

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

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

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

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

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.7	6.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3	0

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

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

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

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill, StudySync, Grade 9-12, Adopted June 2016; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Yes	0%

	<p>Adopted by the RDUSD Board of Trustees in June 2016 and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>		
<b>Mathematics</b>	<p>Big Ideas Learning, Larson Big Ideas Math: Algebra 1, adopted May 2015, Algebra 2, adopted Sept 2017, Geometry, adopted June 2016; Cengage Learning Pre-Calculus with Calc Chat and Calc View for Math Analysis H, adopted 2015; Houghton Mifflin, Early Transcendental Functions: Calculus AB/AP, Adopted in June 2015; W.H.Freeman, The Practice of Statistics: AP Statistics, Adopted in June 2015 There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.</p> <p>All textbooks and materials are adopted by the RDUSD Board of Trustees and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>	Yes	0%
<b>Science</b>	<p>Pearson publishing's Miller and Levine Biology (c) 2020 for CP Biology adopted 2019 and Campbell's Biology for AP Biology, adopted 2021; Pearson Prentice Hall Earth Science (c) 2017; Holt, Rhinehart and Winston Modern Chemistry for CP Chemistry, Pearson's The Central Science 14th edition for AP Chemistry, adopted 2021; Prentice Hall Conceptual Physics for CP Physics, adopted 2007; CRC Press, Principles of Soil Chemistry for Ag Environmental Science, Adopted in 2016; Delmar Cengage Learning, Modern Livestock and Poultry, Adopted in 2010; Cengage Learning, College Physics ( for AP Physics, Adopted in 2009. There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.</p> <p>The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>	Yes	0%
<b>History-Social Science</b>	<p>Pearson Prentice Hall's World History: The Modern Era for CP World History and Geography, adopted 2018; , United States History: The Twentieth Century (c) 2019 , Adopted in 2018; Pearson, Magruder's American Government (c) 2019 for CP United States Government, Adopted in June 2018; Pearson, Government in American: People, Politics and Policy for AP Government, Adopted 2015; Bedford St. MArtn's America's History For the AP Course, 8th Ed. (c) 2014 for AP US History. There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.</p> <p>Adopted by the RDUSD Board of Trustees in June 2018 and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. The annual public hearing</p>	Yes	0%



	of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.		
<b>Foreign Language</b>	<p>McDougal-Littel, Avancemos, Levels 1-4, Adopted in 2009; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.</p> <p>Adopted by the RDUSD Board of Trustees in June 2007 and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>	Yes	0%
<b>Health</b>	<p>Holt, Rinehart, and Winston, Lifetime Health, Grades 9-12, Adopted in 2006; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.</p> <p>Teen Talk High School for Grades 9-12, 2022 Edition by Health Connected</p> <p>The annual public hearing of the RDUSD Board of Trustees to report sufficiency textbooks and instructional materials was held at a regularly scheduled Board meeting on September 14, 2021.</p>	Yes	0%
<b>Visual and Performing Arts</b>	n/a		n/a
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

## School Facility Conditions and Planned Improvements

RVHS underwent a major modernization process in 2010-12. Two re-furbished buildings were completed and occupied by staff and students. A new agricultural classroom, science laboratory, and agricultural barn were added in 2014. A new Health and Fitness

Center including a weight room have recently been completed. Campus and gymnasium roofs were replaced in 2017. Campus beautification and landscaping are continually being reviewed, evaluated, and modernized. Measure J was passed in the spring of 2021, this bond should address necessary facility upgrades. The administration building is in need of modernization and will be addressed in the district's master plan of facilities.

### Maintenance and Repair Process:

We use a district wide software solution called SchoolDude for all maintenance and repairs requests. This system allows multiple requesters across all school sites to identify and request repairs or maintenance at their school site. This system is monitored daily for new requests, progress reporting and work order completion.

### Cleaning Process

We provide regular cleaning of all surfaces with general cleaning agents and clearly outline which surfaces need to be disinfected. Soap and towels or hand dryers are available at every sink. Floors are swept on a daily basis and mopped regularly or as needed. We use the International Sanitary Supply Association (ISSA) Cleaning Standards for measuring cleanliness for all facilities. We provide an internal audit twice a year for each school site to ensure the standard of cleanliness is met.

### Deferred Maintenance:

Deferred maintenance is captured in our SchoolDude software program. Once a deferred maintenance project or repair is identified, it is quantified (budget estimates), and prioritized as a future maintenance project, capital renewal, or a replacement project according to the urgency of need and significance within the district.

