

Riverview Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

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

2024-25 School Contact Information	
School Name	Riverview Middle School
Street	205 Pacifica Avenue
City, State, Zip	Bay Point, CA 94565
Phone Number	(925) 458-3216
Principal	Laurie Clark
Email Address	clarklm@mdusd.org
School Website	https://riverview.mdusd.org/
Grade Span	6-8
County-District-School (CDS) Code	07-61754-6004261

2024-25 District Contact Information	
District Name	Mt. Diablo Unified School District
Phone Number	(925) 682-8000
Superintendent	Dr. Adam Clark
Email Address	clarka@mdusd.org
District Website	www.mdusd.org

2024-25 School Description and Mission Statement
<p>Located in the heart of Bay Point, Riverview Middle School is the hub of our vibrant community. We host both a traditional middle school and several community focused programs such as the Contra Costa Health clinic, the Contra Costa Library and a community garden. RMS has committed to our values as stated in our PBIS slogan Riverview ROCKS as we develop a community of learners who are; Respectful, On-task, Community focused, Kind and Safe. Through continuous improvement cycles we routinely evaluate our outcomes to adjust for the needs of our students and seek input from community members through various means.</p>

2024-25 School Description and Mission Statement

Mission: At Riverview Middle School we strive to build an inclusive community for all by implementing quality instruction that emphasizes cultural and personal experiences while preparing the students for high school and beyond.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	247
Grade 7	274
Grade 8	230
Total Enrollment	751

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	49.9
Non-Binary	0.1
Asian	3.5
Black or African American	9.3
Filipino	2.9
Hispanic or Latino	73.9
Native Hawaiian or Pacific Islander	0.9
Two or More Races	3.1
White	2.4
English Learners	39.9
Homeless	2.8
Socioeconomically Disadvantaged	84
Students with Disabilities	16.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.70	79.20	1134.80	84.66	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.10	0.38	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.60	7.57	71.30	5.32	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	1.89	58.00	4.33	12115.80	4.41
Unknown/Incomplete/NA	3.90	11.26	71.00	5.30	18854.30	6.86
Total Teaching Positions	35.00	100.00	1340.30	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.80	87.98	1096.90	84.15	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	14.80	1.14	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	3.08	46.50	3.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.52	60.40	4.64	11953.10	4.28
Unknown/Incomplete/NA	2.50	8.32	84.70	6.50	15831.90	5.67
Total Teaching Positions	30.50	100.00	1303.50	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.60	82.05	1019.10	81.44	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	12.40	0.99	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	6.93	82.90	6.63	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	2.03	50.60	4.04	11746.90	4.23
Unknown/Incomplete/NA	2.60	8.96	86.20	6.89	14303.80	5.15
Total Teaching Positions	30.00	100.00	1251.30	100.00	277698.00	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.50	0.7
Misassignments	2.60	0.30	1.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	2.60	0.90	2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.60	0.10	0.6
Total Out-of-Field Teachers	0.60	0.10	0.6

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.90	1.5	4.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.70	0	0

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

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

Year and month in which the data were collected		August 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Saavas English Language Development - National Geographic: Inside by National Geographic, 2004 - Adopted 2009 ALD 7-8 (English 3D, Houghton) 2016 English Language Development: Inside the USA, Language and Vocabulary Student Book (Newcome Level)2009, Adopted 2018, Inside by National Geographic 2004, Adopted 2009	Yes	0
Mathematics	Math 6 - Pearson: Digits 6 - Adopted 2016 Math 7 - Pearson: Digits 7 - Adopted 2016 Math 7 Accelerated - Pearson: Digits Accelerated Connected Math 7 - Adopted 2016 Math 8 - Pearson: Digits 8 - Adopted 2016 Algebra I - Houghton Mifflin: Algebra I Big Ideas - Adopted 2016	Yes	0
Science	Grade 6 - Stemscopes CA - Adopted 2022 Grade 7 - Stemscopes CA - Adopted 2022 Grade 8 - Stemscopes CA - Adopted 2022	Yes	0
History-Social Science	Grade 6: Holt, Rinehart & Winston: Ancient Civilizations - Adopted 2006 Grade 7: Holt, Rinehart & Winston: Medieval to Early Modern Times - Adopted 2006 Grade 8: Holt, Rinehart & Winston: Independence to 1914 - Adopted 2006	Yes	0
Foreign Language	Spanish - Que Chevere - Adopted 2022 Grade 6 Accelerated Spanish - Maravillas - Adopted 2022	Yes	0

