



La Vina Elementary School

8594 Road 23 • Madera, CA 93637 • 559.673.5194 • Grades K-8

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Madera Unified School District

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District Administration

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Superintendent

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Jesse Carrasco **Area Assistant
Superintendent Purple Pyramid**

Oracio Rodriguez **Area Assistant
Superintendent Red Pyramid**

Arelis Garcia **Chief Financial Officer**

Babtunde Ilori **Executive Director of
Accountability and Communications**

Dr. Rebecca Malmo **Executive Director
of Student and Family Support Services**

Principal's Message

La Vina School is a true professional community where students are at the center of learning. La Vina staff trusts and respects each other and works collaboratively to improve the quality of education for all students. Student data is embraced and used to guide instruction. At La Vina School, we make NO EXCUSES and we DO NOT GIVE UP on our students. La Vina staff wholeheartedly believes that all students can learn when given the support. We care for the future of our students and we work hard to install a love for learning.

La Vina staff focuses on LEARNING and providing BEST first teaching to ensure that students are given quality instruction. Students, parents, and staff share a common vision to increase student achievement, establish high expectations, and create a family-oriented climate where students feel safe and respected. The success of La Vina School is due to the implementation of research-based strategies, Thinking Maps, intensive academic vocabulary development and Cycle Of Inquiry (COI).

La Vina teachers work collaboratively around student assessment data to ensure that every lesson is expertly crafted. Regular planning meetings are scheduled to allow teachers to have reflective discussions focused on student work and effective strategies. La Vina school also provides extended interventions to support at-risk students. La Vina is proud of our accomplishments and looks forward to meeting the challenges ahead.

Vision Statement

La Vina's staff, parents, and students are committed to working together to create a safe and engaging learning environment with high expectations; thereby inspiring a passion for learning. La Vina Code of Conduct; the 3 R's of positive Behavior and our Warrior Acronym guide our interactions. All members of this PLC model respect; responsibility; are ready to learn honesty; integrity and pride.

Mission Statement

La Vina's mission is to provide every child with the care and support they need to achieve academic excellence and develop high moral character in an atmosphere of safety, dignity, respect, and acceptance.

School Profile (School Year 2019-20)

La Vina Elementary is one of twenty-six elementary/middle/comprehensive high schools in Madera Unified School District.

During 2019-2020, two hundred twenty-seven K-6th/7th-8th grade students were enrolled at the school, with classes arranged on a traditional schedule/ year-round calendar.

English Learner Program: All of La Vina's teachers are trained to teach culturally diverse populations. ELD (English Language Development) is taught to our English learners for an average of 45 minutes a day. Students are grouped by their language levels so that instruction can be targeted towards their specific areas of need. The emphasis is on oral language, listening, reading, and writing. The District provides a benchmark testing system for our English Language Learners. Teachers evaluate students three to four times a year and monitor their progress. The results of these tests help teachers determine what skills need to be taught or reviewed.

About the SARC

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, 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	28
Grade 1	23
Grade 2	28
Grade 3	22
Grade 4	31
Grade 5	23
Grade 6	33
Grade 7	31
Grade 8	40
Total Enrollment	259

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	95.8
Native Hawaiian or Pacific Islander	0.4
White	3.9
Socioeconomically Disadvantaged	96.5
English Learners	56.8
Students with Disabilities	12
Foster Youth	0.8
Homeless	2.3

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

Teacher Credentials for La Vina Elementary	17-18	18-19	19-20
With Full Credential	16	12	12
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Madera Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	859
Without Full Credential	♦	♦	74
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at La Vina Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Madera Unified held a public hearing on September 25, 2018, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Textbooks and Instructional Materials

Year and month in which data were collected: October, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Benchmark Advance: Step Up to Literacy</p> <p>California Wonders StudySync</p> <p>Inside Language, Literacy and Content</p> <p>Benchmark Advance: Step Up to Literacy</p> <p>California Wonders StudySync</p> <p>Inside Language, Literacy and Content</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>
Mathematics	<p>Big Ideas Math</p> <p>Big Ideas Math</p> <p>California Math in Focus: Singapore Math</p> <p>My Math</p> <p>California Math Courses 1-3</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>
Science	<p>Holt California Life Science</p> <p>Holt California Physical Science</p> <p>Holt California Earth Science</p> <p>Houghton Mifflin California Science</p> <p>Macmillan/McGraw-Hill California Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>
History-Social Science	<p>California History-Social Science: myWorld Interactive, Ancient Civilizations</p> <p>California History-Social Science: myWorld Interactive</p> <p>Social Studies Alive! California Series</p> <p>Social Studies Alive! California Series</p> <p>Social Studies Alive! US History</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>
Foreign Language	iAvancemos!

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facilities

La Vina Elementary School was originally constructed in 1947. The school consists of 16 classrooms, a band room, a learning lab, a conference room, one computer lab, an office, and a multipurpose room adjoined by a large kitchen. The school library is now in a bigger and brighter room on campus. The new room provides better lighting and more technology for students to use while in the library. The modernization occurred in January 2011.

Cleaning Process

There are two full-time custodians assigned to the school on a daily basis. The head custodian is in charge of schedules, a daily walk-through of campus, and submits work orders as needed to the District's maintenance department. Each room is cleaned on a daily basis with extra attention being directed towards disinfecting restrooms and all kitchen surfaces. The head custodian works from 6 a.m. to 3 p.m. and the night custodian works from 11:30 a.m. to 8:30 p.m.

