

**Rincon Valley Middle School**  
**2021–22 School Accountability Report Card**  
**Reported Using Data from the 2021–22 School Year**  
**California Department of Education**

**Address:** 4650 Badger Rd.  
Santa Rosa, CA , 95409-2699

**Principal:** Amy Schlueter

**Phone:** 707-890-3870

**Grade Span:**

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 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.

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## About This School

### Amy Schlueter

Principal, Rincon Valley Middle School

### About Our School



Rincon Valley Middle School is committed to educating the youth of our community. We offer rigorous academic courses to prepare students for the demands of a college preparatory high school. We understand that challenging academic courses in middle school equate to success in high school, college, and life. At RVMS we are interested in the "whole" child; and because of this we offer a wide range of extracurricular and co-curricular activities. If your child is interested in sports, clubs, intramurals, and school spirit; then Rincon Valley Middle School is the right place for your child.

Our staff is dedicated to meeting the needs of your child. Every RVMS teacher is highly motivated and experienced. The average teacher at our site has over fifteen years of teaching experience. Every teacher is part of a grade-level team that meets several times a month to discuss ways to improve student success. Our athletic coaches are also teachers at our site. As you may already know, teachers/coaches are very effective at keeping students motivated and offer support in their academic endeavors.

In school, just as in life, some students struggle with different challenges. Rincon Valley Middle School has a wide array of support services to help your child be successful at school. While every student must take responsibility for their own learning; we believe in doing everything possible to support their efforts in achieving success in school, and in life.

At Rincon we believe that the road to student success is a partnership between students, parents, teachers, counselors, support staff and administrators. I am proud to say that at Rincon this partnership flourishes. Our parents donate generously every year in support of our students and programs. Just as important, our parents volunteer their time to support our many extra-curricular co-curricular activities.

Go Falcons!

### Contact

Rincon Valley Middle School  
4650 Badger Rd.  
Santa Rosa, CA 95409-2699

Phone: [707-890-3870](tel:707-890-3870)  
Email: [aschlueter@srcs.k12.ca.us](mailto:aschlueter@srcs.k12.ca.us)

## Contact Information (School Year 2022–23)

### District Contact Information (School Year 2022–23)

<b>District Name</b>	Santa Rosa High
<b>Phone Number</b>	707-890-3800
<b>Superintendent</b>	Trunnell, Anna
<b>Email Address</b>	<a href="mailto:atrunnell@srcs.k12.ca.us">atrunnell@srcs.k12.ca.us</a>
<b>Website</b>	<a href="https://www.srcschools.org/">https://www.srcschools.org/</a>

### School Contact Information (School Year 2022–23)

<b>School Name</b>	Rincon Valley Middle School
<b>Street</b>	4650 Badger Rd.
<b>City, State, Zip</b>	Santa Rosa, CA , 95409-2699
<b>Phone Number</b>	707-890-3870
<b>Principal</b>	Amy Schlueter
<b>Email Address</b>	<a href="mailto:aschlueter@srcs.k12.ca.us">aschlueter@srcs.k12.ca.us</a>
<b>Website</b>	<a href="https://www.rinconvalleymiddleschool.com/">https://www.rinconvalleymiddleschool.com/</a>
<b>County-District-School (CDS) Code</b>	49709206060271

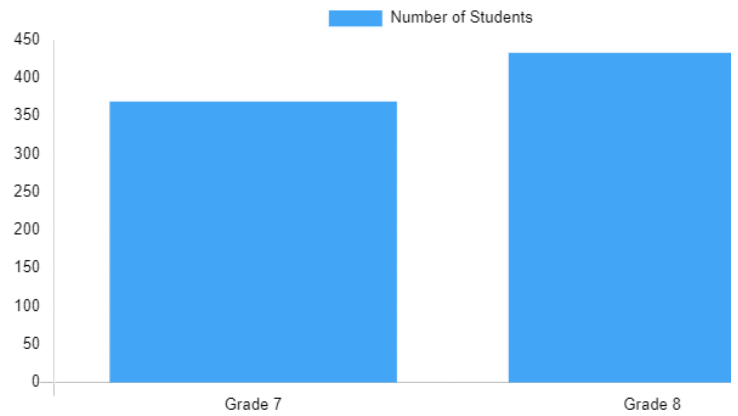
### **School Description and Mission Statement (School Year 2022–23)**

Rincon Valley Middle School is a thriving academic community where intellectual curiosity, discovery, and student achievement are encouraged and supported. We have many outstanding programs, and firmly believe that all students can achieve at high levels. The mission at Rincon Valley is to promote academic excellence, social responsibility, physical fitness and an appreciation of the arts for all students. Our programs encourage students to develop cooperative and competitive abilities which are essential in a rapidly changing world.

