

Riverview Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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/>.

2025-26 School Contact Information

School Name	Riverview Middle School
Street	13943 Rivers Edge Rd.
City, State, Zip	Helendale, Ca, 92342
Phone Number	(760) 952-1266
Principal	Scott Bates
Email Address	sbates@helendalesd.com
School Website	https://www.helendalesd.org/Schools/ACE-and-RMS-School/index.html
Grade Span	7-8
County-District-School (CDS) Code	36677366107072

2025-26 District Contact Information

District Name	Helendale Elementary School District
Phone Number	(760) 952-1180
Superintendent	William Laird
Email Address	wlaird@helendalesd.com
District Website	www.helendalesd.org

2025-26 School Description and Mission Statement

Riverview Middle School serves students in grades seven and eight during a critical period of academic, social, and personal development. The school's mission recognizes that middle school students experience rapid emotional, physical, and intellectual growth, and that choices made during these years have a lasting impact on future success. In partnership with families and the community, Riverview Middle School is committed to providing a supportive learning environment that combines rigorous instruction, high expectations, appropriate extracurricular opportunities, and consistent discipline in alignment with district and state policies.

Riverview Middle School provides a safe, engaging, and student-centered learning environment where students are actively

2025-26 School Description and Mission Statement

involved in both academic learning and the development of positive values. Instruction is standards-based and delivered by dedicated professional staff who focus on meeting the individual needs of students. Ongoing assessment of student progress and achievement informs instructional planning and targeted supports, ensuring continuous improvement of the educational program and promoting academic growth for all learners.

The school’s instructional program and culture are guided by the district’s GOALS framework, which defines expected student learning outcomes. Riverview students, known as Eagles, are supported in developing Grit by persisting through challenges; Occupational Development by building early awareness of college and career pathways; Academic Achievement through mastery of grade-level standards; Lifelong Learning by fostering curiosity and a commitment to growth; and Social Proficiency through communication, collaboration, and responsible decision-making. Through these outcomes, Riverview Middle School prepares students for a successful transition to high school and beyond.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	73
Grade 8	68
Total Enrollment	141

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.5
Asian	0.7
Black or African American	3.5
Filipino	0.7
Hispanic or Latino	52.5
Two or More Races	1.4
White	41.1
English Learners	2.8
Foster Youth	0.7
Homeless	5.7
Socioeconomically Disadvantaged	46.8
Students with Disabilities	7.1

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.

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)	4.8	67.04	239.9	73.92	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3	0.92	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.3	32.83	9.5	2.94	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	67.5	20.82	11953.1	4.28
Unknown/Incomplete/NA	0	0	4.5	1.39	15831.9	5.67
Total Teaching Positions	7.2	100	324.5	100	279044.8	100

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)	6.2	79.52	262.3	80.17	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6	1.83	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	2.15	2.1	0.66	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.7	9.73	53.6	16.38	11746.9	4.23
Unknown/Incomplete/NA	0.6	8.6	3.1	0.95	14303.8	5.15
Total Teaching Positions	7.9	100	327.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	7.2	86.89	290.1	83.31	230039.4	100
Intern Credential Holders Properly Assigned	0	0	6	1.72	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	11.92	3.8	1.11	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	44.1	12.67	12112.8	4.34
Unknown/Incomplete/NA	0.1	1.19	4.1	1.19	13705.8	4.91
Total Teaching Positions	8.3	100	348.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	2.30	0.1	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.30	0.1	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0.7	0
Total Out-of-Field Teachers	0.00	0.7	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	33.3	3.4	12.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, McGraw Hill - Local Adoption 2016	0
Mathematics	Go Math/Houghton Mifflin Harcourt - State Adoption 2014	0
Science	California Inspire Science, McGraw Hill - State Adoption 2018	0
History-Social Science	myWorld Interactive, Savvas - State Adoption 2017	0
Foreign Language	Vista Higher Learning - State Adoption 2021	0
Health	Edmentum - Local Adoption 2020	0
Visual and Performing Arts	N/A	0
Science Laboratory Equipment (grades 9-12)	N/A	0

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

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. Helendale Secondary 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. Helendale Secondary 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:

School Facility Conditions and Planned Improvements

- 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 School Administrative Manager communicates with the custodial staff as needed concerning maintenance and school safety issues.

Year and month of the most recent FIT report	Auguts 2025
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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			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	41	35	46	47	47	48
Mathematics (grades 3-8 and 11)	21	20	33	35	35	37

2024-25 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	143	141	98.60	1.40	35.46
Female	65	65	100.00	0.00	38.46
Male	78	76	97.44	2.56	32.89
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	73	72	98.63	1.37	30.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	61	60	98.36	1.64	40.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	72	98.63	1.37	23.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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	143	141	98.60	1.40	19.86
Female	65	65	100.00	0.00	13.85
Male	78	76	97.44	2.56	25.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	73	72	98.63	1.37	20.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	61	60	98.36	1.64	20.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	72	98.63	1.37	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	24.64	16.9	30.15	27.91	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	72	71	98.61	1.39	16.90
Female	33	33	100.00	0.00	21.21
Male	39	38	97.44	2.56	13.16
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	36	100.00	0.00	11.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	28	96.55	3.45	25.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	33	100.00	0.00	15.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2024-25 California Physical Fitness Test Participation Rates

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	97.4	96.2	98.7	96.2	97.4

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.

2025-26 Opportunities for Parental Involvement

Parents and guardians at Riverview Middle School are encouraged to be active partners in their child's education. The school promotes family engagement through regular communication, parent-teacher conferences, counselor meetings, and school events focused on academic progress, student well-being, and successful transition to high school. Families are invited to attend and support school activities such as assemblies, student recognition events, performances, athletic competitions, and informational meetings. Opportunities for parent participation and volunteer involvement are offered in accordance with district policies and established visitor procedures.

