

# Riverview Middle School

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



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

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

## Internet Access

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

## 2023-24 School Contact Information

|  |   |
|--|---|
| <b>School Name</b>                       | Riverview Middle School                 |
| <b>Street</b>                            | 205 Pacifica Avenue                     |
| <b>City, State, Zip</b>                  | Bay Point, CA 94565                     |
| <b>Phone Number</b>                      | (925) 458-3216                          |
| <b>Principal</b>                         | Laurie Clark                            |
| <b>Email Address</b>                     | clarklm@mdusd.org                       |
| <b>School Website</b>                    | Riverview Website is Under Construction |
| <b>County-District-School (CDS) Code</b> | 07-61754-6004261                        |

## 2023-24 District Contact Information

|                         |                                    |
|-------------------------|------------------------------------|
| <b>District Name</b>    | Mt. Diablo Unified School District |
| <b>Phone Number</b>     | (925) 682-8000                     |
| <b>Superintendent</b>   | Dr. Adam Clark                     |
| <b>Email Address</b>    | clarka@mdusd.org                   |
| <b>District Website</b> | www.mdusd.org                      |

## 2023-24 School Description and Mission Statement

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.

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

### 2022-23 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Grade 6          | 273                |
| Grade 7          | 237                |
| Grade 8          | 256                |
| Total Enrollment | 766                |

### 2022-23 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 53%                         |
| Male                                | 46.6%                       |
| American Indian or Alaska Native    | 0.4%                        |
| Asian                               | 3%                          |
| Black or African American           | 7.2%                        |
| Filipino                            | 2.5%                        |
| Hispanic or Latino                  | 74.5%                       |
| Native Hawaiian or Pacific Islander | 0.5%                        |
| Two or More Races                   | 1.7%                        |
| White                               | 3.1%                        |
| English Learners                    | 36.9%                       |
| Foster Youth                        | 0.1%                        |
| Homeless                            | 1.8%                        |
| Socioeconomically Disadvantaged     | 82.8%                       |
| Students with Disabilities          | 16.3%                       |

### 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   | 3.90          | 11.26          | 71.00           | 5.30             | 18854.30         | 6.86          |
| <b>Total Teaching Positions</b>   | <b>35.00</b>  | <b>100.00</b>  | <b>1340.30</b>  | <b>100.00</b>    | <b>274759.10</b> | <b>100.00</b> |

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   | 2.50          | 8.32           | 84.70           | 6.50             | 15831.90         | 5.67          |
| <b>Total Teaching Positions</b>   | <b>30.50</b>  | <b>100.00</b>  | <b>1303.50</b>  | <b>100.00</b>    | <b>279044.80</b> | <b>100.00</b> |

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        | 0.50        |
| Misassignments   | 2.60        | 0.30        |
| Vacant Positions   | 0.00        | 0.00        |
| <b>Total Teachers Without Credentials and Misassignments</b> | <b>2.60</b> | <b>0.90</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                               | 0.60        | 0.10        |
| <b>Total Out-of-Field Teachers</b>                     | <b>0.60</b> | <b>0.10</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><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 8.9     | 1.5     |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 2.7     | 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 |  | August 2022                 |  |
|---|--|-----------------------------|--|
| Subject   | Textbooks and Other Instructional Materials/year of Adoption   | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts                           | Prentice Hall School Division: Timeless Voices, Timeless Themes - Adopted 2002<br>English Language Development - National Geographic: Inside by National Geographic, 2004 - Adopted 2009 | No                          | 0  |

|                               |  |     |   |
|-------------------------------|--|-----|---|
|                               | ALD 7-8 (English 3D, Houghton) 2016<br>English Language Development: Inside the USA, Language and Vocabulary Student Book (Newcome Level)2009, Adopted 2018, Inside by National Geographic 2004, Adopted 2009  |     |   |
| <b>Mathematics</b>            | Math 6 - Pearson: Digits 6 - Adopted 2016<br>Math 7 - Pearson: Digits 7 - Adopted 2016<br>Math 7 Accelerated - Pearson: Digits Accelerated Connected Math 7 - Adopted 2016<br>Math 8 - Pearson: Digits 8 - Adopted 2016<br>Algebra I - Houghton Mifflin: Algebra I Big Ideas - Adopted 2016  | No  | 0 |
| <b>Science</b>                | Grade 6 - Stemsscopes CA - Adopted 2022<br>Grade 7 - Stemsscopes CA - Adopted 2022<br>Grade 8 - Stemsscopes CA - Adopted 2022  | Yes | 0 |
| <b>History-Social Science</b> | Grade 6: Holt, Rinehart & Winston: Ancient Civilizations - Adopted 2006<br>Grade 7: Holt, Rinehart & Winston: Medieval to Early Modern Times - Adopted 2006<br>Grade 8: Holt, Rinehart & Winston: Independence to 1914 - Adopted 2006  | No  | 0 |
| <b>Foreign Language</b>       | Spanish - Que Chevere - Adopted 2022<br>Grade 6 Accelerated Spanish - Maravillas - Adopted 2022<br>Spanish for Spanish Speakers A - Prentice Hall: Sendas Literarisa - Adopted 2005<br>Spanish for Spanish Speakers B - Prentice Hall - Sendas Literaries - Adopted 2005<br>Accelerated Spanish 6 (Dual Immersion Continuation) - Lectura Maravillas, McGraw Hill 2017, Adopted 2022<br>Accelerated Spanish 7/8 - En Espanol, Vista Higher Learning 2017, Not Adopted by MDUSD | Yes | 0 |