Spanish for Spanish Speakers A - Prentice Hall: Sendas Literarisa - Adopted 2005
 Spanish for Spanish Speakers B - Prentice Hall - Sendas Literaries - Adopted 2005
 Accelerated Spanish 6 (Dual Immersion Continuation) - Lectura Maravillas, McGraw Hill 2017, Adopted 2022
 Accelerated Spanish 7/8 - En Espanol, Vista Higher Learning 2017, Not Adopted by MDUSD

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

School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available through the Maintenance and Operations Department.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Year and month of the most recent FIT report	11/18/2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: 508: 2. VENT COVER IS MISSING. 4. CEILING TILE IS LOOSE. 9. FAUCET LEAKS AT HANDLE. STORAGE: 2. VENT COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. WEIGHT ROOM: 2. HVAC WALL VENTS ARE BROKEN. 4. WALL IS DAMAGED. 7. ELECTRICAL COVER IS MISSING EXPOSING WIRES. WORKROOM: 7. OUTLET COVER IS MISSING. EXTENSION CORD IS BEING PERMANENTLY USED.
Interior: Interior Surfaces			X	115/ OFFICE: 4. CEILING TILES ARE LOOSE. FLOOR TILE IS BROKEN. 118/ OFFICE: 4. CEILING TILE HAS A WATER STAIN. 201: 4. CEILING TILES ARE LOOSE. 11. PAINT IS PEELING ON DOOR. 202: 4. CEILING TILES ARE LOOSE. SECTION OF RUBBER MOULDING IS MISSING. 203: 4. CEILING TILE IS LOOSE. FLOOR TILES ARE BROKEN. 205: 4. CEILING TILE IS LOOSE. CEILING TILE HAS A WATER STAIN. 206: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 207: 4. FORMICA IS CHIPPING ON COUNTERTOP. CEILING TILE HAS A WATER STAIN. 209: 4. CEILING TILE IS LOOSE. CEILING TILE IS MISSING (HALLWAY).

School Facility Conditions and Planned Improvements

			<p>210: 4. CEILING TILE IS BROKEN. PENCIL SHARPENER COVER IS MISSING. WALLPAPER IS TORN. 15. WINDOW CURTAIN IS TORN.</p> <p>212: 4. WALL TRIM IS MISSING. CEILING TILE IS LOOSE.</p> <p>301: 4. PENCIL SHARPENER COVER IS MISSING. 9. FAUCET HAS NO FLOW.</p> <p>302: 4. LINOLEUM FLOORING IS TORN.</p> <p>303: 5. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. SINK BASIN IS DETERIORATING.</p> <p>305: 4. FLOOR TILES ARE BROKEN.</p> <p>307: 4. CEILING TILE IS LOOSE. 7. ELECTRICAL COVER IS MISSING. 14. TRIP HAZARD ON WALKWAY.</p> <p>308: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT SWITCH IS LOOSE.</p> <p>310: 4. CEILING TILES ARE BROKEN. 11. PAINT IS PEELING ON THE DOOR.</p> <p>312: 4. LINOLEUM FLOORING IS DAMAGED. CEILING TILES ARE STAINED.</p> <p>401: 4. CEILING TILES HAVE HOLES. CEILING TILE IS LOOSE. PENCIL SHARPENER COVER IS MISSING. WALLPAPER IS TORN.</p> <p>402: 4. CEILING TILES HAVE WATER STAINS. WALLPAPER IS TORN. FLOOR DRAIN COVER IS MISSING CREATING A TRIP HAZARD. FLOOR TILES ARE BROKEN.</p> <p>403: 4. PENCIL SHARPENER COVER IS MISSING. CEILING TILES HAVE WATER STAINS.</p> <p>404: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>406: 4. CEILING TILE HAS A HOLE. 7. ETHERNET COVER IS MISSING. 9. DRINKING FOUNTAIN HAS NO FLOW. 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>407: 4. WALL PAPER IS TORN. 11. PAINT IS PEELING ON RAMP RAILING.</p> <p>410: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. 11. PAINT IS PEELING ON DOOR.</p> <p>413: 4. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 7. OUTLET COVER IS BROKEN. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER CASE IS DAMAGED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>415: 4. WALLPAPER IS TORN. 7. ELECTRICAL COVER IS BROKEN.</p> <p>418: 4. HOLES IN FLOOR TILES. 5. ROOM HAS A MUSTY ODOR. 7. ETHERNET COVER IS MISSING.</p> <p>421: 4. CEILING TILE IS BROKEN. 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN. 11. PAINT IS PEELING ON EAVES.</p> <p>500: 4. CEILING TILE IS LOOSE.</p> <p>501: 4. WALL TRIM IS BROKEN AT ENTRY. FLOOR TILES ARE BROKEN.</p> <p>502: 4. CEILING TILES HAVE HOLES. PENCIL SHARPENER COVER IS MISSING.</p>
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School Facility Conditions and Planned Improvements

