

# Riverview Middle

## 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>	Riverview Middle
<b>Street</b>	525 South Second St.
<b>City, State, Zip</b>	Rio Vista, CA 94571
<b>Phone Number</b>	(707) 374-2345
<b>Principal</b>	Marcy Rossi
<b>Email Address</b>	mrossi@rdusd.org
<b>School Website</b>	<a href="https://rdusd.org">https://rdusd-</a>
<b>County-District-School (CDS) Code</b>	34674136033690

## 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>	kwright@rdusd.org
<b>District Website</b>	<a href="http://www.riverdelta.org/">http://www.riverdelta.org/</a>

## 2023-24 School Description and Mission Statement

Located in the culturally diverse Delta community of Rio Vista, Riverview Middle School has a long history of commitment to preparing students, both academically and socially, to be successful and productive members of society. Our School Site Plan provides direction to a program that will give our students the tools needed to face the demands and challenges they will encounter throughout their lives in the 21st Century. The School Site Council, Teaching Staff, Instructional Aides, Office Staff, Custodial Staff, ELAC Committee, Parent Teacher Club, Principal and the Rio Vista and Isleton communities are partners in this quest for excellence and are all responsible for the success and implementation of our School Site Plan.

Riverview currently serves students in grades 7-8. Prior to the 2022-23 school year, enrollment was 159 students. We have 8 dedicated credential teachers, who offer our pupils a rigorous academic education based on the Common Core State Standards, enriched by their years of experience, their love for teaching and student learning, and their never-ending quest for perfecting their craft of educating students. In the 2022-23 school year, we had an opening for our 8th grade math teacher. Three long-term subs taught in that class. In addition, we offer an intervention reading class in 8th grade and AVID, Journalism, and a Leadership elective classes. We also have after school Homework club and athletic teams.

### Mission Statement:

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

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	71
Grade 8	88
Total Enrollment	159

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45
Male	55
Non-Binary	0
American Indian or Alaska Native	1
Asian	1
Black or African American	3
Filipino	1
Hispanic or Latino	46
Native Hawaiian or Pacific Islander	1
Two or More Races	6
White	40
English Learners	16
Foster Youth	0
Homeless	4
Migrant	16
Socioeconomically Disadvantaged	60
Students with Disabilities	14

## 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>	10.90	87.29	105.00	84.84	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.20	1.60	3.90	3.17	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.80	6.39	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>	0.50	4.72	6.30	5.11	18854.30	6.86
<b>Total Teaching Positions</b>	12.50	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>	7.30	81.35	97.00	82.28	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	11.10	5.00	4.31	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.60	7.44	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>	0.00	0.00	6.20	5.30	15831.90	5.67
<b>Total Teaching Positions</b>	9.00	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	0.80	0.60
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.80</b>	<b>0.60</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)	8.8	17.2
<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)	6.7	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 Grades 7-8 Adopted 2016; There is a sufficient amount of textbooks available for in class and take home use for all students, including English Learners.	Yes	0

	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.		
<b>Mathematics</b>	<p>Big Ideas Learning Larson Big Ideas Math: Course 1-3 Grades 7-8 Adopted in 2014. 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>Science</b>	<p>Rinehart and Winston California Life Science Grade 7 Adopted in 2008 Holt, Rinehart and Winston California Physical Science Grade 8 Adopted in 2008; 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 Medieval Early Times Grade 7 Adopted in 2018; Pearson Middle Grades American History: Growth and Conflict Grade 8 Adopted in 2018; 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>Foreign Language</b>	N/A		0
<b>Health</b>	N/A		0
<b>Visual and Performing Arts</b>	<p>All students have access to the associated and appropriate instructional materials and supplies. 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>		0

## School Facility Conditions and Planned Improvements

Riverview Middle School was originally built in 1918-23. The Gym (Buildings B, C and D) was added in 1950, and the administration / classroom building (E) was rebuilt in 1974 after it was destroyed by fire. All roofs were replaced in the early 1990's. The metal mansard roof portions of Buildings B and E were replaced in 2005. Five Portable classrooms were placed in 2006 after Building A was demolished in order to establish a baseline for state funding for new growth. In 2010, an ADA compliant portable restroom was added. Two portables were removed decreasing the total number of portable classrooms to 3. Carpeting was replaced throughout Building E in 2007 and in the 3 portables in June 2020. The exterior of all buildings was painted in 2008. The band room had heating and air conditioning installed in August of 2014.