## 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**

12/14/2023

| System Inspected                                     | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer | X         |           |           | :   |

## School Facility Conditions and Planned Improvements

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|---|--|----------|--|
|   |  |          | <p>STORAGE: 2. VENT COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. WORKROOM: (NO ACCESS MEETING IN PROGRESS) 2. VENTS ON WALL HEATER ARE BROKEN. 7. OUTLET COVER IS MISSING.</p>  |
| <p><b>Interior:</b><br/>Interior Surfaces</p> |  | <p>X</p> | <p>115/ OFFICE: (MEETING IN PROGRESS) 4. CEILING TILES ARE LOOSE. FLOOR TILE IS BROKEN.<br/>         118/ OFFICE: 4. CEILING TILE HAS A WATER STAIN. 10. PHONE DOES NOT FUNCTION PROPERLY. 15. WINDOW SHADES DO NOT FUNCTION.<br/>         133/ LIBRARY WORKROOM: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. CABINET HANDLE IS BROKEN. HOLE IN WALL.<br/>         202: 4. CEILING TILE IS LOOSE.<br/>         203: 4. CEILING TILE IS LOOSE. FLOOR TILE IS BROKEN.<br/>         206: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.<br/>         207: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE HAS A WATER STAIN. 9. FAUCET HAS A LOW FLOW.<br/>         209: 4. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH.<br/>         210: 4. CEILING TILE IS BROKEN. 15. WINDOW CURTAIN IS TORN.<br/>         211/ STORAGE: 4. RUBBER MOULDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING. 15. DOOR CLOSER IS BROKEN.<br/>         212: 4. WALL TRIM IS MISSING. CEILING TILE IS LOOSE. 9. FAUCET LEAKS AT HANDLE.<br/>         307: 4. PENCIL SHARPENER COVER IS MISSING. CEILING TILE IS LOOSE. 7. ELECTRICAL COVER IS MISSING. 14. TRIP HAZARD ON WALKWAY.<br/>         308: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH.<br/>         310: 4. CEILING TILES ARE BROKEN. 11. PAINT IS PEELING ON THE DOOR. 15. DOOR CLOSER COVER IS MISSING. DOOR GOUGES FLOOR.<br/>         312: 4. LINOLEUM FLOORING IS DAMAGED. CEILING TILES ARE STAINED. 11. PAINT IS PEELING ON DOOR.<br/>         401: 4. CEILING TILES HAVE HOLES. CEILING TILE IS LOOSE. FORMICA TRIM IS MISSING ON COUNTERTOP AND RR WINDOW SILL. RUBBER MOULDING IS CHIPPING.<br/>         402: 4. CEILING TILES HAVE WATER STAINS. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.<br/>         403: 4. PENCIL SHARPENER COVER IS MISSING. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE.<br/>         404: 4. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> |

## School Facility Conditions and Planned Improvements

405: 4. FLOOR TILE IS MISSING AT ENTRY. CEILING TILE IS MISSING. 9. DRINKING FOUNTAIN HAS NO FLOW. 12. DRY ROT ON BUILDING SKIRTING.

406: 4. CEILING TILE HAS A HOLE. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS NO FLOW.

407: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON RAMP RAILING.

408: 4. WALL PAPER IS TORN.

409: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 12. CRACK IN STUCCO.

410: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON DOOR.

411: 4. CABINET DOOR IS LOOSE/BROKEN. 5. PAINT IS SPLATTERED ON CEILING AND INTERIOR WALLS. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 13. GUTTER DOWNSPOUT HAS A HOLE RUSTED THROUGH.