			<p>503: 4. PENCIL SHARPENER COVER IS MISSING. WALLPAPER IS TORN. 5. PAINT IS SPLATTERED ON CABINETS.</p> <p>503A: 4. CEILING TILE IS BROKEN.</p> <p>505: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>506: 4. CEILING TILES ARE LOOSE. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON DOOR.</p> <p>507: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET IS LOOSE AT BASE.</p> <p>508: 2. VENT COVER IS MISSING. 4. CEILING TILE IS LOOSE. 9. FAUCET LEAKS AT HANDLE.</p> <p>606: 4. FORMICA TRIM IS MISSING ON COUNTERTOP.</p> <p>ADMIN: 4. FLOOR TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. HVAC COVER IS LOOSE IN CEILING. 15. DOOR CURTAINS ARE MISSING (LOCKDOWN HAZARD).</p> <p>BAND/ 819: 4. WALL TILES ARE MARRED IN PRACTICE ROOM. 7. LIGHT COVERS ARE MISSING IN PRACTICE ROOM. 9. FAUCET HAS HIGH PRESSURE. 10. EMERGENCY EXIT IS BLOCKED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>BOYS LOCKER ROOM: 4. LOCKER DOOR IS BROKEN. NAILS PROTRUDING FROM DOOR CREATING AN INJURY HAZARD. 7. LIGHT COVERS ARE MISSING. NAILS PROTRUDING FROM DOOR CREATING AN INJURY HAZARD. 12. DRY ROT ON OFFICE DOORFRAME. 15. DOOR WINDOW IS BROKEN.</p> <p>BOYS REST ROOM: 4. CEILING TILES ARE MISSING. CEILING TILES HAVE WATER STAINS.</p> <p>COMMUNITY COORDINATOR: 4. CEILING TILE IS LOOSE.</p> <p>CONFERENCE ROOM 102: 4. FLOOR TILES ARE BROKEN.</p> <p>COPY ROOM: 4. FLOOR TILES ARE BROKEN. 10. EXIT IS BLOCKED.</p> <p>EQUIPMENT: 4. DRYWALL IS CHIPPING EXPOSE METAL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR IS DAMAGED.</p> <p>GIRLS LOCKER ROOM: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON OFFICE DOORFRAME.</p> <p>GIRLS REST ROOM: 4. CEILING TILE IS LOOSE. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. WINDOW FRAME IS DETERIORATING (HALLWAY).</p> <p>KITCHEN: 4. CEILING TILE IS MISSING. 11. PAINT IS PEELING ON DOOR FRAME. 12. CRACK IN INTERIOR WALL.</p> <p>MENS REST ROOM: 4. CEILING TILE HAS A HOLE. 8. RESTROOM IS SINGLE USE.</p> <p>MPR: 4. FLOOR TILES ARE BROKEN. 14. BRICKS ARE MISSING ON EXTERIOR PLANTER.(UNABLE TO TURN ON LIGHTING)</p>
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School Facility Conditions and Planned Improvements