**Year and month of the most recent FIT report**

1/11/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		Ag Shop: Roofs in need of new coatings. Class room windows need to be replaced. Door locks need to be upgraded to meet current standards. Roll up door need to be replaced. Fire systems are antiquated and need to be upgraded. Water fountain needs to be upgraded. Electrical need to be updated to meet the needs of the shop (parts are very hard to come by). Bathroom need a complete remodel Cafeteria: Needs paint and new flooring. Roofs in need of new coatings. Windows need to be repaired or replaced. Fire systems are antiquated and need to be upgraded. Bathroom need a complete remodel. New blind were installed. Gym: Gym Floors have been resurfaced refinished. Roofs in need of new coatings. .Need to update fire systems to meet current standards. The boiler system was serviced and rebuilt by an outside company in 2024.
<b>Interior:</b> Interior Surfaces			X	A Building: Need to updae power panels, paint, and flooring. Bathrooms are old and need a complete remodel. Fire systems are antiquated and need updated. Roofs have been replaced. Windows are in need of reappear and replacement. Door locks need to be upgraded to meet current standards. Electric panels are out dated and hard to find parts. Need to

## School Facility Conditions and Planned Improvements

			<p>upgrade Fire systems to meet todays standards. Additional fenicing is to be installed starting in 2024</p> <p>Cafeteria: Needs paint and new flooring. Roofs in need of new coatings. Windowds need to be repaired or replaced. Fire systems are antiquated and need to be upgraded. Bathroom need a complete remodel. New blind were installed.</p> <p>Gym: Gym Floors have been resurfaced refinished. Roofs in need of new coatings. .Need to update fire systems to meet current standards. The boiler system was serviced and rebuilt by an outsdide company in 2024.</p> <p>Library: Roofs in need of new coatings. Windows need to be repaired or replaced.Need to update fire systems to meet current standards</p> <p>Wood Shop: Needs Paint. Windows need to be replaced.Door locks need to be upgraded to meet current standards. Fire systems are antiquated and need to be upgraded. Water fountian need to be upgraded. Electrical panels have been update. Need to update fire systems to meet current standards. Bathrooms are original and need to be updated</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X		
<p><b>Electrical</b></p>		X	<p>A Building: Need to updae power panels, paint, and flooring. Bathrooms are old and need a complete remodel. Fire systems are antiquated and need updated. Roofs have been replaced. Windows are in need of reappear and replacement. Door locks need to be upgraded to meet current standards. Electric panels are out dated and hard to find parts. Need to upgrade Fire systems to meet todays standards. Additional fenicing is to be installed starting in 2024</p> <p>Ag Shop: Roofs in need of new coatings. Class room windows need to be replaced. Door locks need to be upgraded to meet current standards. Roll up door need to be replaced. Fire systems are antiquated and need to be upgraded. Water fountian needs to be upgraded. Electrical need to be updated to meet the needs of the shop (parts are very hard to come by). Bathroom need a complete remodel</p> <p>Cafeteria: Needs paint and new flooring. Roofs in need of new coatings. Windowds need to be repaired or replaced. Fire systems are antiquated and need to be upgraded. Bathroom need a complete remodel. New blind were installed.</p> <p>Library: Roofs in need of new coatings. Windows need to be repaired or replaced.Need to update fire systems to meet current standards</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>		X	<p>A Building: Need to updae power panels, paint, and flooring. Bathrooms are old and need a complete remodel. Fire systems are antiquated and need updated. Roofs have been replaced. Windows are in need of reappear and replacement. Door locks need to be upgraded to meet current standards. Electric panels are out dated and hard to find parts. Need to</p>

## School Facility Conditions and Planned Improvements

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<p><b>Safety:</b>            Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>A Building: Need to updae power panels, paint, and flooring. Bathrooms are old and need a complete remodel. Fire systems are antiquated and need updated. Roofs have been replaced. Windows are in need of reappear and replacement. Door locks need to be upgraded to meet current standards. Electric panels are out dated and hard to find parts. Need to upgrade Fire systems to meet todays standards. Additional fenicing is to be installed starting in 2024            Ag Science: Need to update fire systems to meet current standards.            Ag Shop: Roofs in need of new coatings. Class room windows need to be replaced. Door locks need to be upgraded to meet current standards. Roll up door need to be replaced. Fire systems are antiquated and need to be upgraded. Water fountian needs to be upgraded. Electrical need to be updated to meet the needs of the shop (parts are very hard to come by). Bathroom need a complete remodel            Cafeteria: Needs paint and new flooring. Roofs in need of new coatings. Windowds need to be repaired or replaced. Fire systems are antiquated and need to be upgraded. Bathroom need a complete remodel. New blind were installed.            E Building: Need to update fire systems to meet current standards            F Building: Need to upgrade Fire systems to meet todays standards.            Gym: Gym Floors have been resurfaced refinished. Roofs in need of new coatings. .Need to update fire systems to meet current standards. The boiler system</p>