413: 4. CEILING TILE IS BROKEN. WALL PAPER IS TORN. RUBBER MOULDING IS MISSING. 7. OUTLET COVER IS BROKEN. 9. DRINKING FOUNTAIN HAS NO FLOW. 15. DOOR CLOSER COVER IS MISSING.

415: 4. WALLPAPER IS TORN. 7. ELECTRICAL COVER IS BROKEN. 10. PLUG IN AIR FRESHENER IS PRESENT. 11. PAINT IS PEELING ON DOOR.

418: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. HOLES IN FLOOR TILES. 7. ETHERNET COVER IS MISSING.

500: 4. SINK CABINET VENT COVERS ARE MISSING. 7. ETHERNET COVERS ARE MISSING. CONDUIT IS LOOSE FROM CEILING.

501: 4. WALL TRIM IS BROKEN AT ENTRY.

502: 4. CEILING TILES HAVE HOLES. PENCIL SHARPENER COVER IS MISSING.

503: 4. FORMICA TRIM IS MISSING ON COUNTERTOP.

503A: 4. CEILING TILE IS BROKEN.

505: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

506: 4. CEILING TILES ARE LOOSE. CEILING TILE HAS A WATER STAIN. RUBBER MOULDING IS MISSING.

507: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

508: 4. CEILING TILE IS LOOSE. 9. FAUCET LEAKS AT HANDLE. 10. FIRE EXTINGUISHER IS NOT MOUNTED.

606: 4. FORMICA TRIM IS MISSING ON COUNTERTOP.

ADMIN: 4. FLOOR TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 7. CLOCK IS NOT FUNCTIONING.(HALLWAY) 15. DOOR CURTAINS ARE MISSING (LOCKDOWN HAZARD).

BAND/ 819: 4. RUBBER MOLDING IS CHIPPING. FLOOR TRIM IS BROKEN CREATING A TRIP



## School Facility Conditions and Planned Improvements

|  |          |  |  |
|--|----------|--|--|
|  |          |  | <p>HAZARD. 9. FAUCET HAS HIGH PRESSURE. 15. DOOR CLOSER COVER IS MISSING.<br/> BOYS REST ROOM: 4. CEILING TILES ARE MISSING. CEILING TILES HAVE WATER STAINS.<br/> COMMUNITY COORDINATOR: 4. CEILING TILE IS LOOSE.<br/> EQUIPMENT: 4. FLOOR TILE IS BROKEN AT ENTRY. DRYWALL IS CHIPPING EXPOSE METAL.<br/> 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT FIXTURE IS OUT. 15. DOOR IS DAMAGED.<br/> FIRST AID: 4. RUBBER MOULDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH.<br/> GIRLS LOCKER ROOM: NO ACCESS (STUDENTS PRESENT). 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT.<br/> EXTERIOR LIGHT COVER IS MISSING. LIGHT DIFFUSER IS BROKEN (OFFICE). 15. DOOR CLOSER COVERS ARE MISSING.<br/> GIRLS REST ROOM: 4. CEILING TILE IS LOOSE. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR CLOSER COVER IS MISSING. WINDOW FRAME IS DETERIORATING (HALLWAY).<br/> LIBRARY OFFICE: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.<br/> LIBRARY: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 15. DOOR CLOSER COVER IS MISSING.<br/> MENS REST ROOM: 4. CEILING TILE HAS A HOLE. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTTICE IS POSTED.) (RR IS SINGLE USE)<br/> MPR: 4. FLOOR TILES ARE BROKEN. 14. BRICKS ARE MISSING ON EXTERIOR PLANTER.<br/> STORAGE: 4. ATTIC ACCESS COVER IS MISSING.<br/> STORAGE: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 15. DOOR CLOSER COVER IS MISSING.<br/> VICE PRINCIPAL: 4. CEILING TILES ARE BROKEN. (NO ROOM ID)</p> |
| <p><b>Cleanliness:</b><br/> Overall Cleanliness, Pest/Vermin Infestation</p> | <p>X</p> |  | <p>206: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.<br/> 209: 4. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH.<br/> 211/ STORAGE: 4. RUBBER MOULDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING. 15. DOOR CLOSER IS BROKEN.<br/> 302: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR.<br/> 303: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. SINK BASIN IS DETERIORATING.<br/> 308: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>   |