Riverview Middle is dedicated to providing a safe haven where students, faculty and staff are free to learn and work. Students are supervised from 7:45 a.m. through 3:05 p.m. by our staff in classrooms, the lunch room, the gym, on the playground, or by the bus area. All visitors are required to register in the office before entering and leaving the campus. In conjunction with the Rio Vista Fire and Police Departments, lockdown and fire drills are practiced quarterly to practice our safety and evacuation procedures, and to ensure that students and staff are aware of their role in case of an emergency. Every classroom, the gymnasium and the office at Riverview are equipped with an complete emergency kit in case of a prolonged lockdown or injuries. Records of all injuries are carefully analyzed and retained for future improvements and adjustments to supervision and school rules. We use the Catapult Emergency Management System, which alerts all staff, essential district employees, and first responders of any emergencies on campus. Catapult has the capability to run drills, which we use to practice evacuations and lockdown procedures. The system allows us to electronically account for staff and students through the Catapult website or phone app.

Although the buildings are older, Riverview is well kept and maintained. Our staff, students, and the district's maintenance staff diligently monitor the premises. An established cleaning and maintenance schedule is followed. Work orders are processed electronically. Necessary repairs are promptly completed. A district gardener is on campus once a week to help maintain the grounds.

There is no on-site parking; staff and visitors park on the public street. Therefore, vehicular circulation at the beginning and end of the school day can be challenging because parents do not have a designated area to drop-off and pick-up their students. We have a teacher on crossing guard duty for 15 minutes before and after school to alleviate potential congestion. Many parents have communicated alternative plans to pick their kids up at varying spots within a block of school, which helps with traffic before and after school. The bus has a designated pick-up and drop-off area on Hamilton Street.

### 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. Work orders are completed in a timely manner and project completion is communicated to the principal through email.

### 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**

1/9/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer			X	A Building: The Fire systems are antiquated. 2015 roofing report calls for a new Cool Roof rated coating, however there are no leaks at this time. HVAC system

## School Facility Conditions and Planned Improvements

				<p>scheduled to be replaced starting in 2024.. Building to be moderized starting in 2024.</p> <p>Admin Office: The Fire systems are antiquated. Devices and Distribution will need to be upgraded. Need new clock and bell system. Cracks in wall and old windows. HVAC is scheduled to be replaced in 2024. Need to paint and replace worn carpeting.</p> <p>Cafeteria: The Fire systems are antiquated. Need new clock and bell system. Cracks in wall and old windows.</p> <p>Gymnasium: The Fire systems are antiquated. Devices and Distribution will need to be upgraded. Need new clock and bell system. Need to replace three fountians with bottle fillers. We do have working heat or AC in the GYM</p>
<p><b>Interior:</b> Interior Surfaces</p>			X	<p>A Building: The Fire systems are antiquated. 2015 roofing report calls for a new Cool Roof rated coating, however there are no leaks at this time. HVAC system scheduled to be replaced starting in 2024.. Building to be moderized starting in 2024.</p> <p>Admin Office: The Fire systems are antiquated. Devices and Distribution will need to be upgraded. Need new clock and bell system. Cracks in wall and old windows. HVAC is scheduled to be replaced in 2024. Need to paint and replace worn carpeting.</p> <p>Cafeteria: The Fire systems are antiquated. Need new clock and bell system. Cracks in wall and old windows.</p> <p>Gymnasium: The Fire systems are antiquated. Devices and Distribution will need to be upgraded. Need new clock and bell system. Need to replace three fountians with bottle fillers. We do have working heat or AC in the GYM</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X			
<p><b>Electrical</b></p>			X	<p>A Building: The Fire systems are antiquated. 2015 roofing report calls for a new Cool Roof rated coating, however there are no leaks at this time. HVAC system scheduled to be replaced starting in 2024.. Building to be moderized starting in 2024.</p> <p>Admin Office: The Fire systems are antiquated. Devices and Distribution will need to be upgraded. Need new clock and bell system. Cracks in wall and old windows. HVAC is scheduled to be replaced in 2024. Need to paint and replace worn carpeting.</p> <p>Cafeteria: The Fire systems are antiquated. Need new clock and bell system. Cracks in wall and old windows.</p> <p>Gymnasium: The Fire systems are antiquated. Devices and Distribution will need to be upgraded. Need new clock and bell system. Need to replace three fountians with bottle fillers. We do have working heat or AC in the GYM</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>			X	<p>A Building: The Fire systems are antiquated. 2015 roofing report calls for a new Cool Roof rated coating, however there are no leaks at this time. HVAC system scheduled to be replaced starting in 2024.. Building to be moderized starting in 2024.</p>



