

# La Viña Middle School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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.

#### **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.

## About This School

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	La Viña Middle School
Street	1331 Browning Rd
City, State, Zip	Delano, CA 93215-9497
Phone Number	(661)721-3601
Principal	Jennifer Townson
Email Address	jtownson@duesd.org
Website	<a href="http://www.duesd.org/schools/lavinams/">www.duesd.org/schools/lavinams/</a>
County-District-School (CDS) Code	15634040112185

Entity	Contact Information
District Name	Delano Union Elementary School District
Phone Number	(661) 721-5000
Superintendent	Mrs. Rosalina Rivera
Email Address	rrivera@duesd.org
Website	www.duesd.org

### School Description and Mission Statement (School Year 2019-20)

**VISION:** La Viña Middle School in partnership with pupils, parents, and the community will build strong citizens with upright character and a life-long love of learning.

**MISSION:** La Viña Middle School will nurture and promote the personal achievement and academic excellence of every pupil.

#### GOALS:

1. La Viña will work in partnership with parents and the community to increase the quality and rigor of the core curriculum and standards based instruction to assure pupil success in career and college readiness.
2. All pupils need to be connected to school in a safe and secure learning environment that is engaging and stimulating and supports all pupils with special attention to our English Learners, Long Term English Learners, Foster Youth and all other subgroups as identified as non-performing groups.
3. Implement a 21st Century learning community of pupils and parents by building a culture with opportunities for advancement in Technology, Science, Mathematics, Engineering, and the Arts that promotes an academically, socially, and emotionally competent pupil.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	210
Grade 7	224
Grade 8	230
Total Enrollment	664

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	1.4
Filipino	17.3
Hispanic or Latino	77.3
White	2.1
Two or More Races	0.9
Socioeconomically Disadvantaged	67.6
English Learners	22.3
Students with Disabilities	8.1
Foster Youth	0.5
Homeless	1.1

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	29	31	29	308
Without Full Credential	3	0	0	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	2

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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)

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill, Study Sync ELA/ELD Grade 6, Unit 1 Turning Points, Unit 2 Ancient Realms, Unit 3 Facing Challenges, Unit 4 Our Heroes, 2016 McGraw Hill, Study Sync ELA/ELD Grade 7, Unit 1, In Pursuit, Unit 2 The Powers that Be, Unit 3 Justice Served, Unit 4 Getting Along, 2016 McGraw Hill, Study Sync ELA/ELD Grade 8, Unit 1 Suspense , Unit 2 In Time of War, Unit 3 A Moral Compass, Unit 4 The Civil War, 2016	Yes	0
<b>Mathematics</b>	Mathematics (6th) California Math, Your Common Core Edition, Course 1 - McGraw-Hill, 2015 Mathematics (7th) California Math, Your Common Core Edition, Course 2 - McGraw-Hill, 2015 Mathematics (8th) California Math, Your Common Core Edition, Course 3 - McGraw-Hill, 2015 Algebra 1, Concepts and Skills - McDougal Littell 2004	Yes	0
<b>Science</b>	Science 6: Pearson Prentice Hall, California Science Explorer, Focus on Earth Science - 2008. Science 7: Pearson Prentice Hall, California Science Explorer, Focus on Life Science - 2008. Science 8: Pearson Prentice Hall, California Science Explorer, Focus on Physical Science - 2008.	Yes	0
<b>History-Social Science</b>	TCI-Teachers' Curriculum Institute, History Alive! Grade 6 The Ancient World, 2019 TCI-Teachers' Curriculum Institute, History Alive! Grade 7 The Medieval World and Beyond, 2019 TCI-Teachers' Curriculum Institute, History Alive! Grade 8 The United States Through Industrialism, 2019	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

La Viña Middle School is newly built and was first occupied in August of 2006. Buildings include a total of 34 permanent classrooms of which 28 are occupied. Facilities also include a band/choir room, a multi-purpose room, a library/media room, administration building, a gymnasium, a physical fitness lab, and two science labs. All buildings are in excellent condition, are exceptionally modern, and are cleaned daily. Our students are able to enjoy outdoor activities on our spacious soccer/football field, and numerous basketball courts are also available. Before school, students are supervised in a central area by the Campus Supervisor, Vice-Principal, and noon duty aides. In addition to the Campus Supervisor, the Vice-Principal and teachers follow a yard duty schedule to help supervise the student break area. Our lunch supervision includes a Campus Supervisor, the Vice Principal, an Academic/Behavior Intervention Teacher, and five noon duty aides. Once school begins, access to school grounds is limited through the office. The school office includes a secured door that requires all visitors be buzzed in, and all persons requesting access to the campus beyond the front office are required to scan their Driver's License/valid ID/Military ID, etc using our "Raptor System". Our Campus Supervisor patrols the perimeter and grounds throughout the day to ensure student safety and verifies facilities are clean and free of hazards. Administration and teachers are also present during after-school yard duty to assist with clearing the campus and serving as crosswalk crossing guards.