## School Facility Conditions and Planned Improvements

|                          |  |          |   |
|--------------------------|--|----------|---|
|                          |  |          | <p>402: 4. CEILING TILES HAVE WATER STAINS. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>404: 4. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>407: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON RAMP RAILING.</p> <p>411: 4. CABINET DOOR IS LOOSE/BROKEN. 5. PAINT IS SPLATTERED ON CEILING AND INTERIOR WALLS. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 13. GUTTER DOWNSPOUT HAS A HOLE RUSTED THROUGH.</p> <p>419: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>505: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>507: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>BOOK ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>EQUIPMENT: 4. FLOOR TILE IS BROKEN AT ENTRY. DRYWALL IS CHIPPING EXPOSE METAL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT FIXTURE IS OUT. 15. DOOR IS DAMAGED.</p> <p>FIRST AID: 4. RUBBER MOULDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>GENDER NUETRAL REST ROOM: 5. GRAFITTI ON DOORFRAME. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTTICE IS POSTED.)</p> <p>LIBRARY OFFICE: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>PARKING LOTS: 5. TRASH, DRUG PARAPHERNALIA, AND BROKEN GLASS THROUGHOUT PARKING LOT AREA.</p> <p>PREP: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EXIT IS BLOCKED.</p> <p>SPEECH: 6. DEAD MOUSE ON GLUE TRAP.</p> <p>STORAGE: 2. VENT COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> |
| <p><b>Electrical</b></p> |  | <p>X</p> | <p>117/ COUNSELOR: (SESSION IN PROGRESS) 7. EXTENSION CORD IS BEING ERMANENTLY USED.</p> <p>208: 7. CLOCK IS NOT FUNCTIONING.</p> <p>211/ STORAGE: 4. RUBBER MOULDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING. 15. DOOR CLOSER IS BROKEN.</p> <p>307: 4. PENCIL SHARPENER COVER IS MISSING. CEILING TILE IS LOOSE. 7. ELECTRICAL COVER IS MISSING. 14. TRIP HAZARD ON WALKWAY.</p> <p>403: 4. PENCIL SHARPENER COVER IS MISSING. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE.</p>   |

## School Facility Conditions and Planned Improvements

|  |  |   |   |
|--|--|---|---|
|  |  |   | <p>407: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON RAMP RAILING.</p> <p>411: 4. CABINET DOOR IS LOOSE/BROKEN. 5. PAINT IS SPLATTERED ON CEILING AND INTERIOR WALLS. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 13. GUTTER DOWNSPOUT HAS A HOLE RUSTED THROUGH.</p> <p>412: 7. CLOCK IS NOT FUNCTIONING.</p> <p>413: 4. CEILING TILE IS BROKEN. WALL PAPER IS TORN. RUBBER MOULDING IS MISSING. 7. OUTLET COVER IS BROKEN. 9. DRINKING FOUNTAIN HAS NO FLOW. 15. DOOR CLOSER COVER IS MISSING.</p> <p>415: 4. WALLPAPER IS TORN. 7. ELECTRICAL COVER IS BROKEN. 10. PLUG IN AIR FRESHENER IS PRESENT. 11. PAINT IS PEELING ON DOOR.</p> <p>418: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. HOLES IN FLOOR TILES. 7. ETHERNET COVER IS MISSING.</p> <p>500: 4. SINK CABINET VENT COVERS ARE MISSING. 7. ETHERNET COVERS ARE MISSING. CONDUIT IS LOOSE FROM CEILING.</p> <p>504: 7. OUTLET HAS NO POWER.</p> <p>ADMIN: 4. FLOOR TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 7. CLOCK IS NOT FUNCTIONING.(HALLWAY) 15. DOOR CURTAINS ARE MISSING (LOCKDOWN HAZARD).</p> <p>COPY ROOM: 7. SURGE PROTECTERS ARE DAISY CHAINED.</p> <p>EQUIPMENT: 4. FLOOR TILE IS BROKEN AT ENTRY. DRYWALL IS CHIPPING EXPOSE METAL.</p> <p>5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT FIXTURE IS OUT. 15. DOOR IS DAMAGED.</p> <p>GIRLS LOCKER ROOM: NO ACCESS (STUDENTS PRESENT). 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. EXTERIOR LIGHT COVER IS MISSING. LIGHT DIFFUSER IS BROKEN (OFFICE). 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>GYM: 7. MULTIPLE LIGHT FIXTURES ARE OUT. 15. DOOR CLOSER COVER IS MISSING.</p> <p>KITCHEN: 12. CRACK IN INTERIOR WALL.</p> <p>PSYCH: 7. CLOCK IS NOT FUNCTIONING.</p> <p>STAFF LOUNGE: 7. OUTLET COVER IS MISSING.(KITCHEN AREA) CLOCK IS MISSING.(KITCHEN AREA)</p> <p>STORAGE: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p> <p>WORKROOM: (NO ACCESS MEETING IN PROGRESS) 2. VENTS ON WALL HEATER ARE BROKEN. 7. OUTLET COVER IS MISSING.</p> |
| <p><b>Restrooms/Fountains:</b><br/>Restrooms, Sinks/ Fountains</p> |  | X | <p>207: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILE HAS A WATER STAIN. 9. FAUCET HAS A LOW FLOW.</p> <p>212: 4. WALL TRIM IS MISSING. CEILING TILE IS LOOSE. 9. FAUCET LEAKS AT HANDLE.</p>  |