			STORAGE: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 15. DOOR CLOSER COVER IS MISSING. WEIGHT ROOM: 2. HVAC WALL VENTS ARE BROKEN. 4. WALL IS DAMAGED. 7. ELECTRICAL COVER IS MISSING EXPOSING WIRES.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		211/ STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING. 303: 5. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. SINK BASIN IS DETERIORATING. 308: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT SWITCH IS LOOSE. 404: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 411: 5. PAINT IS SPLATTERED ON CEILING AND INTERIOR WALLS. UNSECURED ITEMS ARE STORED TOO HIGH. 13. GUTTER DOWNSPOUT HAS A HOLE RUSTED THROUGH. 418: 4. HOLES IN FLOOR TILES. 5. ROOM HAS A MUSTY ODOR. 7. ETHERNET COVER IS MISSING. 419: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS BROKEN. ELECTRICAL COVER IS MISSING. 421A: 6. BLACK WIDOW IS PRESENT. 505: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 507: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET IS LOOSE AT BASE. BOOK ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. EQUIPMENT: 4. DRYWALL IS CHIPPING EXPOSE METAL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR IS DAMAGED. FIRST AID: 5. UNSECURED ITEMS ARE STORED TOO HIGH. GENDER NUETRAL REST ROOM: 4. WALL TILE IS BROKEN. 5. GRAFITTI ON DOORFRAME. 11. PAINT IS PEELING ON DOOR AND DOORFRAME. PREP: 5. UNSECURED ITEMS ARE STORED TOO HIGH. STORAGE: 2. VENT COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Electrical		X	208: 7. CLOCK IS NOT FUNCTIONING. 211/ STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING. 306: 7. ETHERNET COVER IS MISSING. 307: 4. CEILING TILE IS LOOSE. 7. ELECTRICAL COVER IS MISSING. 14. TRIP HAZARD ON WALKWAY.

School Facility Conditions and Planned Improvements

			<p>308: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT SWITCH IS LOOSE.</p> <p>406: 4. CEILING TILE HAS A HOLE. 7. ETHERNET COVER IS MISSING. 9. DRINKING FOUNTAIN HAS NO FLOW. 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>412: 7. CLOCK IS NOT FUNCTIONING. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>413: 4. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 7. OUTLET COVER IS BROKEN. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER CASE IS DAMAGED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>415: 4. WALLPAPER IS TORN. 7. ELECTRICAL COVER IS BROKEN.</p> <p>418: 4. HOLES IN FLOOR TILES. 5. ROOM HAS A MUSTY ODOR. 7. ETHERNET COVER IS MISSING.</p> <p>419: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS BROKEN. ELECTRICAL COVER IS MISSING.</p> <p>504: 7. ETHERNET BOX IS BROKEN.</p> <p>BAND/ 819: 4. WALL TILES ARE MARRED IN PRACTICE ROOM. 7. LIGHT COVERS ARE MISSING IN PRACTICE ROOM. 9. FAUCET HAS HIGH PRESSURE. 10. EMERGENCY EXIT IS BLOCKED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>BOYS LOCKER ROOM: 4. LOCKER DOOR IS BROKEN. NAILS PROTRUDING FROM DOOR CREATING AN INJURY HAZARD. 7. LIGHT COVERS ARE MISSING. NAILS PROTRUDING FROM DOOR CREATING AN INJURY HAZARD. 12. DRY ROT ON OFFICE DOORFRAME. 15. DOOR WINDOW IS BROKEN.</p> <p>PSYCH: 7. CLOCK IS NOT FUNCTIONING.</p> <p>SPEECH: 7. OUTLET COVER IS MISSING.</p> <p>STORAGE: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p> <p>WEIGHT ROOM: 2. HVAC WALL VENTS ARE BROKEN. 4. WALL IS DAMAGED. 7. ELECTRICAL COVER IS MISSING EXPOSING WIRES.</p> <p>WORKROOM: 7. OUTLET COVER IS MISSING. EXTENSION CORD IS BEING PERMANENTLY USED.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	<p>301: 4. PENCIL SHARPENER COVER IS MISSING. 9. FAUCET HAS NO FLOW.</p> <p>303: 5. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. SINK BASIN IS DETERIORATING.</p> <p>405: 9. DRINKING FOUNTAIN HAS NO FLOW. 10. PLUG IN AIR FRESHENER. 12. DRY ROT ON BUILDING SKIRTING.</p> <p>406: 4. CEILING TILE HAS A HOLE. 7. ETHERNET COVER IS MISSING. 9. DRINKING FOUNTAIN HAS NO FLOW. 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>408: 9. FAUCET HAS A DRIP.</p> <p>409: 9. FAUCET HAS HIGH PRESSURE.</p>

