Ridgeview Middle School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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/.

2024-25 School Contact Information

School Name	Ridgeview Middle School
Street	3315 North Akers Street
City, State, Zip	Visalia, California 93291-
Phone Number	(559) 622-3308
Principal	Sonya E. Joyner, PhD
Email Address	sjoyner@vusd.org
School Website	www.vusd.org/ridgeview
Grade Span	7-8
County-District-School (CDS) Code	54-72256-0133819

2024-25 District Contact Information

District Name	Visalia Unified School District
Phone Number	559-730-7300
Superintendent	Kirk Shrum
Email Address	kshrum@vusd.org
District Website	www.vusd.org

2024-25 School Description and Mission Statement

Description of School

Ridgeview Middle School serves approximately 945 students in 7th and 8th-grade.

Mission: Ridgeview impacts lives through a positive learning environment

Our Core Values

2024-25 School Description and Mission Statement

1. Relationships Matter
2. We are a Professional Learning Community
3. Every Student, Every Day

We offer a relevant hands-on curriculum while paying attention to the individual learning needs of each student. The curriculum is designed so each student receives instruction in English-Language Arts (2 periods), Mathematics, History, Science, and Physical Education, plus an elective. Our elective program is a balance of enrichment opportunities and academic interventions based upon whether a student meets grade-level proficiency in ELA and Math. Science and technology are emphasized at Ridgeview Middle School.

At Ridgeview students and staff are expected to show Raptor VISION. This is an acronym that stands for Raptors Valuing Integrity, Self-Control, Innovation, Organization, and Never giving up!

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	481
Grade 8	451
Total Enrollment	932

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.4
Asian	7
Black or African American	1
Filipino	0.9
Hispanic or Latino	64.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	3.3
White	19.3
English Learners	11.4
Foster Youth	0.9
Homeless	1.5
Socioeconomically Disadvantaged	52.7
Students with Disabilities	9.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.00	77.09	1187.10	86.89	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	5.70	67.90	4.97	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.80	10.91	54.60	4.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	3.42	31.20	2.29	12115.80	4.41
Unknown/Incomplete/NA	1.00	2.85	25.30	1.86	18854.30	6.86
Total Teaching Positions	35.00	100.00	1366.30	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.

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)	25.60	81.46	1227.70	88.08	234405.20	84.00
Intern Credential Holders Properly Assigned	0.90	3.14	71.60	5.14	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.30	7.40	35.30	2.53	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	27.10	1.95	11953.10	4.28
Unknown/Incomplete/NA	2.50	7.94	31.90	2.29	15831.90	5.67
Total Teaching Positions	31.50	100.00	1393.80	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.

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)	23.80	70.43	1166.60	85.45	231142.40	100.00
Intern Credential Holders Properly Assigned	5.00	14.78	70.00	5.13	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	2.96	47.10	3.46	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.00	8.87	35.90	2.63	11746.90	4.23
Unknown/Incomplete/NA	1.00	2.96	45.50	3.33	14303.80	5.15
Total Teaching Positions	33.80	100.00	1365.30	100.00	277698	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	2.00	1.00	1
Misassignments	1.80	1.30	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.80	2.30	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.20	0.00	2
Local Assignment Options	0.00	0.00	1
Total Out-of-Field Teachers	1.20	0.00	3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.80	5.1	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.40	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.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts 6-11 Core Program/Pearson (2016) My Perspectives ELD Companion Designated ELD 7-8: iLit Savvas	Yes	0%
Mathematics	Houghton Mifflin Harcourt Go Math! (2015)	Yes	0%
Science	Base: McGraw Hill Inspire Science (2019)	Yes	0%
History-Social Science	Base: McGraw-Hill IMPACT Social Studies (2018)	Yes	0%
Foreign Language		Yes	0%
Health	Goodheart-Wilcox Essential Health (2021)	Yes	0%

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

School Facility Conditions and Planned Improvements

Ridgeview Middle School is still a relatively new school established in August 2016. Ridgeview Middle School takes great efforts to ensure a safe, clean, and functional physical environment for students, staff, and volunteers. Sufficient space is provided for students and staff to support teaching and learning. This includes space provided for classrooms, staff workrooms, and grounds. To assist our school in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Maintenance and Repair

School Facility Conditions and Planned Improvements

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule
In addition to custodial staff on duty during the school day, a team of maintenance specialists comes in after-hours for daily cleaning. District and school maintenance staff work cooperatively with administrators to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Program
The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The deferred maintenance program ensures that all classrooms and facilities are maintained to a degree of adequacy that allows for a good learning environment.