## School Facility Conditions and Planned Improvements

|   |          |  |  |
|---|----------|--|--|
|   |          |  | <p>301: 9. FAUCET HAS NO FLOW.<br/>           303: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. SINK BASIN IS DETERIORATING.<br/>           405: 4. FLOOR TILE IS MISSING AT ENTRY. CEILING TILE IS MISSING. 9. DRINKING FOUNTAIN HAS NO FLOW. 12. DRY ROT ON BUILDING SKIRTING.<br/>           406: 4. CEILING TILE HAS A HOLE. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS NO FLOW.<br/>           413: 4. CEILING TILE IS BROKEN. WALL PAPER IS TORN. RUBBER MOULDING IS MISSING. 7. OUTLET COVER IS BROKEN. 9. DRINKING FOUNTAIN HAS NO FLOW. 15. DOOR CLOSER COVER IS MISSING.<br/>           508: 4. CEILING TILE IS LOOSE. 9. FAUCET LEAKS AT HANDLE. 10. FIRE EXTINGUISHER IS NOT MOUNTED.<br/>           BAND/ 819: 4. RUBBER MOLDING IS CHIPPING. FLOOR TRIM IS BROKEN CREATING A TRIP HAZARD. 9. FAUCET HAS HIGH PRESSURE. 15. DOOR CLOSER COVER IS MISSING.<br/>           GENDER NEUTRAL REST ROOM: 5. GRAFFITI ON DOORFRAME. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.)<br/>           GIRLS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.<br/>           GIRLS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.) 14. VALVE COVER IS RECESSED CREATING A TRIP HAZARD ON WALKWAY.<br/>           GIRLS REST ROOM: 4. CEILING TILE IS LOOSE. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR CLOSER COVER IS MISSING. WINDOW FRAME IS DETERIORATING (HALLWAY).<br/>           MENS REST ROOM: 4. CEILING TILE HAS A HOLE. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.) (RR IS SINGLE USE)<br/>           UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.)<br/>           WOMENS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.)<br/>           WOMENS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.)</p> |
| <p><b>Safety:</b><br/>           Fire Safety, Hazardous Materials</p> | <p>X</p> |  | <p>118/ OFFICE: 4. CEILING TILE HAS A WATER STAIN. 10. PHONE DOES NOT FUNCTION PROPERLY. 15. WINDOW SHADES DO NOT FUNCTION.<br/>           201: 10. FIRE EXTINGUISHER TAG IS OUTDATED (JUNE/23/2022).<br/>           302: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR.</p>  |

## School Facility Conditions and Planned Improvements

|  |   |  |   |
|--|---|--|---|
|  |   |  | <p>310: 4. CEILING TILES ARE BROKEN. 11. PAINT IS PEELING ON THE DOOR. 15. DOOR CLOSER COVER IS MISSING. DOOR GOUGES FLOOR.</p> <p>312: 4. LINOLEUM FLOORING IS DAMAGED. CEILING TILES ARE STAINED. 11. PAINT IS PEELING ON DOOR.</p> <p>407: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON RAMP RAILING.</p> <p>410: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON DOOR.</p> <p>413: 4. CEILING TILE IS BROKEN. WALL PAPER IS TORN. RUBBER MOULDING IS MISSING. 7. OUTLET COVER IS BROKEN. 9. DRINKING FOUNTAIN HAS NO FLOW. 15. DOOR CLOSER COVER IS MISSING.</p> <p>415: 4. WALLPAPER IS TORN. 7. ELECTRICAL COVER IS BROKEN. 10. PLUG IN AIR FRESHENER IS PRESENT. 11. PAINT IS PEELING ON DOOR.</p> <p>421: 10. FIRE EXTINGUISHER HANDLE IS BROKEN. 11. PAINT IS PEELING ON EAVES. 15. WINDOW SCREEN IS MISSING.</p> <p>508: 4. CEILING TILE IS LOOSE. 9. FAUCET LEAKS AT HANDLE. 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>801: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 11. PAINT IS PEELING ON DOOR FRAME.</p> <p>PREP: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EXIT IS BLOCKED.</p> <p>STORAGE: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED.</p> <p>STORAGE: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. 14. TRIP HAZARD ON WALKWAY.</p> |
| <p><b>Structural:</b><br/>Structural Damage, Roofs</p>                                 | X |  | <p>405: 4. FLOOR TILE IS MISSING AT ENTRY. CEILING TILE IS MISSING. 9. DRINKING FOUNTAIN HAS NO FLOW. 12. DRY ROT ON BUILDING SKIRTING.</p> <p>409: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 12. CRACK IN STUCCO.</p> <p>411: 4. CABINET DOOR IS LOOSE/BROKEN. 5. PAINT IS SPLATTERED ON CEILING AND INTERIOR WALLS. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 13. GUTTER DOWNSPOUT HAS A HOLE RUSTED THROUGH.</p> <p>BOYS REST ROOM: 12. CRACK IN INTERIOR WALL.</p>  |
| <p><b>External:</b><br/>Playground/School Grounds, Windows/<br/>Doors/Gates/Fences</p> | X |  | <p>118/ OFFICE: 4. CEILING TILE HAS A WATER STAIN. 10. PHONE DOES NOT FUNCTION PROPERLY. 15. WINDOW SHADES DO NOT FUNCTION.</p> <p>210: 4. CEILING TILE IS BROKEN. 15. WINDOW CURTAIN IS TORN.</p> <p>211/ STORAGE: 4. RUBBER MOULDING IS MISSING. 5. UNSECURED ITEMS ARE STORED</p>  |

