

**School
Accountability Report Card
Reported Using Data from the 2018–19 School
Year
California Department of Education**

RMS

Address: 13943 Rivers Edge Rd, Helendale, CA 92342

Phone: 760-952-1266

Principal: Chet Richards

Grade Span: 7th - 8th

School Description and Mission Statement (School Year 2018–19)
RIVERVIEW MIDDLE SCHOOL MISSION STATEMENT The middle school student is a person with unique and rapidly changing emotional, physical, and intellectual qualities. Choices made during these critical years affect the future. Therefore, the community, parents, and staff work together with the student for educational growth. Opportunities to achieve are provided through vigorous instruction coupled with high expectations, appropriate activities, and consistent discipline. As this educational program moves ahead, changes will focus on specific needs of Riverview Middle School students in keeping with district and state policies.
Riverview Middle School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students received a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. We have made a commitment to provide the best educational program possible for Riverview Middle School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.
The following are the expected Student Learning Outcomes that have been adopted by our school:

Eagles will Exemplify:

Grit: Persisting through obstacles

Occupational Development: Preparing for career and college

Achievement - Succeeding in academics

Lifelong Learning: Inspiring a passion for education

Social Proficiency: Growing through communication and collaboration

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

Teacher Credentials				
Teachers	School 2016–17	School 2017–18	School 2018–19	District 2018–19
With Full Credential	6	6	8	52
Without Full Credential	1	2	1	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions			
Indicator	2016–17	2017–18	2018–19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials
(School Year 2018–19)**

Year and month in which the data were collected: February 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync - McGraw Hill - 2016	Yes	0
Mathematics	Go Math, Houghton Mifflin Harcourt - 2015	Yes	0
Science	Prentice Hall - 2008	Yes	0
History-Social Science	Holt, Reinhart & Winston - 2005	Yes	0

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

B. Pupil Outcomes

Career Technical Education (CTE) Programs (School Year 2017–18)
<i>Use this space to provide information about Career Technical Education (CTE) programs including:</i>
• <i>Programs and classes offered that are specifically focused on career preparation and/or preparation for work</i> • <i>How these programs and classes are integrated with academic courses and how they support academic achievement</i> • <i>How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students</i> • <i>The measurable outcomes of these programs and classes, and how they are evaluated for effectiveness in attaining those outcomes</i> • <i>State the primary representative of the district's CTE advisory committee and the industries represented on the committee</i>

Career Technical Education (CTE) Participation (School Year 2017–18)	
Measure	CTE Program Participation
Number of Pupils Participating in CTE	

Percent of Pupils Completing a CTE Program and Earning a High School Diploma	
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018–19)

The staff encourages parents to be involved in their child's learning environment either by volunteering (All volunteers must be fingerprinted by the FBI and DOJ prior to volunteering) in the classroom, participating in decision-making groups (Strategic Planning), School Site Council (SSC), or simply by attending school events . The Helendale Staff is highly committed in keeping the communication open and flowing. Upcoming events and school activities are communicated through teacher newsletter, emails, an automated telephone message delivery system, flyers, our electronic school marquee, the school website, weekly bulletin notices, and articles in the local newspaper.

Opportunities to Volunteer:

Fundraising Activities
Field Trip Chaperone
School Activities

Committee:

School Site Council (SSC)

School Safety Plan (School Year 2018–19)

The Comprehensive School Site Safety Plan was developed for Riverview Middle School in collaboration with local agencies, the district office, and the School Site Council to fulfill Senate Bill 187 requirements. Components of this plan include;

disaster response procedures, evacuation procedures, procedures for safe arrival and departure from school, monthly safety drills, youth development strategies, student and staff physical safety strategies, AED applications, and school climate strategies. Helendale School District Safety Committee meets regularly to update the safety plan in order to meet the safety needs of our facilities. The plan is reviewed annually by the School Site Council and then reviewed and discussed with school staff in February each year.

D. Other SARC Information

Academic Counselors and Other Support Staff (School Year 2017–18)		
Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	156
Counselor (Social/Behavioral or Career Development)	1	156
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.3	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0.25	N/A
Other	0	N/A

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

Professional Development
From 2016-2018, Riverview Middle School held multiple staff development days devoted to: • Student Engagement • Assessments • Textbook Adoption • Differentiated Instruction • WASC Accreditation process, preparation, and procedures Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Riverview Middle School supports ongoing professional growth throughout the year on minimum days. Teachers met in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching

staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow -up on previous training, or 3) follow -up training for newly implemented programs/curricula.

From 2016-2018, Riverview Middle School teachers attended the following events hosted by the Helendale School

District:

- PBIS (Positive Behavior and Supports)
- Legal/Due Process (Web-IEP)
- Aeries data System for assessments, assignments, and parent/student portal
- LCFF & LCAP
- ERW C course sponsored by the CSU
- CTI Induction Training: CTI Support Provider Follow Up Sessions
- Common Core Implementation for ELA Teachers
- Safety Plan Training
- 6+1 Traits for Writing
- Mental Health First Aid
- Fred Jones Instructional Practices
- Probationary Teacher Induction
- Common Core Implementation for Math
- Go Math Curriculum Training

Riverview Middle School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

School Facility Conditions and Planned Improvements

Helendale School District takes great pride and effort to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Riverview Middle School's original facilities were built in 2010 and ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. Riverview Middle School facilities are routinely inspected by the facilities and maintenance departments. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner.

A work order process is used by school and district staff to communicate non-routine maintenance requests. Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One full-time day custodian and one part-time evening custodian are assigned to Academy of Careers and Exploration School. The day custodian is responsible for:

- General grounds maintenance
- Lunch area setup/cleanup
- Restroom cleaning
- Trash removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Common use area cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with the custodial staff as needed concerning maintenance and school safety issues.

- The school site is well maintained and extremely clean.
- This school site Just had lighting fixtures replaced and upgraded to LED, along with Solar parking structure constructed.
- Ongoing asphalt repair. Some minor leaks

Types of Services Funded (Fiscal Year 2017–18)

Riverview Middle School offers numerous services for the variety of students who attend the school. Students are encouraged to take required courses if they plan on attending a four-year college or university. The school is focused on providing increased course offerings that comply with the A-G requirements for the UC/CSU systems. In addition students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Currently, the school provides fire science and emergency medical response as an option for students to work towards a career. During their freshman year, students meet with the academic counselor to discuss their four year plan. The counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. The school offers teachers designated to assist English Learners, as needed. Teachers collaborate in SST s or IEPs to assess students' performances who require additional services. Additional servicing may be provided by the school's SAI teacher or provided through SELPA and/or San Bernardino County Services.