

Rincon Valley Middle
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address:	4650 Badger Rd. Santa Rosa, CA , 95409- 2699	Principal:	Amy Schlueter, Principal
Phone:	(707) 890-3870	Grade	7-8
		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.

About This School

Amy Schlueter, Principal

Principal, Rincon Valley Middle

About Our School



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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
4650 Badger Rd.
Santa Rosa, CA 95409-2699

Phone: [\(707\) 890-3870](tel:(707)890-3870)

Email: aschlueter@srcs.k12.ca.us

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Santa Rosa High
Phone Number	(707) 890-3800
Superintendent	Trunnell, Anna
Email Address	atrunnell@srcs.k12.ca.us
Website	www.srcschools.org

School Contact Information (School Year 2023–24)

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

Last updated: 1/31/24

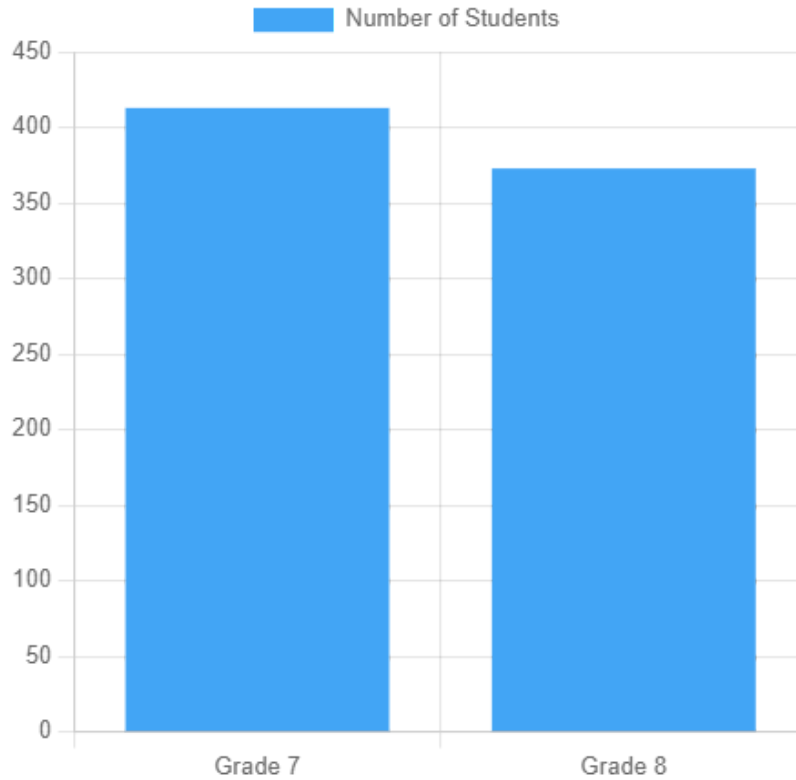
School Description and Mission Statement (School Year 2023–24)

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: 1/31/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 7	413
Grade 8	373
Total Enrollment	786



Last updated: 1/31/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	49.00%
Male	50.80%
Non-Binary	0.30%
American Indian or Alaska Native	0.90%
Asian	6.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	5.00%
Foster Youth	0.40%
Homeless	0.80%
Migrant	0.30%

Student Group	Percent of Total Enrollment
Black or African American	0.90%
Filipino	1.70%
Hispanic or Latino	28.60%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	8.50%
White	52.20%

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	31.20%
Students with Disabilities	9.90%

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/Incomplete/NA	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: 1/30/24

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)	25.60	85.21%	359.50	78.28%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.20	0.80%	5.60	1.23%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	1.86%	14.60	3.19%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	5.37%	26.80	5.84%	11953.10	4.28%
Unknown/Incomplete/NA	2.00	6.70%	52.60	11.46%	15831.90	5.67%
Total Teaching Positions	30.10	100.00%	459.20	100.00%	279044.80	100.00%

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

Last updated: 1/30/24

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

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.90	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.90	0.50

Last updated: 11/2/23

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	1.20
Local Assignment Options	0.00	0.30
Total Out-of-Field Teachers	1.00	1.60