*Last updated: 2/1/23*

### Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 7	369
Grade 8	433
Total Enrollment	802



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

*Last updated: 2/1/23*

### Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	45.40%
Male	54.60%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	8.40%
Black or African American	1.70%
Filipino	1.70%
Hispanic or Latino	27.80%
Native Hawaiian or Pacific Islander	0.90%
Two or More Races	8.20%
White	50.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	4.10%
Foster Youth	0.10%
Homeless	0.10%
Migrant	0.00%
Socioeconomically Disadvantaged	26.90%
Students with Disabilities	9.50%

## 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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.80	77.89	391.70	79.66	228366.10	83.12
Intern Credential Holders Properly Assigned	1.40	4.40	12.30	2.51	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.90	3.11	21.60	4.41	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.14	15.20	3.09	12115.80	4.41
Unknown	3.60	11.40	50.80	10.33	18854.30	6.86
Total Teaching Positions	31.80	100.00	491.80	100.00	274759.10	100.00

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

Last updated: 2/2/23

### Teacher Preparation and Placement (School Year 2021–22)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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.

Last updated: 2/2/23

### Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	0.90	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.90	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	1.00	

*Last updated: 1/11/23*

**Class Assignments**

Indicator	2020-21 Percent	2021-22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.80	

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

*Last updated: 1/11/23*

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language of Literature (7), The: McDougal Littell 2002, Barkett, Bautista, Board Approved 6/12/2002 Prentice Hall Literature: Timeless Voices, Timeless Themes – Bronze Level 2002, Prentice Hall, Kinsella, Board Approved 3/23/2005 Prentice Hall Literature: Timeless Voices, Timeless Themes – Silver Level 2002, Prentice Hall, Kinsella, Board Approved 3/23/2005 Language of Literature (8), The: McDougal Littell 2002, Barkett, Bautista, Board Approved 6/12/2002	Yes	0%
Mathematics	Course 2: CPM 2015, Dietiker, Board Approved 1/24/2018 Course 3: CPM 2015, Dietiker, Board Approved 1/24/2018 Integrated Math 1: CPM 2015, Dietiker, Board Approved 1/24/2018	Yes	0%
Science	TCI Bring Science Alive 7th Grade Integrated (BA 2021), Forces and Energy, Matter, Waves modules for 8th. Planet Earth, Ecosystems, Adaptations modules for 7th. TCI Bring Science Alive 8th Grade Integrated (BA 2021)	Yes	0%
History-Social Science	McGraw-Hill World history & geography:Medieval & early modern times 9780076755974 McGraw Hill Impact California Social Studies United States History and Geography: Growth and Conflict 978-0-07-675568-4"	Yes	0%
Foreign Language	Realidades: Level 1: Digital ed.: Pearson 2014, Boyle, Met, Sayers, Wargin Paso a Paso: Level 1 – 2nd ed.: Prentice Hall 2000, Met, Sayers, Board Approved 5/8/2002 Allez, Viens! Level 1: Holt,Rinehart & Winston 2003, Chao, et al, Board Approved 6/26/2002 Discovering French Bleu (Level 1/Yr. 1): Heath/McDougal 2000, Vallette,et al, Health	Yes	0%
Health	Focus On Life Science - 7th grade	Yes	0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 2/2/23

## School Facility Conditions and Planned Improvements

The district uses the Facilities Inspection Tool (FIT) which was developed by the State of California Office of Public School Construction to evaluate the conditions at each school site with ratings of "good," "fair," or "poor." The FIT also provides an overall summary of the school conditions at each school site on a scale of "exemplary," "good," "fair," or "poor". Detailed information from the FIT is listed in Section IV of the complete SARC and is also available at the District Office.

This school was inspected on 12/29/2022 and had an overall rating of "good".

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Last updated: 2/1/23

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: December 2022

Overall Rating	Good
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Last updated: 2/1/23

## 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.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	52%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	44%	N/A	25%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: 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.

Note: 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.

Last updated: 2/2/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment  
 Grades Three through Eight and Grade Eleven  
 (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	796	736	92.46	7.54	52.34
Female	362	336	92.82	7.18	55.42
Male	433	399	92.15	7.85	49.62
American Indian or Alaska Native	--	--	--	--	--
Asian	66	63	95.45	4.55	90.48
Black or African American	11	11	100.00	0.00	20.00
Filipino	14	13	92.86	7.14	76.92
Hispanic or Latino	222	199	89.64	10.36	39.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	71	65	91.55	8.45	50.00
White	403	377	93.55	6.45	53.64
English Learners	28	27	96.43	3.57	7.41
Foster Youth	0	0	0	0	0
Homeless					
Military	14	14	100.00	0.00	64.29
Socioeconomically Disadvantaged	244	220	90.16	9.84	36.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	65	89.04	10.96	15.87

Note: 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.

