

Del Vista Math & Science Academy

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	Del Vista Math & Science Academy
Street	710 Quincy Street
City, State, Zip	Delano, CA 93215-3044
Phone Number	(661) 721-5040
Principal	Mr. Markos Lara
Email Address	mlara@duesd.org
School Website	https://www.duesd.org/Domain/11
Grade Span	K-5
County-District-School (CDS) Code	15634046009369

2024-25 District Contact Information	
District Name	Del Vista Math and Science Academy
Phone Number	(661) 721-5000
Superintendent	Mrs. Rosalina Rivera
Email Address	rrivera@duesd.org
District Website	www.duesd.org

2024-25 School Description and Mission Statement
<p>Mission: We are a Professional Learning Community who is committed to providing a high quality education for all students in a nurturing, safe learning environment.</p> <p>Vision: Our mission is to produce life-long learners and citizens of positive character through a focused and caring learning environment.</p>

2024-25 School Description and Mission Statement

Goals:

1.a We will provide an environment of academic excellence that will develop creative and critical thinkers.

1.b We will commit to provide a supportive learning environment that models a strong, positive work ethic, sparks inquiry and enthusiasm for learning, and enables our students to become productive and responsible citizens.

2. We will educate all students in a safe and nurturing family environment, where they will learn to be active citizens of a culturally diverse society.

3. We will engage each of our students as unique individuals in order to prepare them for college and career readiness.

At Del Vista Math & Science Academy, we are a mandatory uniform school. We are committed to developing the learning potential and academic achievement of each and every student. The staff works closely together to provide the best educational program possible to help achieve the goals above, all while nurturing our students social emotional needs. The students at Del Vista Math & Science Academy have many opportunities for extended learning. After school tutoring is offered for students in kindergarten through fifth grades. Migrant students attend the Migrant Extended Day classes which are held twice per week. The students in these classes receive extra help with homework and additional language instruction. Students participating in our GATE program also have after school sessions with the purpose of providing enrichment and culminating in a GATE festival where they showcase a project. The ELOP POWER+ program is also available to all students.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	85
Grade 2	83
Grade 3	73
Grade 4	94
Grade 5	94
Total Enrollment	524

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
American Indian or Alaska Native	0.6
Asian	1.1
Filipino	3.8
Hispanic or Latino	93.1
White	1.1
English Learners	45.4
Foster Youth	0.4
Homeless	2.3
Migrant	6.5
Socioeconomically Disadvantaged	92.7
Students with Disabilities	5.9

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)	22.20	91.75	235.40	82.31	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	8.00	2.80	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	8.25	21.30	7.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.60	1.28	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	17.50	6.15	18854.30	6.86
Total Teaching Positions	24.20	100.00	286.00	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)	20.00	95.24	254.00	78.24	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	11.10	3.44	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.76	22.60	6.98	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.60	2.05	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	30.10	9.29	15831.90	5.67
Total Teaching Positions	21.00	100.00	324.70	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)	22.00	100.00	258.90	83.18	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.90	2.89	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	24.50	7.89	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	18.70	6.03	14303.80	5.15
Total Teaching Positions	22.00	100.00	311.20	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	1.00	1.00	0
Misassignments	1.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.00	1.00	0

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	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

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)	4.00	0	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)	8.00	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

Del Vista Math & Science Academy pupils currently use curriculum adopted by our school district in the areas of Reading/English Language Arts, Math, Science, and Social Science. The adopted curriculum has come from the most recent State Board of Education's Adoptions list at the time of the adoption. Each pupil is assigned, and granted access to, all core curriculum material and its supplementary components. Del Vista Math & Science Academy also maintains sufficient amount of textbooks and core material to ensure that all students are guaranteed access in all instances, and core textbooks are inspected annually and replaced as needed as to meet the requirements of the Williams Settlement Implementation Agreement.

Year and month in which the data were collected

July 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5, Benchmark Education, Benchmark Advance, 2016	Yes	0
Mathematics	Grades K-5, McGraw-Hill, My Math, 2015	Yes	0
Science	Grades K-5, STEMtaught, 2020	Yes	0
History-Social Science	Grades K-6. Pearson, My World Social Studies, 2019	Yes	0

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

School Facility Conditions and Planned Improvements

Del Vista Math & Science Academy was one of the first schools built in Delano. The school is located in a residential neighborhood that includes both single-family homes and apartment buildings. Our site houses a preschool, M/S Preschool, 31 classrooms, cafeteria, office, resource room, fitness lab, and library. We teach, practice, and promote a safe learning environment and positive social behavior with the help of a Multi-Tiered System of Support (MTSS). District and school staff takes great pride in ensuring our classrooms and grounds are clean, safe, functional, and free of dangerous objects. All classrooms, bathrooms, and offices are cleaned daily and repairs are made in a timely manner. A work order process called School Dude is used to ensure efficient service. Remodernization has begun this school year, 2022-2023, and will be completed in phases.