## School Facility Conditions and Planned Improvements

				<p>Admin Office: The Fire systems are antiquated. Devices and Distribution will need to be upgraded. Need new clock and bell system. Cracks in wall and old windows. HVAC is scheduled to be replaced in 2024. Need to paint and replace worn carpeting.</p> <p>Cafeteria: The Fire systems are antiquated. Need new clock and bell system. Cracks in wall and old windows.</p> <p>Gymnasium: The Fire systems are antiquated. Devices and Distribution will need to be upgraded. Need new clock and bell system. Need to replace three fountains with bottle fillers. We do have working heat or AC in the GYM</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>			X	<p>A Building: The Fire systems are antiquated. 2015 roofing report calls for a new Cool Roof rated coating, however there are no leaks at this time. HVAC system scheduled to be replaced starting in 2024.. Building to be moderized starting in 2024.</p> <p>Admin Office: The Fire systems are antiquated. Devices and Distribution will need to be upgraded. Need new clock and bell system. Cracks in wall and old windows. HVAC is scheduled to be replaced in 2024. Need to paint and replace worn carpeting.</p> <p>Cafeteria: The Fire systems are antiquated. Need new clock and bell system. Cracks in wall and old windows.</p> <p>Gymnasium: The Fire systems are antiquated. Devices and Distribution will need to be upgraded. Need new clock and bell system. Need to replace three fountains with bottle fillers. We do have working heat or AC in the GYM</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>			X	<p>A Building: The Fire systems are antiquated. 2015 roofing report calls for a new Cool Roof rated coating, however there are no leaks at this time. HVAC system scheduled to be replaced starting in 2024.. Building to be moderized starting in 2024.</p> <p>Admin Office: The Fire systems are antiquated. Devices and Distribution will need to be upgraded. Need new clock and bell system. Cracks in wall and old windows. HVAC is scheduled to be replaced in 2024. Need to paint and replace worn carpeting.</p> <p>Cafeteria: The Fire systems are antiquated. Need new clock and bell system. Cracks in wall and old windows.</p>
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>			X	<p>A Building: The Fire systems are antiquated. 2015 roofing report calls for a new Cool Roof rated coating, however there are no leaks at this time. HVAC system scheduled to be replaced starting in 2024.. Building to be moderized starting in 2024.</p> <p>Admin Office: The Fire systems are antiquated. Devices and Distribution will need to be upgraded. Need new clock and bell system. Cracks in wall and old windows. HVAC is scheduled to be replaced in 2024. Need to paint and replace worn carpeting.</p> <p>Cafeteria: The Fire systems are antiquated. Need new clock and bell system. Cracks in wall and old windows.</p>