Year and month of the most recent FIT report	1/8/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: 221: 2. THERMOSTAT COVER IS LOOSE.
Interior: Interior Surfaces		X		108: 4. CEILING TILE HAS A WATER STAIN. 114: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET HAS NO FLOW. 115: 4. CEILING TILES HAVE WATER STAINS. 208: 4. WALL PAPER IS TORN. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 214: 4. CEILING TILE HAS A WATER STAIN. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 215: 4. CEILING TILES HAVE WATER STAINS. 219: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED IN RR) BOYS RESTROOM: 4. STALL DOOR HANDLE IS MISSING. BOYS RESTROOM: 4. STALL DOOR HANDLE IS MISSING. SOAP DISPENSER IS BROKEN (NO SOAP). 15. DOOR CLOSER COVER IS MISSING. LIBRARY: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT (STAIRWELL). MENS RESTROOM: 4. SOAP DISPENSER IS NOT WORKING. 7. ONE LIGHT PANEL IS OUT (ENTRYWAY). MPR: 4. CEILING TILES HAVE WATER STAINS. UNISEX DRESSING ROOM: 4. SOAP DISPENSER IS NOT WORKING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			219: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED IN RR) 233: 5. DEAD BUGS IN LIGHT DIFFUSERS. ELECTRICAL: 5. ROOM IS UNKEPT. 7. ONE LIGHT OANEL IS OUT (HALLWAY). LAB 2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. MUSIC: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. PREP: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Electrical			X	103: 7. ONE LIGHT SWITCH/BUTTON IS STUCK IN ON POSITION. 109: 7. ONE LIGHT PANEL IS OUT. 10. PLUG IN AIR FRESHENER. 110: 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING IN INTERIOR WALL. 206: 7. MULTIPLE LIGHT BULBS ARE OUT. 15. DOOR CLOSER COVER IS MISSING. 209: 7. TWO LIGHT PANELS ARE OUT (HALLWAY). 210: 7. ONE LIGHT PANEL IS OUT (HALLWAY). 214: 4. CEILING TILE HAS A WATER STAIN. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 216: 7. ONE LIGHT PANEL IS OUT (HALLWAY). 224: 7. ETHERNET COVERS ARE MISSING AND LOOSE. TWO LIGHT PANELS ARE OUT (HALLWAY). ONE LIGHT PANEL FLICKS ON/OFF (HALLWAY). 226: 7. ETHERNET COVER IS MISSING. TWO LIGHT PANELSARE OUT (HALLWAY). 15. DOOR CLOSER COVERS ARE MISSING. 228: 7. ETHERNET COVER IS MISSING. 229: 7. ETHERNET COVER IS MISSING. 231: 7. ETHERNET COVER IS MISSING. 10. PLUG IN AIR FRESHENER. BOYS LOCKER ROOM: 7. MULTIPLE LIGHT BULBS ARE OUT. 15. DOOR CLOSER COVERS ARE MISSING. BOYS RESTROOM: 7. ONE LIGHT PANEL IS OUT. 15. DOOR CLOSER COVER IS MISSING. CHOIR: 7. ONE LIGHT PANEL IS OUT (FOYER). 10. EVACUATION MAP IS NOT POSTED. CUSTODIAL/ SECOND FLOOR: 7. ONE LIGHT FIXTURE IS OUT (STAIRWELL). 15. DOOR STRIKE PLATE IS MISSING (STAIRWELL). ELECTRICAL: 5. ROOM IS UNKEPT. 7. ONE LIGHT OANEL IS OUT (HALLWAY). GIRLS LOCKER ROOM: 7. MULTIPLE LIGHT BULBS ARE OUT. (MENSTRUAL NOTICE NOT POSTED)