## School Facility Conditions and Planned Improvements

TOO HIGH. 7. LIGHT DIFFUSER IS MISSING. 15. DOOR CLOSER IS BROKEN.

307: 4. PENCIL SHARPENER COVER IS MISSING. CEILING TILE IS LOOSE. 7. ELECTRICAL COVER IS MISSING. 14. TRIP HAZARD ON WALKWAY.

310: 4. CEILING TILES ARE BROKEN. 11. PAINT IS PEELING ON THE DOOR. 15. DOOR CLOSER COVER IS MISSING. DOOR GOUGES FLOOR.

421: 10. FIRE EXTINGUISHER HANDLE IS BROKEN. 11. PAINT IS PEELING ON EAVES. 15. WINDOW SCREEN IS MISSING.

ADMIN: 4. FLOOR TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 7. CLOCK IS NOT FUNCTIONING.(HALLWAY) 15. DOOR CURTAINS ARE MISSING (LOCKDOWN HAZARD).

BAND/ 819: 4. RUBBER MOLDING IS CHIPPING. FLOOR TRIM IS BROKEN CREATING A TRIP HAZARD. 9. FAUCET HAS HIGH PRESSURE. 15. DOOR CLOSER COVER IS MISSING.

EQUIPMENT: 4. FLOOR TILE IS BROKEN AT ENTRY. DRYWALL IS CHIPPING EXPOSE METAL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT FIXTURE IS OUT. 15. DOOR IS DAMAGED.

GIRLS LOCKER ROOM: NO ACCESS (STUDENTS PRESENT). 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. EXTERIOR LIGHT COVER IS MISSING. LIGHT DIFFUSER IS BROKEN (OFFICE). 15. DOOR CLOSER COVERS ARE MISSING.

GIRLS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTTICE IS POSTED.) 14. VALVE COVER IS RECESSED CREATING A TRIP HAZARD ON WALKWAY.

GIRLS REST ROOM: 4. CEILING TILE IS LOOSE. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR CLOSER COVER IS MISSING. WINDOW FRAME IS DETERIORATING (HALLWAY).

GYM: 7. MULTIPLE LIGHT FIXTURES ARE OUT. 15. DOOR CLOSER COVER IS MISSING.

LIBRARY: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 15. DOOR CLOSER COVER IS MISSING.

MPR: 4. FLOOR TILES ARE BROKEN. 14. BRICKS ARE MISSING ON EXTERIOR PLANTER.

STAFF LOUNGE: 15. DOOR IS DAMAGED.

STORAGE: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. 14. TRIP HAZARD ON WALKWAY.

STORAGE: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 15. DOOR CLOSER COVER IS MISSING.