## School Facility Conditions and Planned Improvements

			Gymnasium: The Fire systems are antiquated. Devices and Distribution will need to be upgraded. Need new clock and bell system. Need to replace three fountains with bottle fillers. We do have working heat or AC in the GYM
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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)	44	28	43	34	47	46
<b>Mathematics</b> (grades 3-8 and 11)	25	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>	161	160	99.38	0.62	27.50
<b>Female</b>	72	71	98.61	1.39	36.62
<b>Male</b>	89	89	100.00	0.00	20.22
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	74	74	100.00	0.00	28.38
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	11	10	90.91	9.09	--
<b>White</b>	66	66	100.00	0.00	22.73
<b>English Learners</b>	24	24	100.00	0.00	12.50
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	109	108	99.08	0.92	26.85
<b>Students Receiving Migrant Education Services</b>	21	21	100.00	0.00	19.05
<b>Students with Disabilities</b>	21	20	95.24	4.76	10.00

## 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>	161	160	99.38	0.62	10.63
<b>Female</b>	72	71	98.61	1.39	12.68
<b>Male</b>	89	89	100.00	0.00	8.99
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	74	74	100.00	0.00	4.05
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	11	10	90.91	9.09	--
<b>White</b>	66	66	100.00	0.00	16.67
<b>English Learners</b>	24	24	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	109	108	99.08	0.92	7.41
<b>Students Receiving Migrant Education Services</b>	21	21	100.00	0.00	0.00
<b>Students with Disabilities</b>	21	20	95.24	4.76	0.00

## 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
<b>Science</b> (grades 5, 8 and high school)	27.50	16.47	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
<b>All Students</b>	89	89	100.00	0.00	17.98
<b>Female</b>	41	41	100.00	0.00	19.51
<b>Male</b>	48	48	100.00	0.00	16.67
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	44	44	100.00	0.00	13.64
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	37	37	100.00	0.00	18.92
<b>English Learners</b>	13	13	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	55	55	100.00	0.00	10.91
<b>Students Receiving Migrant Education Services</b>	12	12	100.00	0.00	16.67
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

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

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	97.2	97.2	94.4	94.4	100
Grade 9	NA	NA	NA	NA	NA

## C. Engagement

### State Priority: Parental Involvement

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

#### 2023-24 Opportunities for Parental Involvement

Riverview Middle School has an active School Site Council which meets monthly and is dedicated to the success of every student. In 2022-23 the council discussed student engagement, fostering positive relationships on campus, academic achievement and improvement, safety protocols, and expenses and budget throughout the school year. The council also reviewed our Single Plan for Student Achievement and made recommendations for the plan for the 2023-24 school year.

Riverview Middle School's Parent Teacher Club met 6 times during the 2022-23 school year. Our main focus for the year was how to spend PTC's current budget. Less emphasis was placed on fundraising; although, the PTC did raise over \$2400 on a cookie dough fundraiser. Some of the items that PTC voted to spend money on include spirit wear for students and busses for field trips and student celebrations. We also discussed sending students to science camp as our students were not able to attend in 6th grade due to COVID restrictions. However, we were not able to find a camp that had openings that fit with Riverview's schedule.

Parents are also encouraged to participate in our English Language Advisory Committee and provide a voice to students learning English as their second language. These meetings were also held quarterly. Spanish speaking parents were able to give feedback and ask questions about academic achievement and other school events.

Riverview uses Parent Square to communicate with families. All school paperwork, progress reports, and report cards are sent digitally through Parent Square. Staff and PTC members also post on the PTC Facebook page to keep families informed about current events. Parents also used these platforms to ask questions and communicate with staff. We also started using Google Classroom as a hub for assignments and encouraged parents to check their child's Google Classroom and Aeries to help keep them on track and communicate with teachers.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	173	168	60	35.7
Female	79	77	29	37.7
Male	94	91	31	34.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	2	100.0
Asian	1	1	0	0.0
Black or African American	6	5	2	40.0
Filipino	2	2	2	100.0
Hispanic or Latino	82	79	27	34.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	12	11	4	36.4
White	67	67	23	34.3
English Learners	29	28	13	46.4
Foster Youth	0	0	0	0.0
Homeless	8	8	7	87.5
Socioeconomically Disadvantaged	122	117	50	42.7
Students Receiving Migrant Education Services	22	22	3	13.6
Students with Disabilities	24	24	15	62.5