School Facility Conditions and Planned Improvements

			GYM: 7. THREE LIGHT PANELS ARE OUT. 15. DOOR CLOSER COVER IS MISSING. LIBRARY: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT (STAIRWELL). MENS RESTROOM: 4. SOAP DISPENSER IS NOT WORKING. 7. ONE LIGHT PANEL IS OUT (ENTRYWAY). MENS RESTROOM: 7. ONE LIGHT PANEL IS OUT. P-4: 7. SWITCH PLATE IS MISSING. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) PREP: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. PREP: 7. ACCESS TO ELECTRICAL PANEL IS BLLOCKED. STAGE: 7. ONE LIGHT PANEL IS BAD (ABOVE WHEELCHAIR LIFT). STORAGE: 7. ONE LIGHT PANEL IS OUT. WOMENS RESTROOM: 7. ONE LIGHT PANEL IS OUT (ENTRYWAY). 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) WOMENS RESTROOM: 7. ONE LIGHT PANEL IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		113/ NURSE: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. (MENSTRUAL NOTICE NOT POSTED IN RR) 114: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET HAS NO FLOW. 219: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED IN RR) COACHES OFFICE: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. 11. PESTICIDES ARE PRESENT. (MENSTRUAL NOTICE NOT POSTED) GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. KITCHEN: 8.MENSTRUAL PRODUCTS NOT READILY AVAILABLE IN RR. (MENSTRUAL NOTICE NOT POSTED IN RR) UNISEX DRESSING ROOM: 4. SOAP DISPENSER IS NOT WORKING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) UNISEX DRESSING ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) WOMENS RESTROOM: 7. ONE LIGHT PANEL IS OUT (ENTRYWAY). 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)

School Facility Conditions and Planned Improvements

			WOMENS RESTROOM: 7. ONE LIGHT PANEL IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)
Safety: Fire Safety, Hazardous Materials	X		101: 10. PLUG IN AIR FRESHENER. 104: 10. PLUG IN CANDLE WARMER. 106: 10. PLUG IN AIR FRESHENER. 109: 7. ONE LIGHT PANEL IS OUT. 10. PLUG IN AIR FRESHENER. 110: 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING IN INTERIOR WALL. 111: 10. PLUG IN AIR FRESHENER. 201: 10. EVACUATION MAP IS NOT POSTED. 203: 10. EVACUATION MAP IS NOT POSTED. 208: 4. WALL PAPER IS TORN. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 213: 10. EVACUATION MAP IS NOT POSTED. 219: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED IN RR) 231: 7. ETHERNET COVER IS MISSING. 10. PLUG IN AIR FRESHENER. CHOIR: 7. ONE LIGHT PANEL IS OUT (FOYER). 10. EVACUATION MAP IS NOT POSTED. COACHES OFFICE: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. 11. PESTICIDES ARE PRESENT. (MENSTRUAL NOTICE NOT POSTED) MUSIC: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. P-1: 10. NO ROOM ID. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) P-2: 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) P-3: 10. EVACUATION MAP IS NOT POSTED. INGRESS/EGRESS IS PARTIALLY BLOCKED. (WILLIAMS NOTICE NOT POSTED) P-4: 7. SWITCH PLATE IS MISSING. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		205: 15. DOOR CLOSER COVER IS MISSING. 206: 7. MULTIPLE LIGHT BULBS ARE OUT. 15. DOOR CLOSER COVER IS MISSING. 219: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. 10.