Last updated: 11/2/23

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%	0.8%
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%	0%

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: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: January 2024

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.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	TCI Bring Science Alive 8th Grade Integrated (BA 2021)		
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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	N/A		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/31/24

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 1/03/24 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 insolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Last updated: 1/31/24

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: January 2024

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2024

Overall Rating	Good
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Last updated: 1/31/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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 completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	52%	47%	41%	38%	47%	46%
Mathematics (grades 3-8 and 11)	44%	37%	25%	24%	33%	34%

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.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/8/24

**CAASPP Test Results in ELA by Student Group for students taking and completed
state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	778	738	94.86%	5.14%	46.88%
Female	380	364	95.79%	4.21%	52.34%
Male	396	373	94.19%	5.81%	41.40%
American Indian or Alaska Native	--	--	--	--	--
Asian	55	54	98.18%	1.82%	87.04%
Black or African American	--	--	--	--	--
Filipino	13	13	100.00%	0.00%	84.62%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	229	210	91.70%	8.30%	29.05%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	66	98.51%	1.49%	48.48%
White	400	383	95.75%	4.25%	50.39%
English Learners	42	38	90.48%	9.52%	2.63%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	12	12	100.00%	0.00%	75.00%
Socioeconomically Disadvantaged	266	246	92.48%	7.52%	24.59%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	79	72	91.14%	8.86%	5.56%

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 CAA divided by the total number of students who participated in both assessments.

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.

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: 1/8/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	778	742	95.37%	4.63%	37.35%
Female	380	363	95.53%	4.47%	35.91%
Male	396	379	95.71%	4.29%	38.73%
American Indian or Alaska Native	--	--	--	--	--
Asian	55	55	100.00%	0.00%	83.64%
Black or African American	--	--	--	--	--
Filipino	13	13	100.00%	0.00%	61.54%
Hispanic or Latino	229	217	94.76%	5.24%	19.16%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	66	98.51%	1.49%	42.42%
White	400	378	94.50%	5.50%	39.95%
English Learners	42	39	92.86%	7.14%	5.13%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	12	12	100.00%	0.00%	50.00%
Socioeconomically Disadvantaged	266	250	93.98%	6.02%	16.06%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	79	76	96.20%	3.80%	3.95%

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 CAA divided by the total number of students who participated in both assessments.

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.

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: 1/8/24

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

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	42.32%	37.29%	26.52%	24.05%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.

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.

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: 1/8/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	368	362	98.37%	1.63%	37.29%
Female	185	182	98.38%	1.62%	35.16%
Male	182	180	98.90%	1.10%	39.44%
American Indian or Alaska Native	--	--	--	--	--
Asian	23	23	100.00%	0.00%	82.61%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	112	112	100.00%	0.00%	23.21%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	34	97.14%	2.86%	35.29%
White	184	179	97.28%	2.72%	40.22%
English Learners	17	17	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	121	121	100.00%	0.00%	16.53%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	33	31	93.94%	6.06%	9.68%

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.

Last updated: 1/8/24

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 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
7	95.04%	96.93%	95.98%	96.69%	97.16%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

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.

Last updated: 1/31/24

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 2023–24)