Maintenance and Repair

On a regular basis, classrooms and facilities are inspected by the custodial staff and administration to identify needed classroom repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides 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, electrical systems, interior or exterior painting, and floor systems.

For the 2013-14 school year the district allocated \$660,231.00 for deferred maintenance program. This represents .4% of the district's general fund budget. During the 2013-14 school year, the district's governing board did approve deferred maintenance projects for the school, which included maintenance and operations routine maintenance supplies, pool supplies, building repairs, equipment replacement, land improvements, and building improvements.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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 Rating	Exemplary	

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, which 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); and
- 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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	38	38	33	35	50	50
Math	38	35	23	22	38	39

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	179	177	98.88	37.85
Male	94	94	100.00	32.98
Female	85	83	97.65	43.37
Hispanic or Latino	172	170	98.84	36.47
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	172	170	98.84	37.06
English Learners	123	121	98.37	24.79
Students with Disabilities	22	22	100.00	4.55
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	13.6	36.4	31.8
7	19.4	38.7	22.6

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.

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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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	179	179	100.00	34.64
Male	94	94	100.00	40.43
Female	85	85	100.00	28.24
Hispanic or Latino	172	172	100.00	33.72
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	172	172	100.00	33.14
English Learners	123	123	100.00	26.83
Students with Disabilities	22	22	100.00	9.09
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

La Vina staff believes that parents play a vital role in the academic success of their children. At La Vina School, parents are encouraged to participate in PTC (Parent Teacher Club), to volunteer in the classrooms, organize events to raise funds for special projects, and provide homework support for the child.

La Vina's School Site Council (SSC) meets regularly and helps plan, implement, and evaluate the School Site Plan. The SSC is composed of four elected staff members, one student, the principal, and five parents. The SSC oversees services for Economic Impact Aid (EIA) for Limited English Proficient (LEP) students, Special Education, Title I.

La Vina School provides English Language Advisory Committee (ELAC) meetings to inform parents of the improvement of English learners and ways to provide services to increase academic improvement. Back-to-School and Open House provide parents opportunities to visit their child's classroom and communicate with their child's teacher. Parent conferences are held three times a year so parents are able to conference with the teachers to discuss their child's progress.

For more information on how to become involved at the school, please contact Jesus Navarro, Principal, (559) 673-5194 or jesusnavarro@maderausd.org.

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.

School Safety Plan

The safety of La Vina students and staff is of utmost importance. Staff and students must feel safe in order for learning to take place. La Vina School follows the Crisis Management Plan that outlines key elements of our Safety Plan. Included in the plan are mandated procedures and detailed emergency plans. Monthly drills are held to prepare students for any possible emergency that requires evacuation of the facility. Furthermore, the District Gang Prevention Officer provides yearly updates to parents and staff on gang trends and preventive measures.

La Vina School implements monthly character traits and rewards students who display positive behavior. Supervision duties are vital and outlined extensively in our Staff Handbook. Teachers wear safety vests and ensure students are safe at all times. The School Safety Plan was most recently reviewed, updated, and discussed with school faculty on March 1, 2020.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	5.4	9.3	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.5	6.6	6.5
Expulsions Rate	0.2	0.4	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1295.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	15	2			19	1	1		14	2		
1	22		1		20	1			23		1	
2	29		1		23		1		28		1	
3	26		1		32		1		22		1	
4	32		1		26		1		31		1	
5	31		1		38			1	23		1	
6	23		2		31		1		23	1		1
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	3	3

La Vina Staff is committed to the academic success of all students and recognizes the importance of professional development to increase the quality of education. La Vina teachers attended the following professional development training: Professional Learning Community, Backwards Mapping, Kagan Strategies, ELPAC design, Thinking Maps, COI, Common Core State Standards, Twig Science, Social Studies Alive! California Series, History Alive! (training for Board-approved and adopted core materials).

Teachers attend bi-monthly grade-level meetings and work collaboratively with their colleagues to analyze student data, identify effective research-based instructional strategies, set goals for student learning, and plan for instruction.

For PLC planning, teachers deconstruct grade-level standards and identify prerequisite skills for students to achieve mastery of grade-level standards. Students receive 45 minutes of daily intervention depending on the identified ELA or math needs, as determined using their California Standards Test (SBAC), ELPAC assessment score.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,794	\$51,374
Mid-Range Teacher Salary	\$72,980	\$80,151
Highest Teacher Salary	\$93,558	\$100,143
Average Principal Salary (ES)	\$121,113	\$126,896
Average Principal Salary (MS)	\$123,871	\$133,668
Average Principal Salary (HS)	\$128,170	\$143,746
Superintendent Salary	\$215,000	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$1,537	\$1,116	\$421	\$84,486
District	N/A	N/A	\$5,345	\$74,582.00
State	N/A	N/A	\$7,506.64	\$82,031.00

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-170.8	
School Site/ State		

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

Types of Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2017-18 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2018-19 fiscal year.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

District Revenue Sources (Fiscal Year 2017-18)

In addition to general state funding, Madera Unified School District received state and federal funding for the following categorical funds and other support programs:

- Title I, II, III, and IV

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).

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.