Note: 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.

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.

*Last updated: 2/1/23*

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment  
 Grades Three through Eight and Grade Eleven  
 (School Year 2021–22)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	796	701	88.07	11.93	44.46
Female	362	321	88.67	11.33	40.38
Male	433	379	87.53	12.47	48.01
American Indian or Alaska Native	--	--	--	--	--
Asian	66	65	98.48	1.52	80.00
Black or African American	11	10	90.91	9.09	--
Filipino	14	12	85.71	14.29	66.67
Hispanic or Latino	222	188	84.68	15.32	25.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	71	58	81.69	18.31	55.17
White	403	360	89.33	10.67	46.37
English Learners	28	24	85.71	14.29	4.17
Foster Youth	0	0	0	0	0
Homeless				--	
Military	14	11	78.57	21.43	45.45
Socioeconomically Disadvantaged	244	201	82.38	17.62	24.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	73	62	84.93	15.07	14.75

Note: 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.

Note: 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.

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.

*Last updated: 2/1/23*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2020-21</b>	<b>School 2021-22</b>	<b>District 2020-21</b>	<b>District 2021-22</b>	<b>State 2020-21</b>	<b>State 2021-22</b>
Science (grades 5, 8, and high school)	NT	42.32	--		28.72	29.47

Note: 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.

Note: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

*Last updated: 2/1/23*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	424	397	93.63	6.37	42.32
Female	182	168	92.31	7.69	39.29
Male	242	229	94.63	5.37	44.54
American Indian or Alaska Native	0	0	0	0	0
Asian	44	44	100.00	0.00	77.27
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	113	101	89.38	10.62	19.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	34	100.00	0.00	52.94
White	213	198	92.96	7.04	45.45
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	130	117	90.00	10.00	27.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	32	80.00	20.00	18.75

Note: 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.

*Last updated: 2/1/23*

**Career Technical Education (CTE) Participation (School Year 2021–22)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	92
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 2/1/23*

**Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

*Last updated: 2/1/23*

## 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

### California Physical Fitness Test Results (School Year 2021–22)

#### Percentage of Students Participating in each of the five Fitness Components

Grade	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
5					
7	89.8%	94.3%	95.1%	94.3%	94.6%
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: 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.

*Last updated: 2/1/23*

## 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

#### Opportunities for Parental Involvement (School Year 2022–23)

The Student Teacher Parent Committee (STPC) meets monthly to plan school events and activities, make decisions about program funds, and discuss ways that parents and families can make RVMS a better place for every student. Parents provide office help, lunchtime supervision, and food donations for special events. They also volunteer in the classroom. Parents also participate on our School Site Council (SSC), making budget and SPSA plan approvals. We invite parents to join our English Learners Advisory Group (ELAC), which helps students who are learning English feel welcome at our school.

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate				9.9%	14.0%	11.5%	8.9%	9.4%	7.8%
Graduation Rate				84.3%	80.4%	84.2%	84.2%	83.6%	87.0%

*Last updated: 2/1/23*

**Graduation Rate by Student Group (Four-Year Cohort Rate)**  
**(School Year 2021–22)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

*Last updated: 2/1/23*

**Chronic Absenteeism by Student Group  
(School Year 2021–22)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	828	819	192	23.4
Female	379	373	90	24.1
Male	448	445	101	22.7
American Indian or Alaska Native	3	3	3	100.0
Asian	68	67	2	3.0
Black or African American	14	14	2	14.3
Filipino	14	14	3	21.4
Hispanic or Latino	233	230	76	33.0
Native Hawaiian or Pacific Islander	7	7	2	28.6
Two or More Races	71	70	18	25.7
White	416	412	85	20.6
English Learners	44	42	17	40.5
Foster Youth	4	3	2	66.7
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	271	267	95	35.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	81	81	32	39.5

*Last updated: 2/1/23*

## 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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	5.85%	6.03%	2.45%
Expulsions	0.00%	0.11%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.24%	9.54%	0.08%	6.40%	0.20%	3.17%
Expulsions	0.00%	0.12%	0.00%	0.05%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 2/1/23

**Suspensions and Expulsions by Student Group  
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.54	0.12
Female	6.07	0.26
Male	12.50	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	7.35	0.00
Asian	0.00	0.00
Black or African American	28.57	0.00
Filipino	14.29	0.00
Hispanic or Latino	10.30	0.43
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.23	0.00
White	9.38	0.00
English Learners	11.36	2.27
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	14.39	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	29.63	1.23