## School Facility Conditions and Planned Improvements

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<p><b>Structural:</b> Structural Damage, Roofs</p>		X	<p>Ag Shop: Roofs in need of new coatings. Class room windows need to be replaced. Door locks need to be upgraded to meet current standards. Roll up door need to be replaced. Fire systems are antiquated and need to be upgraded. Water fountain needs to be upgraded. Electrical need to be updated to meet the needs of the shop (parts are very hard to come by). Bathroom need a complete remodel</p> <p>Cafeteria: Needs paint and new flooring. Roofs in need of new coatings. Windows need to be repaired or replaced. Fire systems are antiquated and need to be upgraded. Bathroom need a complete remodel. New blind were installed.</p> <p>Gym: Gym Floors have been resurfaced refinished. Roofs in need of new coatings. .Need to update fire systems to meet current standards. The boiler system was serviced and rebuilt by an outside company in 2024.</p>
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>		X	<p>A Building: Need to update power panels, paint, and flooring. Bathrooms are old and need a complete remodel. Fire systems are antiquated and need updated. Roofs have been replaced. Windows are in need of repair and replacement. Door locks need to be upgraded to meet current standards. Electric panels are out dated and hard to find parts. Need to upgrade Fire systems to meet today's standards. Additional fencing is to be installed starting in 2024</p> <p>Ag Shop: Roofs in need of new coatings. Class room windows need to be replaced. Door locks need to be upgraded to meet current standards. Roll up door need to be replaced. Fire systems are antiquated and need to be upgraded. Water fountain needs to be upgraded. Electrical need to be updated to meet the needs of the shop (parts are very hard to come by). Bathroom need a complete remodel</p> <p>Cafeteria: Needs paint and new flooring. Roofs in need of new coatings. Windows need to be repaired or replaced. Fire systems are antiquated and need to be upgraded. Bathroom need a complete remodel. New blind were installed.</p> <p>Gym: Gym Floors have been resurfaced refinished. Roofs in need of new coatings. .Need to update fire systems to meet current standards. The boiler system</p>

## School Facility Conditions and Planned Improvements

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## Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	45	32	43	34	47	46
<b>Mathematics</b> (grades 3-8 and 11)	6	11	27	23	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	87	82	94.25	5.75	31.71
<b>Female</b>	44	43	97.73	2.27	41.86
<b>Male</b>	43	39	90.70	9.30	20.51
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	42	39	92.86	7.14	25.64
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	32	30	93.75	6.25	43.33
<b>English Learners</b>	12	10	83.33	16.67	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	55	51	92.73	7.27	27.45
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	87	82	94.25	5.75	10.98
<b>Female</b>	44	43	97.73	2.27	9.30
<b>Male</b>	43	39	90.70	9.30	12.82
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	42	39	92.86	7.14	10.26
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	32	30	93.75	6.25	13.33
<b>English Learners</b>	12	10	83.33	16.67	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	55	51	92.73	7.27	7.84
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.00	13.16	24.88	18.69	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	80	76	95.00	5.00	13.16
Female	35	33	94.29	5.71	9.09
Male	45	43	95.56	4.44	16.28
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	46	45	97.83	2.17	11.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	25	89.29	10.71	16.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	48	94.12	5.88	10.42
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

## 2022-23 Career Technical Education Programs

Students at RVHS have the opportunity to participate in numerous Career Technical Education (CTE) pathways during the regular school day. These pathways include Culinary Arts, Construction, Agricultural Mechanics, Agriscience, and Digital Imaging. An Education Pathway was added in the fall of 2021. Most career-to-work sequence courses are elective in nature. However, Agricultural Earth Science, Agricultural Biology and Agriculture Environmental Science are considered core academic courses and in the career-to-work sequence for Vocational Education. Students' academic progress toward graduation must be satisfactory so that students may avail themselves of the career-to-work courses. Due to the small population of students, some of the above pathways have courses that are offered in alternating years.