### 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	4.46	15.03	0.04	4.81	6.23	0.20	3.17	3.60
Expulsions	0.00	0.00	0.58	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	15.03	0.58
Female	3.8	0
Male	24.47	1.06
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	14.63	1.22
Native Hawaiian or Pacific Islander	0	0
Two or More Races	25	0
White	11.94	0
English Learners	20.69	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	13.11	0
Students Receiving Migrant Education Services	13.64	0
Students with Disabilities	25	0

## 2023-24 School Safety Plan

Safe schools are orderly and purposeful places where students and staff are free to learn, teach, and work without the threat of physical and psychological harm. Riverview Middle School promotes educationally and psychologically healthy environments for all students and staff. Riverview Middle School recognizes that there are comprehensive broad factors directly related to a safe school environment such as the school programs, facilities, staff, parents, students, and the community. Safe school practices make major contributions to academic and school improvement efforts. Although keeping children safe requires a community-wide effort, schools are an important component in this undertaking. Riverview Middle School's efforts and goals are illustrated below which broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

Our School Safety Plan was reviewed in Fall 2022 and approved in October by our School Site Council President and Principal Marcy Rossi. The plan contains 6 strategies for establishing a safe school, such as fostering positive pupil interpersonal relations and use procedures, programs, and strategies to help eliminate problems of bias or unfair treatment of students. Our plan also includes safety procedures that should be used in the case of emergencies such as fire, chemical spill, and bomb threat evacuation and lockdown procedures. Finally, our plan includes our school discipline rules and guidelines which are also printed in the student planner.

## 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	17	11	4	
Mathematics	21	5	4	
Science	20	6	2	
Social Science	19	6	1	

## 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	22	4	4	
Mathematics	30		5	1
Science	28		3	
Social Science	22	2	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	23	3	4	0
Mathematics	27	1	5	0
Science	21	2	1	0
Social Science	28	0	3	0

## 2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

## 2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.2
<b>Social Worker</b>	0.1
<b>Nurse</b>	0.1
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## 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
<b>School Site</b>	7504	1633	5872	89384
<b>District</b>	N/A	N/A	6827	\$60,719
<b>Percent Difference - School Site and District</b>	N/A	N/A	-15.0	39.4
<b>State</b>	N/A	N/A	\$7,607	\$81,984
<b>Percent Difference - School Site and State</b>	N/A	N/A	-11.6	12.1

## Fiscal Year 2022-23 Types of Services Funded

Riverview Middle School receives Lottery and LCFF funding for basic programming needs and supports. We receive donations from community members and service organizations that helps pay for technology and items to promote school pride, such as t-shirts. Our Parent Teacher Club donates money they've raised for teacher discretionary funds and fund student activities such as field trips and celebrations. Bully Prevention funding and a CalHOPE grant through Sacramento County Office of Education are used to build connections among students and teachers and build our wellness center and counseling office to help combat bullying and at-risk behavior.

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

## Professional Development

Riverview's staff participated in many different types of professional development during the 2022-23 school year. Riverview's Principal was a dedicated member of River Delta's Sacramento Office of Education team. The team focused on MAP scores and how to improve student achievement and raise scores. Riverview continued professional development around topics that were presented with the SCOE team the previous year, including writing instruction, administering a school-wide writing prompt, calibration and scoring writing prompts, rigor and depth of knowledge.

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.

Another area of focus for our staff this year was fostering positive relationships and social-emotional learning and support. We worked with members of our Sacramento County Office of Education CalHOPE grant team to train the staff on different aspects of social emotional learning and ways staff can help students regulate their stress and anxieties. We also reviewed our behavior guidelines, procedures, and expectations throughout the year to discuss behavior data and ensure that we were meeting the needs of our students. In additional, we added a new PBIS committee to focus on Tier 2 and Tier 3 behaviors and supports we can give to students and staff. This committee worked in conjunction with our Tier 1 Positive Behavior Interventions and Support (PBIS) team to identify negative behaviors and implement strategies to replace the negative behaviors with positive.

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		