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

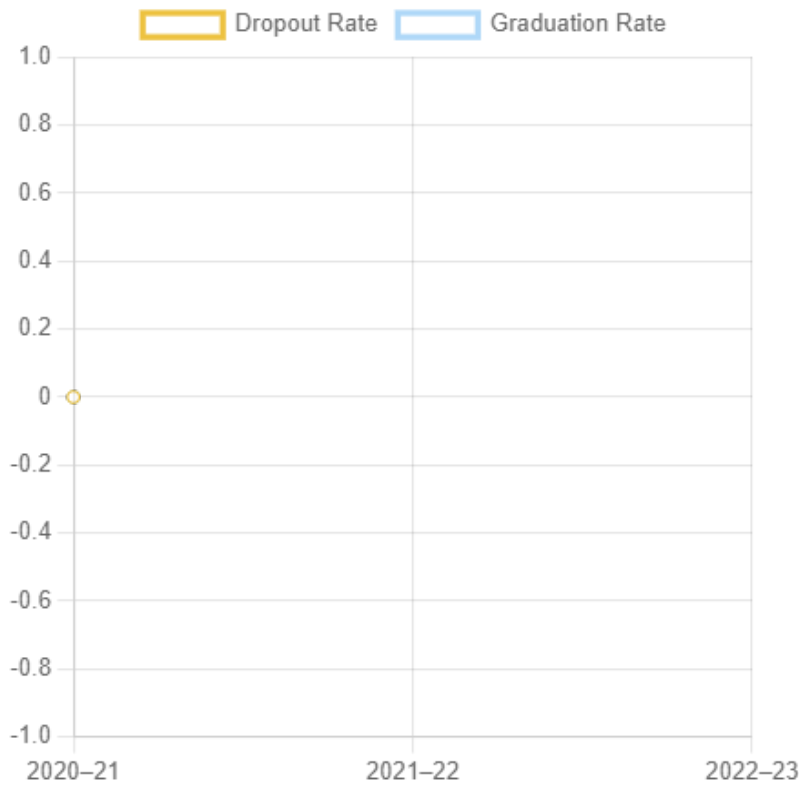
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 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
Dropout Rate				14.0%	11.5%	12.5%	9.4%	7.8%	8.2%
Graduation Rate				80.4%	84.2%	82.6%	83.6%	87.0%	86.2%

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



Last updated: 1/31/24

Chronic Absenteeism by Student Group (School Year 2022-23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	804	800	181	22.6%
Female	396	393	93	23.7%
Male	406	405	87	21.5%
Non-Binary	2	2	1	50.0%
American Indian or Alaska Native	7	7	6	85.7%
Asian	55	55	1	1.8%
Black or African American	7	7	1	14.3%
Filipino	13	13	2	15.4%
Hispanic or Latino	236	235	69	29.4%
Native Hawaiian or Pacific Islander	2	2	1	50.0%
Two or More Races	67	67	12	17.9%
White	416	413	89	21.5%
English Learners	44	44	14	31.8%
Foster Youth	4	4	2	50.0%
Homeless	9	9	8	88.9%
Socioeconomically Disadvantaged	285	283	90	31.8%
Students Receiving Migrant Education Services	5	5	1	20.0%
Students with Disabilities	87	86	35	40.7%

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.

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

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	0.24%	9.54%	10.95%	0.08%	6.40%	10.12%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.12%	0.12%	0.00%	0.05%	0.21%	0.00%	0.07%	0.08%

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.

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.95%	0.12%
Female	8.08%	0.25%
Male	13.79%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	3.64%	0.00%
Black or African American	0.00%	0.00%
Filipino	15.38%	0.00%
Hispanic or Latino	14.83%	0.42%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	8.96%	0.00%
White	9.62%	0.00%
English Learners	18.18%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	18.95%	0.35%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	22.99%	0.00%

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

Last updated: 1/31/24

School Safety Plan (School Year 2023–24)

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: 1/31/24

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 2020–21) (HIGH SCHOOL)

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) (HIGH SCHOOL)

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	29.00	5	7	16
Mathematics	37.00	3	4	19
Science	29.00	3	12	12
Social Science	30.00	3	9	14

* 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: 1/31/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	3

* 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: 1/31/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.80
Social Worker	0.00
Nurse	1.00

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	1.00
Other	0.10

* 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: 1/31/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13369.00	\$3491.00	\$9877.00	\$99557.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/31/24

Types of Services Funded (Fiscal Year 2022–23)