Post-secondary studies have shown that many students took career-to-work classes were in occupations that reflected their success in those areas. RVHS graduates have attended post-secondary institutions with a combination of vocational, career-to-work, and academic studies in their high school history. This combination of courses taken in our high school curriculum makes for a very well-rounded student in a post-secondary setting who is highly marketable to colleges, universities, and vocational-technical institutions. For example, the agriculture curriculum combines the very nature of academia in the physical and biological sciences while it taps the important resources of possible career interests in the areas of construction, engineering, mechanics, environmental studies, culinary industry, floral design, education, graphic design and ranch and animal science.

The primary representative for the CTE advisory committee is River Delta USD's School-to-Career Coordinator, Jennifer Kitchens. She can be reached at (707) 374-1732.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	324
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	47.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.37
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	53.54

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	96.4	97.6	96.4	97.6	97.6

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Rio Vista High School works diligently with parents to ensure the highest level of academic, social, and emotional success for their children. Parents play a critical role helping their students succeed. Parental support is the most important factor in your child's ability to grow and learn. However, Rio Vista High School proudly and humbly serves as the secondary support factor for their students. We encourage all parents to contact us with any questions or to discuss how parents can best help their child(ren). Parent volunteers are always welcome and appreciated at school-sponsored activities, sporting events, dances, and other extracurricular activities.

Rio Vista High School's School Site Council meets quarterly and consists of one administrator, three certificated teachers, one classified employee, and five parents and one student. Rio Vista High School Booster Club meets monthly on the first Monday of the month at 6:00 pm. The Booster Club supports athletics, arts, and academics. The English Language Committee also meets quarterly in conjunction with Riverview Middle School. All parents are welcomed and encouraged to attend these organizations. RVHS also has an Agricultural Advisory Committee that meets quarterly to support the Agricultural Pathways.

RVHS partners with the English Language Advisory Counsel parents to meet the needs of our English Language Learners. The group meets quarterly as a school site and addressing needs identified by the parents. During the 2021-2022 school year the group held the following engagement events: Breaking Down the Walls, Family Engagement Night, and Mental Health Awareness Night.

Additionally, RVHS provides grade level success meetings for parents who have children in 9th, 10th and 11th grades. Senior parent meetings regarding FAFSA, college admission, and financial aid are held throughout the year. Arena conferencing for parents is available in both the A and B block.

Student Success Team meetings are scheduled as necessary by both staff and parents.

Athletic Awards Nights convene three times a year and an Academic Awards Night is held each year in the Spring. This has enabled teachers and parents to interact in a more informal setting.



## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	0	0	2.2	2.8	0.6	2.2	9.4	7.8	8.2
<b>Graduation Rate</b>	93.8	96.1	95.6	92.8	97.1	95.6	83.6	87	86.2

#### 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	91	87	95.6
<b>Female</b>	39	38	97.4
<b>Male</b>	52	49	94.2
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	49	47	95.9
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	33	31	93.9
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	68	65	95.6
<b>Students Receiving Migrant Education Services</b>	11	10	90.9
<b>Students with Disabilities</b>	11	9	81.8

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	395	379	138	36.4
Female	192	184	70	38.0
Male	203	195	68	34.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	2	66.7
Asian	3	3	0	0.0
Black or African American	16	14	7	50.0
Filipino	5	5	0	0.0
Hispanic or Latino	191	185	60	32.4
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	24	22	9	40.9
White	147	141	56	39.7
English Learners	54	51	18	35.3
Foster Youth	1	1	1	100.0
Homeless	16	16	13	81.3
Socioeconomically Disadvantaged	258	250	92	36.8
Students Receiving Migrant Education Services	25	25	2	8.0
Students with Disabilities	48	46	23	50.0

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	10.36	12.15	0.04	4.81	6.23	0.20	3.17	3.60
Expulsions	0.00	0.48	0.51	0.00	0.21	0.13	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.15	0.51
Female	9.38	0
Male	14.78	0.99
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	25	6.25
Filipino	0	0
Hispanic or Latino	10.99	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	12.5	0
White	12.93	0.68
English Learners	7.41	0
Foster Youth	0	0
Homeless	18.75	0
Socioeconomically Disadvantaged	14.34	0.78
Students Receiving Migrant Education Services	4	0
Students with Disabilities	4.17	0