School Facility Conditions and Planned Improvements

			<p>507: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET IS LOOSE AT BASE.</p> <p>508: 2. VENT COVER IS MISSING. 4. CEILING TILE IS LOOSE. 9. FAUCET LEAKS AT HANDLE.</p> <p>BAND/ 819: 4. WALL TILES ARE MARRED IN PRACTICE ROOM. 7. LIGHT COVERS ARE MISSING IN PRACTICE ROOM. 9. FAUCET HAS HIGH PRESSURE. 10. EMERGENCY EXIT IS BLOCKED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>BOYS REST ROOM: 8. PAPER TOWEL DISPENSER IS UNSTOCKED.</p> <p>GIRLS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.</p> <p>GIRLS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 12. EXTERIOR BRICK WALL IS DAMAGED.</p> <p>GIRLS REST ROOM: 4. CEILING TILE IS LOOSE. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. WINDOW FRAME IS DETERIORATING (HALLWAY).</p> <p>GIRLS REST ROOM: 4. MENSTRUAL PRODUCT DISPENSER IS BROKEN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.</p> <p>MENS REST ROOM: 4. CEILING TILE HAS A HOLE. 8. RESTROOM IS SINGLE USE.</p> <p>WOMENS REST ROOM: 9. FAUCET LEAKS AT HANDLE.</p>
Safety: Fire Safety, Hazardous Materials	X		<p>117/ COUNSELOR: 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>201: 4. CEILING TILES ARE LOOSE. 11. PAINT IS PEELING ON DOOR.</p> <p>204: 11. PAINT IS PEELING ON DOOR.</p> <p>310: 4. CEILING TILES ARE BROKEN. 11. PAINT IS PEELING ON THE DOOR.</p> <p>405: 9. DRINKING FOUNTAIN HAS NO FLOW. 10. PLUG IN AIR FRESHENER. 12. DRY ROT ON BUILDING SKIRTING.</p> <p>406: 4. CEILING TILE HAS A HOLE. 7. ETHERNET COVER IS MISSING. 9. DRINKING FOUNTAIN HAS NO FLOW. 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>407: 4. WALL PAPER IS TORN. 11. PAINT IS PEELING ON RAMP RAILING.</p> <p>410: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. 11. PAINT IS PEELING ON DOOR.</p> <p>412: 7. CLOCK IS NOT FUNCTIONING. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>413: 4. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 7. OUTLET COVER IS BROKEN. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER CASE IS DAMAGED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>421: 4. CEILING TILE IS BROKEN. 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN. 11. PAINT IS PEELING ON EAVES.</p>