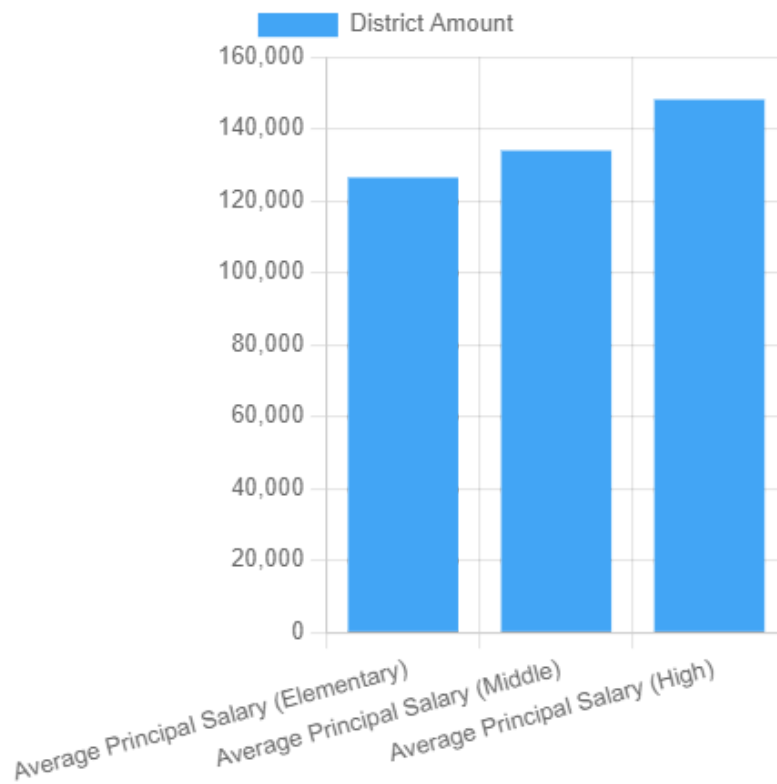
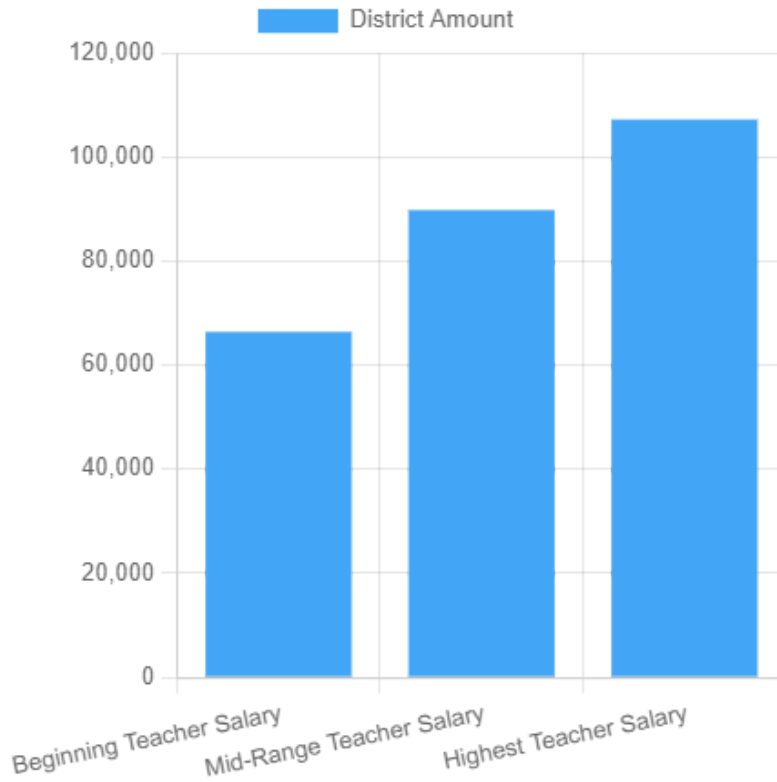
Rincon Valley receives additional funding through the district LCAP and generous donations from a supportive parent group. These funds are used to enhance student learning, provide staff development and support both co-curricular and extra-curricular activities.

Last updated: 1/31/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$66412.00	\$0.00
Mid-Range Teacher Salary	\$89824.00	\$0.00
Highest Teacher Salary	\$107235.00	\$0.00
Average Principal Salary (Elementary)	\$126503.00	\$0.00
Average Principal Salary (Middle)	\$134014.00	\$0.00
Average Principal Salary (High)	\$148194.00	\$0.00
Superintendent Salary	\$250275.00	\$0.00
Percent of Budget for Teacher Salaries	0.00%	0.00%
Percent of Budget for Administrative Salaries	0.00%	0.00%

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



Last updated: 1/31/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