School Facility Conditions and Planned Improvements

				EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED IN RR) 225: 15. DOOR CLOSER COVER IS MISSING. 226: 7. ETHERNET COVER IS MISSING. TWO LIGHT PANELSARE OUT (HALLWAY). 15. DOOR CLOSER COVERS ARE MISSING. 227: 15. DOOR CLOSER COVER IS MISSING. BOYS LOCKER ROOM: 7. MULTIPLE LIGHT BULBS ARE OUT. 15. DOOR CLOSER COVERS ARE MISSING. BOYS RESTROOM: 4. STALL DOOR HANDLE IS MISSING. SOAP DISPENSER IS BROKEN (NO SOAP). 15. DOOR CLOSER COVER IS MISSING. BOYS RESTROOM: 7. ONE LIGHT PANEL IS OUT. 15. DOOR CLOSER COVER IS MISSING. CUSTODIAL/ SECOND FLOOR: 7. ONE LIGHT FIXTURE IS OUT (STAIRWELL). 15. DOOR STRIKE PLATE IS MISSING (STAIRWELL). GYM: 7. THREE LIGHT PANELS ARE OUT. 15. DOOR CLOSER COVER IS MISSING.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	44	46	42	43	46	47
Mathematics (grades 3-8 and 11)	34	35	26	28	34	35

2023-24 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	915	889	97.16	2.84	46.39
Female	455	442	97.14	2.86	52.62
Male	460	447	97.17	2.83	40.27
American Indian or Alaska Native	--	--	--	--	--
Asian	65	65	100.00	0.00	41.54
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	586	568	96.93	3.07	40.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	62	61	98.39	1.61	49.18
White	179	173	96.65	3.35	67.05
English Learners	103	100	97.09	2.91	11.11
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	494	483	97.77	2.23	32.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	74	90.24	9.76	13.51

2023-24 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	915	878	95.96	4.04	35.21
Female	455	437	96.04	3.96	34.79
Male	460	441	95.87	4.13	35.62
American Indian or Alaska Native	--	--	--	--	--
Asian	65	64	98.46	1.54	48.44
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	586	559	95.39	4.61	25.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	62	61	98.39	1.61	39.34
White	179	171	95.53	4.47	58.82
English Learners	103	96	93.20	6.80	8.42
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	494	476	96.36	3.64	22.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	74	90.24	9.76	10.81

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	29.31	28.64	26.54	25.54	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	440	432	98.18	1.82	28.97
Female	218	214	98.17	1.83	30.33
Male	222	218	98.20	1.80	27.65
American Indian or Alaska Native	--	--	--	--	--
Asian	31	31	100.00	0.00	20.00
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	280	276	98.57	1.43	21.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	29	100.00	0.00	31.03
White	94	90	95.74	4.26	52.22
English Learners	42	42	100.00	0.00	2.44
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	237	232	97.89	2.11	20.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	34	94.44	5.56	11.76

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT 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	99%	99%	99%	99%	99%

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.

2024-25 Opportunities for Parental Involvement

Parent involvement and communication are essential to our school success. Ridgeview Middle School continually strives to involve parents by sharing information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

There are numerous and varied opportunities for parent involvement, including but not limited to, attending school functions (i.e. Back to School Night, Open House, Orientation Nights), participating in parent-teacher conferences, assisting with co-curricular and extra-curricular activities, and chaperoning field trips. Parents may also serve on advisory committees and leadership teams, including, but not limited to, the English Learners Advisory Committee (ELAC), Parent Teacher Student Association (PTSA) and School Site Council (SSC), and our Tier 1 Leadership Team. Additional opportunities for parental involvement also exist at the district level. Coaching sports and supporting extracurricular activities such as Math Super Bowl, STEM Expo, History Day, Spelling Bee, Science Olympia are also appreciated. Additional parent involvement is also encouraged with our robotics program and our annual Central Valley Robotics Tournament. Our visual and performing arts program also encourages parental support.