School Facility Conditions and Planned Improvements

				<p>506: 4. CEILING TILES ARE LOOSE. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON DOOR.</p> <p>801: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 11. PAINT IS PEELING ON DOOR FRAME.</p> <p>BAND/ 819: 4. WALL TILES ARE MARRED IN PRACTICE ROOM. 7. LIGHT COVERS ARE MISSING IN PRACTICE ROOM. 9. FAUCET HAS HIGH PRESSURE. 10. EMERGENCY EXIT IS BLOCKED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>COPY ROOM: 4. FLOOR TILES ARE BROKEN. 10. EXIT IS BLOCKED.</p> <p>GENDER NUETRAL REST ROOM: 4. WALL TILE IS BROKEN. 5. GRAFITTI ON DOORFRAME. 11. PAINT IS PEELING ON DOOR AND DOORFRAME.</p> <p>GIRLS LOCKER ROOM: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON OFFICE DOORFRAME.</p> <p>KITCHEN: 4. CEILING TILE IS MISSING. 11. PAINT IS PEELING ON DOOR FRAME. 12. CRACK IN INTERIOR WALL.</p> <p>LOUNGE (STORAGE): 10. FIRE EXTINGUISHER AND TAG IS OUTDATED(FEBRUARY/6/2023).</p> <p>STAFF LOUNGE: 11. COMPRESSED AIR CYLINDER IS UNSECURED. 15. DOOR IS DAMAGED.</p> <p>STORAGE: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED.</p> <p>STORAGE: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. 14. TRIP HAZARD ON WALKWAY.</p>
Structural: Structural Damage, Roofs	X			<p>405: 9. DRINKING FOUNTAIN HAS NO FLOW. 10. PLUG IN AIR FRESHENER. 12. DRY ROT ON BUILDING SKIRTING.</p> <p>411: 5. PAINT IS SPLATTERED ON CEILING AND INTERIOR WALLS. UNSECURED ITEMS ARE STORED TOO HIGH. 13. GUTTER DOWNSPOUT HAS A HOLE RUSTED THROUGH.</p> <p>BOYS LOCKER ROOM: 4. LOCKER DOOR IS BROKEN. NAILS PROTRUDING FROM DOOR CREATING AN INJURY HAZARD. 7. LIGHT COVERS ARE MISSING. NAILS PROTRUDING FROM DOOR CREATING AN INJURY HAZARD. 12. DRY ROT ON OFFICE DOORFRAME. 15. DOOR WINDOW IS BROKEN.</p> <p>BOYS REST ROOM: 12. CRACK IN INTERIOR WALL.</p> <p>GIRLS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 12. EXTERIOR BRICK WALL IS DAMAGED.</p> <p>KITCHEN: 4. CEILING TILE IS MISSING. 11. PAINT IS PEELING ON DOOR FRAME. 12. CRACK IN INTERIOR WALL.</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>210: 4. CEILING TILE IS BROKEN. PENCIL SHARPENER COVER IS MISSING. WALLPAPER IS TORN. 15. WINDOW CURTAIN IS TORN.</p>

School Facility Conditions and Planned Improvements

				<p>307: 4. CEILING TILE IS LOOSE. 7. ELECTRICAL COVER IS MISSING. 14. TRIP HAZARD ON WALKWAY.</p> <p>413: 4. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 7. OUTLET COVER IS BROKEN. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER CASE IS DAMAGED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>ADMIN: 4. FLOOR TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. HVAC COVER IS LOOSE IN CEILING. 15. DOOR CURTAINS ARE MISSING (LOCKDOWN HAZARD).</p> <p>BAND/ 819: 4. WALL TILES ARE MARRED IN PRACTICE ROOM. 7. LIGHT COVERS ARE MISSING IN PRACTICE ROOM. 9. FAUCET HAS HIGH PRESSURE. 10. EMERGENCY EXIT IS BLOCKED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>EQUIPMENT: 4. DRYWALL IS CHIPPING EXPOSE METAL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR IS DAMAGED.</p> <p>GIRLS REST ROOM: 4. CEILING TILE IS LOOSE. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. WINDOW FRAME IS DETERIORATING (HALLWAY).</p> <p>MPR: 4. FLOOR TILES ARE BROKEN. 14. BRICKS ARE MISSING ON EXTERIOR PLANTER.(UNABLE TO TURN ON LIGHTING)</p> <p>STAFF LOUNGE: 11. COMPRESSED AIR CYLINDER IS UNSECURED. 15. DOOR IS DAMAGED.</p> <p>STORAGE: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. 14. TRIP HAZARD ON WALKWAY.</p> <p>STORAGE: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 15. DOOR CLOSER COVER IS MISSING.</p>
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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.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	20	17	46	45	46	47
Mathematics (grades 3-8 and 11)	10	9	36	37	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	729	709	97.26	2.74	16.93
Female	370	354	95.68	4.32	21.19
Male	358	354	98.88	1.12	12.71
American Indian or Alaska Native	0	0	0	0	0
Asian	27	26	96.30	3.70	46.15
Black or African American	71	66	92.96	7.04	12.12
Filipino	21	21	100.00	0.00	42.86
Hispanic or Latino	541	532	98.34	1.66	15.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	47	43	91.49	8.51	13.95
White	15	14	93.33	6.67	7.14
English Learners	279	276	98.92	1.08	3.26
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	472	457	96.82	3.18	14.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	126	124	98.41	1.59	4.03