## 2023-24 School Safety Plan

Rio Vista High School's Site Emergency Plan was first developed in August of 2001. The plan is supplemental to the Emergency Preparedness Guidelines for the district. Our plan was last reviewed and updated with staff in August 2023. The local site plan places emphasis on providing for the well-being of all persons. The plan includes specific responsibilities and procedures for staff to follow for all types of emergencies, including evacuation procedures, utility grid locations, and checklists to be used by staff. All classrooms have posted evacuation maps. There are several designated and articulated meeting sites depending on the type of emergency. Staff members are grouped in teams to assist with taking attendance and reporting for accountability. In addition, RDUSD has purchased the Catapult Emergency System for all sites. This student accountability and reporting system operates in real time. Each school is able to identify their own safety team within the Catapult system, which alerts all school and district staff to emergencies in a tri-level degree of seriousness. School Site Council approved this School Safety plan December of 2023.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	13	4	
Mathematics	14	10	3	
Science	14	4	2	
Social Science	17	6	7	

## 2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	11	5	
Mathematics	15	8	6	
Science	11	5	2	
Social Science	16	6	4	1

## 2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	9	5	1
Mathematics	15	9	4	0
Science	17	3	2	0
Social Science	16	6	3	2

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	183.5

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	0.1
Nurse	0.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7756	1913	5843	64254
District	N/A	N/A	6827	\$60,719
Percent Difference - School Site and District	N/A	N/A	-15.5	6.9
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-12.1	-20.8

## Fiscal Year 2022-23 Types of Services Funded

RVHS receives lottery funding for basic needs and athletics. Agriculture Incentive Grant funding to support the Agriculture program. Career Technical Education (CTE) Incentive Grant funding for Education, Digital Imaging, Culinary Arts, Welding, Agriculture Science and Construction Pathways. There are multiple opportunities throughout the school year for professional development for our teachers, an annual parent education workshop is offered to the RVHS DELAC representative, and after school tutoring are all funded by the district's Title I funding. The membership fees, Summer Institute registration and associated costs, transportation for college campus field trips for our highly certified AVID program is multi-funded through the district's Supplemental & Concentration allocation and Title I funding. In 2018-19 a Wellness Center was instituted for students. Additionally funds from a community member have been used to renovate and purchase equipment and supplies our Media Center and the RVHS Wellness and Fitness Center.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,482	\$50,875
Mid-Range Teacher Salary	\$65,313	\$79,761
Highest Teacher Salary	\$86,350	\$103,045
Average Principal Salary (Elementary)	\$120,312	\$128,154
Average Principal Salary (Middle)	\$91,308	\$131,774
Average Principal Salary (High)	\$125,654	\$142,676
Superintendent Salary	\$169,987	\$211,462
Percent of Budget for Teacher Salaries	30.76%	30.11%
Percent of Budget for Administrative Salaries	5.85%	5.49%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	18.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	0
Social Science	1
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	4

## Professional Development

RVHS participated in a mid-cycle WASC Self-study during the 22-23 school year. Staff identified the following three areas for professional development focus: 1). RVHS needs to expand student mental health resources and partnerships to better support students who are facing emotional and mental crisis. A mental health resource committee was established that included staff, students, parents, and administration. The Wellness Center was created and implemented on site. Additionally a variety of trainings and workshops were implemented for staff during early release collaboration. RVHS also created an Advisory Period twice a month where anxiety, mindfulness, and other mental health issues were discussed in small group



## Professional Development

forums. 2.) RVHS continues to focus on improving the student achievement in English Language Arts and mathematics with a focus on proficiency on the CAASPP, all students at RVHS were MAP (Measures of Academic Performance) tested twice a year and data was reviewed and analyzed at monthly collaborative staff meetings. RVHS continue to commit to school wide AVID strategies thus strengthening student achievement. Our third identified area for professional development focus: 3). RVHS needs to develop and implement plans to support the achievement of English Learners in academic achievement and language acquisition.

RDUSD's districtwide professional development occurred in August 2022 and spring of 2023. Our PD in August 2022 was Diversity, Equity and Inclusion, Academic Conversations for teachers. Additional PD was provided by health providers and administrators. Special Educations staff were provided professional development on utilization of SEIS and procedural best practices. For General Education teachers the district office provided support with technology and differentiated instruction strategies. In spring of 2023 the PD for certificated staff focused on integrated English Language Development standards.

RVHS has monthly faculty meetings that focus on three areas that include: Formative assessments, making learning relevant, and student engagement. We have incorporated districtwide academic conversations.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	1.5	1.5	