Parents who would like more information on how to become involved may contact Principal Sonya Joyner at (559) 622-3308 or visit our school website.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	981	959	188	19.6
Female	482	476	96	20.2
Male	499	483	92	19.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	67	66	9	13.6
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	634	616	147	23.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	32	32	6	18.8
White	190	187	19	10.2
English Learners	142	137	36	26.3
Foster Youth	--	--	--	--
Homeless	23	21	10	47.6
Socioeconomically Disadvantaged	542	526	146	27.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	93	92	20	21.7

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.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
7.25	11.71	11.72	5.15	5.4	5.88	3.17	3.6	3.28

This table displays expulsions data.

	Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.67	0.98	0.41	0.19	0.25	0.2	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.72	0.41
Female	10.58	0.21
Male	12.83	0.60
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	8.96	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	13.41	0.63
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	12.50	0.00
White	6.32	0.00
English Learners	16.20	0.00
Foster Youth	0.00	0.00
Homeless	13.04	0.00
Socioeconomically Disadvantaged	14.76	0.55
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.05	1.08

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.

2024-25 School Safety Plan

The Visalia Unified School District Board of Education has stated that a primary goal of the school district is to ensure positive and safe learning environments. A safe school environment provides the basic atmosphere where learning is maximized. All Visalia Unified School District staff participate in maintaining this safe and positive environment. Each school site has

2024-25 School Safety Plan

developed a comprehensive safe school plan with the input from parents, staff, students and community agencies such as law enforcement and fire departments. These plans address key safety improvement needs and are evaluated on a regular basis. They address all aspects of school safety such as the physical facilities and grounds, conduct codes, staffing needs, positive learning approaches and character education. The safety plans are reviewed and approved by the sites' School Site Council and are fully compliant with federal and state regulations.

The Visalia Unified School District Board of Education reviews and approves all site plans by March 1st as per the state's deadline. Ridgeview SSC discussed the ongoing editing and reviewing by district and site administration of the CSSP on 10-17-24 and discuss the district updating with future approval on 11-21-24. It prior safety plan was also reviewed with staff on 10/17/24.

This year's updates include a complete reformatting of the comprehensive school safety plans for each site in addition to adding in all the new safety changes that were implemented within the last school year. That includes:

- -Language with ALICE active shooter training
- -Language with Raptor, our emergency response system
- -Safety procedural changes
- -Reunification location changes
- -Evacuation map changes now called Four Corners
- -Updated Incident Command System for each site and district
- -And many more smaller changes

Students have the right to a safe campus and learning environment. Prevention of school safety problems is a priority of all school staff, parents and students. These plans are in place, but hopefully never needed. Each day students come to school to learn, be safe and enjoy the learning environment. Keeping safety in mind, in all we do, makes this possible.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	6	2	16
Mathematics	28	6	14	12
Science	33		5	15
Social Science	34		3	21

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	30	5	6	19
Mathematics	29	6	11	15
Science	33		7	19
Social Science	33		9	15

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	29	3	22	8
Mathematics	27	2	28	6
Science	30	2	16	14
Social Science	27	2	28	6

2023-24 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	466

2023-24 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)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	6,444.31	400.47	6,043.84	75,979.93
District	N/A	N/A	3,769.52	$86,565
Percent Difference - School Site and District	N/A	N/A	46.4	-13.0
State	N/A	N/A	$10,771	$94,625
Percent Difference - School Site and State	N/A	N/A	-56.2	-21.9

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, the District received federal and state aid for the following categorical, special education, and support programs:

Federal Programs
Title I, Part A, School & District Discretionary Block Grants
Title I, Part C, Migrant Education
Title II, Part A, Improving Teacher Quality
Title II, Part D, Enhancing Education Through Technology
Title III, Limited English Proficient
Title IV Part A SSAE
ESSER I, II, & III
IDEA, Special Education