## 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><br>(grades 3-8 and 11) | 24             | 20             | 46               | 46               | 47            | 46            |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 9              | 10             | 35               | 36               | 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>                                  | 758                     | 721                  | 95.12                 | 4.88                      | 19.72                          |
| <b>Female</b>  | 395                     | 376                  | 95.19                 | 4.81                      | 22.34                          |
| <b>Male</b>  | 362                     | 344                  | 95.03                 | 4.97                      | 16.62                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | 26                      | 25                   | 96.15                 | 3.85                      | 32.00                          |
| <b>Black or African American</b>                     | 68                      | 68                   | 100.00                | 0.00                      | 19.12                          |
| <b>Filipino</b>                                      | 20                      | 20                   | 100.00                | 0.00                      | 35.00                          |
| <b>Hispanic or Latino</b>                            | 562                     | 537                  | 95.55                 | 4.45                      | 17.72                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | 45                      | 40                   | 88.89                 | 11.11                     | 22.50                          |
| <b>White</b>   | 28                      | 25                   | 89.29                 | 10.71                     | 36.00                          |
| <b>English Learners</b>                              | 258                     | 234                  | 90.70                 | 9.30                      | 0.85                           |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | 23                      | 16                   | 69.57                 | 30.43                     | 12.50                          |
| <b>Military</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Socioeconomically Disadvantaged</b>               | 630                     | 602                  | 95.56                 | 4.44                      | 19.13                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Students with Disabilities</b>                    | 119                     | 115                  | 96.64                 | 3.36                      | 1.74                           |



## 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>                                  | 758                     | 735                  | 96.97                 | 3.03                      | 9.81                           |
| <b>Female</b>  | 395                     | 384                  | 97.22                 | 2.78                      | 10.94                          |
| <b>Male</b>  | 362                     | 350                  | 96.69                 | 3.31                      | 8.60                           |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | 26                      | 25                   | 96.15                 | 3.85                      | 20.00                          |
| <b>Black or African American</b>                     | 68                      | 68                   | 100.00                | 0.00                      | 2.99                           |
| <b>Filipino</b>                                      | 20                      | 20                   | 100.00                | 0.00                      | 30.00                          |
| <b>Hispanic or Latino</b>                            | 562                     | 550                  | 97.86                 | 2.14                      | 9.27                           |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | 45                      | 39                   | 86.67                 | 13.33                     | 15.38                          |
| <b>White</b>   | 28                      | 26                   | 92.86                 | 7.14                      | 3.85                           |
| <b>English Learners</b>                              | 258                     | 248                  | 96.12                 | 3.88                      | 0.81                           |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | 23                      | 23                   | 100.00                | 0.00                      | 0.00                           |
| <b>Military</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Socioeconomically Disadvantaged</b>               | 630                     | 614                  | 97.46                 | 2.54                      | 9.30                           |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Students with Disabilities</b>                    | 119                     | 112                  | 94.12                 | 5.88                      | 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 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science<br>(grades 5, 8 and high school) | 9.52           | 6.43           | 29.32            | 30.54            | 29.47         | 30.29         |

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

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

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 253              | 249           | 98.42          | 1.58               | 6.43                    |
| Female  | 131              | 129           | 98.47          | 1.53               | 6.20                    |
| Male  | 121              | 119           | 98.35          | 1.65               | 6.72                    |
| American Indian or Alaska Native              | --               | --            | --             | --                 | --                      |
| Asian   | --               | --            | --             | --                 | --                      |
| Black or African American                     | 25               | 25            | 100.00         | 0.00               | 0.00                    |
| Filipino                                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                            | 183              | 181           | 98.91          | 1.09               | 4.97                    |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 | --                      |
| Two or More Races                             | 15               | 13            | 86.67          | 13.33              | 15.38                   |
| White   | 11               | 11            | 100.00         | 0.00               | 36.36                   |
| English Learners                              | 83               | 81            | 97.59          | 2.41               | 0.00                    |
| Foster Youth                                  | 0                | 0             | 0              | 0                  | 0                       |
| Homeless                                      | --               | --            | --             | --                 | --                      |
| Military                                      | 0                | 0             | 0              | 0                  | 0                       |
| Socioeconomically Disadvantaged               | 203              | 200           | 98.52          | 1.48               | 7.00                    |
| Students Receiving Migrant Education Services | 0                | 0             | 0              | 0                  | 0                       |
| Students with Disabilities                    | 30               | 30            | 100.00         | 0.00               | 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.

#### 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:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 7     | 92.5%                            | 96.4%  | 79.0%   | 93.9%   | 93.9%                       |

## 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

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. 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.

Contact information pertaining to organized opportunities for parental involvement: Contact School at (925) 458-3216.