*Last updated: 2/1/23*

**School Safety Plan (School Year 2022–23)**

Rincon Valley Middle School strives to establish and maintain an orderly and purposeful place where students and staff are free to learn and teach without the threat of physical and psychological harm. It is characterized by sensitivity and respect for all individuals regardless of cultural and ethnic background, an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered, students' affiliation and bonding to the school, support and recognition for positive behavior, and a sense of community on the school campus. We work to develop this environment through proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and clean campus and classroom appearance. In addition, the RVMS community understands that under the California Constitution, Article I, Section 28(c): Right to Safe Schools, states that "All students and staff of primary, elementary, junior high, and high schools have the inalienable right to attend campuses which are safe, secure, and peaceful." We value these qualities and integrate them into the decisions we make for our staff, students, and families. Rincon Valley Middle School consistently enforces school rules and acknowledges appropriate behavior. Our school conducts monthly emergency drills. All faculty and staff are involved in overall campus-wide safety planning and disaster response procedures. We provide campus supervision throughout the day with administration, school staff, and teachers.

*Last updated: 2/1/23*

## D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	27.00	9	20	5
Mathematics	30.00	4	19	7
Science	28.00	4	14	12
Social Science	28.00	4	15	11

\* Number of classes indicates how many classrooms 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.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	29.00	9	11	13
Mathematics	33.00	5	7	16
Science	25.00	8	14	10
Social Science	23.00	10	14	10

\* Number of classes indicates how many classrooms 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.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	27.00	7	13	13
Mathematics	28.00	6	10	15
Science	27.00	6	9	15
Social Science	28.00	6	7	16

\* Number of classes indicates how many classrooms 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.

Last updated: 2/1/23

**Ratio of Pupils to Academic Counselor (School Year 2021–22)**

Title	Ratio
Pupils to Academic Counselor*	401.00

\* 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.

*Last updated: 2/2/23*

**Student Support Services Staff (School Year 2021–22)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.60
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	
Other	0.00

\* 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.

*Last updated: 2/2/23*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12074.00	\$3313.00	\$8760.00	\$97894.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 2/3/23*

**Types of Services Funded (Fiscal Year 2021–22)**

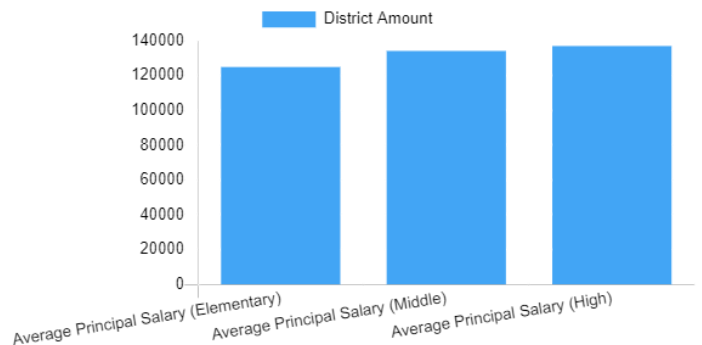
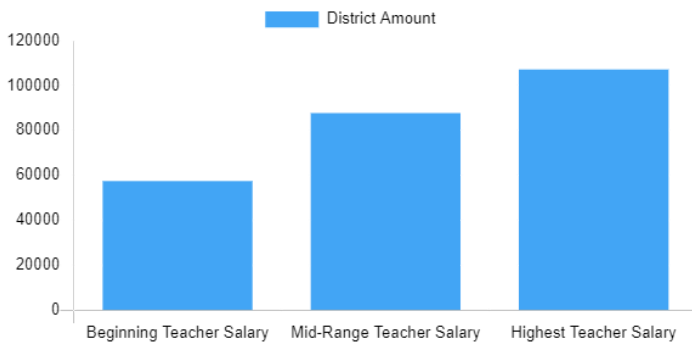
Rincon Valley receives additional funding through the district LCAP and generous donations from a supportive parent group. These funds are used to enhance student learning, provide staff development and support both co-curricular and extra-curricular activities.

*Last updated: 2/2/23*

**Teacher and Administrative Salaries (Fiscal Year 2020–21)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57477.00	--
Mid-Range Teacher Salary	\$87798.00	--
Highest Teacher Salary	\$107235.00	--
Average Principal Salary (Elementary)	\$124961.00	--
Average Principal Salary (Middle)	\$134218.00	--
Average Principal Salary (High)	\$137042.00	--
Superintendent Salary	\$235000.00	--
Percent of Budget for Teacher Salaries	33.21%	--
Percent of Budget for Administrative Salaries	3.63%	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 2/2/23*

**Advanced Placement (AP) Courses (School Year 2021–22)****Percent of Students in AP Courses**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

\* Where there are student course enrollments of at least one student.

*Last updated: 2/1/23*

**Professional Development**

<b>Measure</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
Number of school days dedicated to Staff Development and Continuous Improvement	2	5	2

*Last updated: 2/1/23*