State Programs

Fiscal Year 2023-24 Types of Services Funded

Supplemental and Concentration Funds
Child Development Programs

The students at Ridgeview Middle School benefit from a number of services and activities, some of which are:
Strategies for Success Teacher [for at promise youth]
Librarian
Social Worker
Behavior Intervention Tech
Counselor
After School Intervention
Summer/After School PLC work
New teacher support
Subs for math/literacy work
TCOE Trainings, math/literacy PLC Work
AVID tutors
Instructional Resources for Core Depths
ELA/ELD Chromebooks Replacement
Library book purchases for a varied literacy levels
Instructional Tech./Equip ex., computer/iPads
AVID training
English Learner Fresno State Field Trip
Teacher Translation Services
Software including...WiVideo, Gizmo, Nearpod; Library Magazines; Boom Learning/ESL Library
AVID College Trip
WEB training
ASB CADA Training
Tier 1 Behavior Supports...PBIS VISION 5 STAR Resources
WEB, State Hist Day in Sacramento
Art Field Trip to LA (entry fees)
Classroom printer maintenance
Canon lease
American Business Machines [photo copies]
PBIS Signage/Posters, Raptor VISION Statements
VISION bumper stickers; Student Spirit T-Shirts
Turning Point
PBIS 5-STAR Student Software

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$60,666	$56,573
Mid-Range Teacher Salary	$87,672	$87,186
Highest Teacher Salary	$117,330	$119,665
Average Principal Salary (Elementary)	$158,625	$148,486
Average Principal Salary (Middle)	$151,260	$154,835
Average Principal Salary (High)	$169,694	$170,008
Superintendent Salary	$302,702	$338,699
Percent of Budget for Teacher Salaries	28.54	31.41
Percent of Budget for Administrative Salaries	6.11	4.86

Professional Development

The following areas of professional development have been provided to staff: Professional Learning Communities (PLCs), Multi-Tiered Systems of Support (MTSS), and effective math and literacy instruction and other areas as indicated by school data. Our district provides professional development based on data from both the district and school level to ensure that areas of need are being addressed. Professional Development occurs at the district, school and classroom level dependent on teacher goals. The district provides Teachers on Special Assignment (TOSA) in Math, Science, Literacy, and Social Science to provide onsite coaching and support after professional development has occurred.

New Teachers are supported through the Teacher Induction Program in VUSD. The Induction Program provides additional support, coaching, and collaboration opportunities throughout the year to help all new teachers succeed in the classroom. This year we have increased the professional development focused on content teachers who support English learners.

Support for Novice Teachers: Due to a shortage of highly qualified teachers in our area, twenty percent of Visalia Unified School District certificated educators do not yet hold a clear credential and are considered "novice" educators. In response to this challenge and in compliance with the California Commission on Teacher Credentialing, Visalia Unified offers a robust support and training system for these novice educators including differentiated professional development and continuous professional growth opportunities. The professional learning system begins with the New Certificated Staff Summer Institute which is a five-day interactive training offered in August one week before school begins. This training covers classroom management, classroom culture, curriculum frameworks, and lesson design. In addition, a four-day workshop on student engagement and cooperative learning is offered during winter break so that teachers may implement new structures and strategies during the spring semester. All novice teachers receive ongoing support and individualized training throughout the year via weekly meetings with their assigned mentors at their respective school sites. Mentors and district teachers-on-assignment support the implementation of new knowledge by providing in-class coaching, collaborating on lesson design, accompanying novice teachers on classroom tours, and assisting with student data analysis to drive instructional decisions. In addition, novice teachers and their mentors attend monthly after-school training in action research and are provided time to reflect on their instructional practice. Mentors and teachers on assignment are carefully selected experienced educators trained in how to facilitate the individualized professional growth of novice teachers. Novice teachers who have preliminary credentials participate in the VUSD Teacher Induction Clear Credential Program which is accredited by the Commission and is offered at no cost to the candidate.

Support for Veteran Teachers: Veteran teachers in need of classroom management assistance also have access to one-on-one mentor support as may be needed in the case of a new grade level assignment or challenging class. Visalia Unified also offers a Peer Assistance and Review (PAR) program which is a formal system of mentoring and accountability.

Professional Development is held on minimum-day Mondays six times a year and on two full days at the start of the year. In addition, there are numerous release days for teachers to work in collaborative teams on pacing, assignments, and

Professional Development

assessments. Recent emphasis on teacher training has been in the area of math collaborative.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	7