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	729	707	96.98	3.02	8.65
Female	370	354	95.68	4.32	9.35
Male	358	352	98.32	1.68	7.98
American Indian or Alaska Native	0	0	0	0	0
Asian	27	26	96.30	3.70	23.08
Black or African American	71	65	91.55	8.45	7.69
Filipino	21	21	100.00	0.00	38.10
Hispanic or Latino	541	531	98.15	1.85	7.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	47	43	91.49	8.51	9.30
White	15	14	93.33	6.67	0.00
English Learners	279	274	98.21	1.79	2.20
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	472	456	96.61	3.39	7.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	126	123	97.62	2.38	0.82

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	6.43	7.04	30.54	31.74	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	226	214	94.69	5.31	7.04
Female	129	121	93.80	6.20	8.26
Male	97	93	95.88	4.12	5.43
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	19	18	94.74	5.26	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	171	162	94.74	5.26	6.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31	7.69	8.33
White	--	--	--	--	--
English Learners	66	63	95.45	4.55	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	146	137	93.84	6.16	5.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	37	97.37	2.63	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	94.9	86.4	75.6	94.9	63.6

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.

2024-25 Opportunities for Parental Involvement
<p>At Riverview, we use a variety of methods to involve parents. We hold student award ceremonies to which parents are invited along with various meetings on a monthly basis to communicate school changes and issues with parents. Our School Site Council meets monthly to discuss school wide issues and how we are meeting the goals of our Single Plan for Student Achievement. English Language Learners Committee meets monthly to receive information and discuss issues about students in our ELD program. We conduct Grade Level Meetings as well as Student Study Team (SST) sessions where parents come to the school and confer with teachers about their child’s performance in school. We hold three musical concerts a year, 5th grade Parent Preview Night, as well as Back to School night and Open House. Monthly we host community engagement activities like our annual Fiesta, Winter Family Dinner, and interactive Spring Activities night. Our Parent Faculty Club meets monthly. We have a school-wide afternoon Track Meet in May which parents are invited to attend. Parents are also invited to attend various field trips throughout the year, assisting teachers.</p> <p>Contact information pertaining to organized opportunities for parental involvement: Contact School at (925) 458-3216.</p>

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	812	781	285	36.5
Female	415	396	144	36.4
Male	396	384	141	36.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	31	28	5	17.9
Black or African American	78	77	42	54.5
Filipino	23	22	3	13.6
Hispanic or Latino	593	573	190	33.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	25	24	15	62.5
White	20	18	12	66.7
English Learners	322	313	108	34.5
Foster Youth	--	--	--	--
Homeless	53	52	26	50.0
Socioeconomically Disadvantaged	700	676	248	36.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	139	136	50	36.8

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
11.24	13.74	17	3.07	3.98	4.51	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.03	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	17.00	0.00
Female	10.60	0.00
Male	23.74	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.23	0.00
Black or African American	29.49	0.00
Filipino	8.70	0.00
Hispanic or Latino	14.67	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	32.00	0.00
White	45.00	0.00
English Learners	16.77	0.00
Foster Youth	0.00	0.00
Homeless	30.19	0.00
Socioeconomically Disadvantaged	16.57	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	20.14	0.00

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

2024-25 School Safety Plan

The School Safety Plan, revised during the 2023-24 school year, has three major focus areas: An Assessment of School Crime; Strategies and Programs that emphasize a pro-active approach to school safety; and an Appendix that includes emergency and disaster procedures. The safety plan is reviewed annually during site council meetings and the procedures are

2024-25 School Safety Plan

reviewed with staff and practiced routinely.