Riverview Middle School maintains ongoing communication with families through email, phone calls, automated notifications, and the Aeries Parent Portal, which allows parents to monitor attendance, grades, and academic progress. Parents are encouraged to contact teachers, counselors, or administrators whenever questions or concerns arise. Appointments may be scheduled through the school office to support meaningful collaboration. All campus visitors are required to sign in at the main office and follow established safety protocols to ensure a secure learning environment for students and staff.

Parents seeking additional information or wishing to become more involved may contact the Riverview Middle School office at (760) 952-1266 or visit the Helendale School District website at www.helendalesd.com. Riverview Middle School values parent input and engagement as an essential component of student success and continuous school improvement.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	160	154	27	17.5
Female	75	73	11	15.1
Male	85	81	16	19.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	85	81	20	24.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	64	63	4	6.3
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	86	83	22	26.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	14	11	3	27.3

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
16.18	6.06	6.25	0.91	0.64	0.44	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.25	0.00
Female	2.67	0.00
Male	9.41	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.24	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.56	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.14	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.29	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.

2025-26 School Safety Plan

Riverview Middle School maintains a Comprehensive School Safety Plan (CSSP) designed to ensure a safe, orderly, and supportive learning environment for students and staff. The CSSP was most recently reviewed and updated during the 2024–25 school year and was discussed with school faculty and a student representative as part of the annual review process. The plan was reviewed and approved by the School Site Council on February 9, 2026, and subsequently approved by the Helendale School District Board of Education on February 11, 2026, in accordance with California Education Code requirements.

The CSSP includes procedures and protocols addressing emergency preparedness, disaster response, and campus safety. Key elements of the plan include evacuation and lockdown procedures, coordination with local law enforcement and emergency responders, staff training and safety drills, and supervision plans designed to maintain student safety throughout the school day. The plan also incorporates behavioral expectations and supports, including Positive Behavioral Interventions and Supports (PBIS), to promote a positive school climate and reduce disciplinary incidents.

The Comprehensive School Safety Plan is reviewed annually and updated as needed to reflect changes in campus needs, best practices, or legal requirements. Riverview Middle School remains committed to continuous improvement in school safety through staff collaboration, student input, and coordination with district leadership. Copies of the CSSP are available for review upon request, consistent with applicable public access guidelines.

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	20	4	4	0
Mathematics	18	5	4	0
Science	26	0	6	0
Social Science	26	0	7	0

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	21	3	4	
Mathematics	18	5	3	
Science	24	2	4	
Social Science	23	3	4	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	2	4	
Mathematics	20	4	3	
Science	23	2	4	
Social Science	23	3	4	

2024-25 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	98

2024-25 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)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$14171.45	2025.00	12146.00	\$52986.00
District	N/A	N/A	\$11000.16	\$80913.00
Percent Difference - School Site and District	N/A	N/A	9.9	-41.7
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	8.6	-61.5

Fiscal Year 2024-25 Types of Services Funded

During the 2024–25 school year, Riverview Middle School funded a variety of programs and services to support student academic achievement and overall success. These services included access to standards-aligned instructional materials, supplemental academic programs, and targeted instructional supports designed to meet the needs of diverse learners. Technology resources were provided to support classroom instruction and student access to digital learning tools. Additional academic supports were offered to assist students who required intervention or enrichment in core subject areas.

Riverview Middle School also funded student support services to promote social-emotional well-being, positive behavior, and consistent school attendance. These services included access to school counseling, attendance monitoring and intervention, and site-based behavioral supports. The school implemented Positive Behavioral Interventions and Supports (PBIS) to establish clear expectations, reinforce positive behavior, and support a safe and respectful learning environment. Bilingual instructional support and services for English Learners were provided to ensure equitable access to the instructional program.

Professional development for teachers and staff was funded to strengthen instructional practices, support effective classroom management, and improve outcomes for all students. Transportation services were also provided to support regular student attendance and participation in school programs. Collectively, these programs and services supported Riverview Middle School's instructional goals and aligned with district Local Control and Accountability Plan priorities focused on academic growth, student engagement, and school climate.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,855	\$61,516
Mid-Range Teacher Salary	\$92,032	\$95,479
Highest Teacher Salary	\$132,386	\$125,208
Average Principal Salary (Elementary)	\$186,368	\$152,668
Average Principal Salary (Middle)	\$160,564	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$217,999	\$242,781
Percent of Budget for Teacher Salaries	28.6%	29.76%
Percent of Budget for Administrative Salaries	6.73%	5.74%

Professional Development

During the 2024–25 school year, Riverview Middle School provided ongoing professional development to support high-quality instruction and continuous improvement in teaching and learning. Professional development activities were aligned to state academic standards, district priorities, and student needs, with a focus on strengthening instruction in English language arts and mathematics. Teachers participated in site-based professional learning, district-led training, and county-sponsored workshops to enhance instructional effectiveness.

Professional development emphasized evidence-based instructional strategies, including differentiated instruction, formative assessment, and integrated English Language Development to support English Learners and other student subgroups. Staff also received training related to Positive Behavioral Interventions and Supports (PBIS), classroom management, and social-emotional learning to promote a positive and inclusive school climate and support student behavior and engagement.

New and early-career teachers participated in an approved teacher induction program, which provided mentoring and ongoing professional learning to support credential completion and instructional growth. Professional development activities were monitored through classroom observations, administrative walkthroughs, and collaboration with district leadership to ensure alignment with school goals and continuous improvement efforts.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	6