## School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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 overall rating

**Year and month of the most recent FIT report:** 10/31/2019

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

## 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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	45	48	39	43	50	50
Mathematics (grades 3-8 and 11)	35	34	26	33	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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	660	656	99.39	0.61	48.02
Male	333	330	99.10	0.90	44.55
Female	327	326	99.69	0.31	51.53
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	63.64
Filipino	114	114	100.00	0.00	66.67
Hispanic or Latino	506	504	99.60	0.40	43.45
Native Hawaiian or Pacific Islander					
White	14	14	100.00	0.00	21.43

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	454	450	99.12	0.88	42.00
English Learners	243	241	99.18	0.82	31.54
Students with Disabilities	58	58	100.00	0.00	3.45
Students Receiving Migrant Education Services	22	22	100.00	0.00	50.00
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.

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.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	661	657	99.39	0.61	33.94
Male	334	332	99.40	0.60	33.43
Female	327	325	99.39	0.61	34.46
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	45.45
Filipino	114	114	100.00	0.00	54.39
Hispanic or Latino	507	504	99.41	0.59	28.57
Native Hawaiian or Pacific Islander					
White	14	14	100.00	0.00	35.71
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	455	451	99.12	0.88	29.93
English Learners	244	243	99.59	0.41	18.11
Students with Disabilities	58	58	100.00	0.00	0.00
Students Receiving Migrant Education Services	22	22	100.00	0.00	40.91

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	17.7	23.3	28.8

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.



## 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)

Parental involvement at La Viña Middle School includes School Site Council meetings, English Learner Advisory Committee meetings, Back-to-School Night, Open House, parent-teacher conferences twice/year, Student of the Trimester assemblies, student performances, sporting competitions, Fall Carnival, and Lunch With Your Child. Parents are always welcome on campus, and we encourage a strong partnership between the school and parents in order to support student success. For more information please contact:

Jennifer Townson, Principal  
La Vina Middle School  
1331 Browning Road, Delano CA  
(661) 721-3601

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	4.0	4.6	6.1	2.4	2.5	2.9	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

The School Safety Plan was reviewed with staff on (08/01/19).

The key elements included in La Viña Middle School's Safety Plan are assessment of current status of school crime; goals for student safety; child abuse reporting procedures; disaster procedures with information on plan administration and communications, site diagrams with utility shut-off locations and evacuation routes, maps, and assigned staff duties; the district discipline policy with suspension and expulsion procedures; procedures for teacher notification of students who have been suspended or expelled; ensuring a safe and orderly environment with an anti-discrimination policy, sexual harassment policy, information on hate crimes and registered sex offenders; procedures for safe ingress and egress of pupils, parents, and employees to and from school including those with disabilities; and, school rules that provide a safe and orderly environment conducive to learning. Also included is the school's approach to MTSS (Multi-tiered Support Services).

## 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 (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	10	1										
6	25	9	35		29	4	40	3	26	5	43	
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.

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

Title	Ratio
Academic Counselors*	.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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.0
Other	1.5

\*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.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,117.18	\$816.63	\$6,300.55	\$80,041.93
District	N/A	N/A	\$7,107.69	\$78,095.87
Percent Difference - School Site and District	N/A	N/A	-12.0	2.5
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-22.9	-8.7

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

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.

## Types of Services Funded (Fiscal Year 2018-19)

Various Staff offered after-school tutoring for students who were struggling in the areas of English Language Arts/Mathematics. In addition to after-school tutoring, staff also offered numerous Saturday Intervention sessions to support students in ELA and Math. Administration, the School Psychologist, the Mental Health Social Worker, and the Site Resource Teacher host monthly SAT (Student Assistant Team) meetings to track and monitor student progress of at-risk students. A roving substitute is available to cover classes while teachers attend the meetings.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,309	\$45,741
Mid-Range Teacher Salary	\$73,895	\$81,840
Highest Teacher Salary	\$99,044	\$102,065
Average Principal Salary (Elementary)	\$115,388	\$129,221
Average Principal Salary (Middle)	\$120,004	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$206,758	\$224,581
Percent of Budget for Teacher Salaries	33%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

### Professional Development (Most Recent Three Years)

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

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

During the past three years the following was dedicated to staff development: 2017-2018: 2 days. 2018-2019: 2 days. 2019-2020: 2 days.

The primary areas of focus for staff development were Professional Learning Community, Direct Instruction, Cornell Notes, vocabulary instruction, sentence frames, partner talk, Illuminate training, and Common Core State Standards/Claims/Targets. These topics were selected in order to improve student achievement in all subject areas. Instructional methods and strategies that support all students are promoted through these trainings. Professional Development is provided through staff meetings, after-school trainings, Saturday trainings, conferences, and coaching/modeling provided by the Site Resource Teacher, District Coaches, and Administrative staff. New teachers also participate in BTSA (Beginning Teacher Support and Assessment).