Statistics indicate that Riverview provides a safe and secure climate for student learning. We introduced programs designed to foster a climate of respect by all stakeholders from each other, toward each other. We have a no-tolerance policy for weapons, drugs, alcohol and fighting. Students understand the expectations and have worked together to create incentives to involve the entire school community and reduce the number of student altercations on campus. Riverview Middle School employs a variety of measures to help students with behavioral concerns, including student study teams, teacher team meetings, flexible scheduling, weekly coordinated care meetings, individual and group counseling.

Strategies and programs addressed in the School Safety Plan include child abuse reporting procedures, suspension and expulsion policies, procedures to notify teachers of dangerous pupils, the sexual harassment policy, the school wide dress code, policies for safe ingress and egress of pupils, school discipline rules and procedures. Other programs that support school safety are: CARES After School Program, two full time counselors, three vice principals, a comprehensive CARE team that focuses attention getting appropriate services to students in a timely manner. We partner with Center for Human Development to provide drug and alcohol counseling services as well as Family Purpose counseling that focuses on high risk students. We began the Safe School Ambassadors program this year and initiated Say Something in connection with Sandy Hook Promise. Both programs are geared toward empowering students to speak up, stand up and hold each other accountable for keeping Riverview safe and engaged in learning.

The final section of the School Safety Plan includes emergency procedures in case of fire, intruders, hazardous chemical, earthquake, or other disaster, and delineates chain of command, communication, and first aid information.

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	17	30	14	6
Mathematics	26	5	2	11
Science	30	2	5	9
Social Science	24	5	10	4

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	19	25	10	9
Mathematics	29	3	4	10
Science	35		2	12
Social Science	28	3	7	7

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	20	16	12	6
Mathematics	32		6	9
Science	32	1	5	9
Social Science	33		4	10

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$ 16,254.81	\$ 6,746.44	\$ 9,508.38	\$ 79,215.06
District	N/A	N/A	\$ 9,647.66	\$88,805
Percent Difference - School Site and District	N/A	N/A	5.3	-200.0
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Fiscal Year 2023-24 Types of Services Funded

At Riverview, we have a variety of services that are offered to students to assist in their development. In addition to general fund allocations, the site receives Local Control Funding Formula funds, Title I funds, Comprehensive School Improvement funds and a host of small donations from various sources. Title I funds support the site's community coordinator and supplement supports in the area of mathematics and language arts; Title I funds are also used to support the professional development of staff in the area of Literacy, AVID, and Constructing Meaning to provide best practices to all staff to meet the needs of this diverse student body.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,556	\$56,573
Mid-Range Teacher Salary	\$80,845	\$87,186
Highest Teacher Salary	\$107,964	\$119,665
Average Principal Salary (Elementary)	\$125,682	\$148,486
Average Principal Salary (Middle)	\$134,930	\$154,835
Average Principal Salary (High)	\$143,368	\$170,008
Superintendent Salary	\$305,000	\$338,699
Percent of Budget for Teacher Salaries	29.99	31.41
Percent of Budget for Administrative Salaries	4.8	4.86

Professional Development

The district coordinates varied staff development programs for teachers and administrators based on assessed needs and state mandates. Days during the school year are dedicated to staff development.

During the past three years, teachers, as well as instructional assistants, have had a variety of opportunities to attend

Professional Development

conferences and workshops on site as well as off site. Staff members have participated in the California League of Middle Schools Conferences; the California Association of Teachers of English; the State Association of Science Teachers; Learning for Living; California Activity Directors Association; California Association of Bilingual Educators; the California Association of Physical Education Teachers, and a host of district sponsored workshops.

Staff also use two Wednesday afternoons a month for staff development, to analyze data and student work and to collaborate with their colleagues at both grade and departmental levels.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	10