## 2022-23 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 837                   | 801                                     | 249                       | 31.1                     |
| Female  | 439                   | 424                                     | 128                       | 30.2                     |
| Male  | 395                   | 374                                     | 119                       | 31.8                     |
| Non-Binary                                    | 3                     | 3                                       | 2                         | 66.7                     |
| American Indian or Alaska Native              | 3                     | 3                                       | 3                         | 100.0                    |
| Asian   | 28                    | 26                                      | 2                         | 7.7                      |
| Black or African American                     | 83                    | 82                                      | 36                        | 43.9                     |
| Filipino                                      | 23                    | 21                                      | 4                         | 19.0                     |
| Hispanic or Latino                            | 612                   | 588                                     | 174                       | 29.6                     |
| Native Hawaiian or Pacific Islander           | 7                     | 6                                       | 2                         | 33.3                     |
| Two or More Races                             | 22                    | 19                                      | 11                        | 57.9                     |
| White   | 29                    | 29                                      | 12                        | 41.4                     |
| English Learners                              | 311                   | 302                                     | 89                        | 29.5                     |
| Foster Youth                                  | 1                     | 1                                       | 0                         | 0.0                      |
| Homeless                                      | 32                    | 28                                      | 12                        | 42.9                     |
| Socioeconomically Disadvantaged               | 701                   | 674                                     | 219                       | 32.5                     |
| Students Receiving Migrant Education Services | 0                     | 0                                       | 0                         | 0.0                      |
| Students with Disabilities                    | 141                   | 138                                     | 48                        | 34.8                     |

### 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           | 11.24          | 13.74          | 0.04             | 3.07             | 3.98             | 0.20          | 3.17          | 3.60          |
| Expulsions  | 0.00           | 0.00           | 0.00           | 0.00             | 0.00             | 0.03             | 0.00          | 0.07          | 0.08          |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 13.74            | 0               |
| Female  | 10.25            | 0               |
| Male  | 17.47            | 0               |
| Non-Binary                                    |                  |                 |
| American Indian or Alaska Native              | 0                | 0               |
| Asian   | 7.14             | 0               |
| Black or African American                     | 28.92            | 0               |
| Filipino                                      | 13.04            | 0               |
| Hispanic or Latino                            | 11.93            | 0               |
| Native Hawaiian or Pacific Islander           | 0                | 0               |
| Two or More Races                             | 18.18            | 0               |
| White   | 10.34            | 0               |
| English Learners                              | 13.18            | 0               |
| Foster Youth                                  | 0                | 0               |
| Homeless                                      | 12.5             | 0               |
| Socioeconomically Disadvantaged               | 13.55            | 0               |
| Students Receiving Migrant Education Services | 0                | 0               |
| Students with Disabilities                    | 16.31            | 0               |

## 2023-24 School Safety Plan

The School Safety Plan, revised during the 2022-23 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.

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.

## 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                 | 29                                   | 17                                    | 3                                   |
| Mathematics           | 24                 | 7                                    | 2                                     | 11                                  |
| Science               | 29                 | 2                                    | 8                                     | 7                                   |
| Social Science        | 23                 | 6                                    | 14                                    | 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 | 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                 | 0                                    | 2                                     | 12                                  |
| Social Science        | 28                 | 3                                    | 7                                     | 7                                   |

## 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 |
|-------------------------------------|-------|
| <b>Pupils to Academic Counselor</b> | 766   |

## 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> | 1                                |
| <b>Library Media Teacher (Librarian)</b>                             | 0.2                              |
| <b>Library Media Services Staff (Paraprofessional)</b>               |                                  |
| <b>Psychologist</b>  | 0.8                              |
| <b>Social Worker</b>   |                                  |
| <b>Nurse</b>   |                                  |
| <b>Speech/Language/Hearing Specialist</b>                            |                                  |
| <b>Resource Specialist (non-teaching)</b>                            |                                  |
| <b>Other</b>   | 0.2                              |

## 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>                                   | \$ 14,501.73                 | \$ 5,528.99                         | \$ 8,972.75                           | \$ 66,624.98           |
| <b>District</b>                                      | N/A                          | N/A                                 | \$ 8,304.45                           | \$83,724               |
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A                                 | 5.3                                   | -200.0                 |
| <b>State</b>   | N/A                          | N/A                                 | \$7,607                               | \$87,885               |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A                                 | -200.0                                | -200.0                 |

## Fiscal Year 2022-23 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, 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 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>                      | \$55,472        | \$55,550                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$76,586        | \$80,703                                     |
| <b>Highest Teacher Salary</b>                        | \$102,279       | \$109,418                                    |
| <b>Average Principal Salary (Elementary)</b>         | \$117,882       | \$137,703                                    |
| <b>Average Principal Salary (Middle)</b>             | \$126,641       | \$143,760                                    |
| <b>Average Principal Salary (High)</b>               | \$139,768       | \$159,021                                    |
| <b>Superintendent Salary</b>                         | \$298,000       | \$319,443                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 32.43%          | 30.35%                                       |
| <b>Percent of Budget for Administrative Salaries</b> | 4.8%            | 4.87%  |

## 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 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  | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 3       | 9       | 9       |