Year and month of the most recent FIT report

8/2024

School Facility Conditions and Planned Improvements

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

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)	40	44	42	47	46	47
Mathematics (grades 3-8 and 11)	32	37	30	33	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	261	254	97.32	2.68	43.70
Female	127	126	99.21	0.79	48.41
Male	134	128	95.52	4.48	39.06
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	11	11	100.00	0.00	36.36
Hispanic or Latino	240	234	97.50	2.50	45.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	111	104	93.69	6.31	26.92
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	236	231	97.88	2.12	41.99
Students Receiving Migrant Education Services	20	18	90.00	10.00	33.33
Students with Disabilities	22	22	100.00	0.00	4.55

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	260	260	100.00	0.00	36.92
Female	127	127	100.00	0.00	35.43
Male	133	133	100.00	0.00	38.35
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	11	11	100.00	0.00	54.55
Hispanic or Latino	239	239	100.00	0.00	36.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	110	110	100.00	0.00	20.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	236	236	100.00	0.00	35.59
Students Receiving Migrant Education Services	20	20	100.00	0.00	20.00
Students with Disabilities	22	22	100.00	0.00	4.55

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)	18.75	35.79	26.05	26.61	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	95	95	100.00	0.00	35.79
Female	46	46	100.00	0.00	41.30
Male	49	49	100.00	0.00	30.61
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	87	87	100.00	0.00	35.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	30	30	100.00	0.00	6.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	87	87	100.00	0.00	33.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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 5	100	100	100	100	100

2024-25 Opportunities for Parental Involvement
<p>The Del Vista Math & Science Academy Parent Involvement Policy has been jointly developed and agreed upon by staff and parents/guardians of students served in the school pursuant to Title I.</p> <p>Del Vista Math & Science Academy recognizes that parents/guardians are partners in their children’s education and that student achievement is enhanced through meaningful parent involvement. In order to fulfill the Title I, Part A parental involvement requirements, Del Vista Math & Science Academy will provide full opportunities for the participation of all parents/guardians. The school will provide information in an understandable and uniform format, to the extent practicable, in a language parents understand. Del Vista Math & Science Academy educates students from culturally and linguistically diverse backgrounds. The majority of students are also from socio-economically disadvantaged backgrounds. Thus, all educational partners in our school recognize the importance of parent and family involvement to the education of our children.</p> <p>Del Vista Math & Science Academy will take the following actions to involve parents and families in the education of their children:</p> <ul style="list-style-type: none">• Convene an annual Title 1 Meeting to inform parents of the requirements of Title 1 and of their right to be involved.• Offer a flexible number of meetings and provide child care as needed.• Maintain an active School Site Council involved in the planning, designing, implementing, reviewing, and improving of the school’s Title I program. Training for parents will be provided by the district. This School Site Council will be responsible for the development of the Local Control Accountability Plan and the School/Parent Compact.• Maintain an active English Learner Advisory Committee to represent the needs and interests of English Learners and their parents/guardians.• Conduct a parent needs survey in appropriate languages to determine parents’ needs for information and training.• Provide assistance to parents in the understanding of topics such as: Common Core State Standards, English language proficiency criteria, student performance on the state tests, how to monitor their child’s progress, new assessments, and how to extend and enrich learning at home.• Provide materials and training to help parents work with their children to improve their children’s achievement.• Provide opportunities for parents to celebrate and recognize students.• Notify parents annually of testing results and language classroom placement (English learners). Parents will also be involved in the reclassification process of their children from English learners to fluent English speakers.

2024-25 Opportunities for Parental Involvement

- Provide written communications in both English and Spanish with translators available during conferences between parents and teachers or administrators, during SAT meetings, and during School Site Council/English Learner Advisory Committee meetings. The school will provide full opportunities for the participation of Title 1 parents with limited English proficiency, parents with disabilities, and parents of migratory students.
- Provide parents information and guidance to help with their children's behavioral issues as well as social emotional well-being:

a. The School Psychologist, social worker or Marriage Family Therapists will hold meetings with parents to help with parenting and discipline skills.

b. A Student Assistance Team (SAT) will meet with parents to provide assistance and address student needs.

c. DVMSA will also refer parents to Child Guidance which provides counseling to families and children.

Together, DVMSA staff and parents will work to build a strong educational foundation for our students here at Del Vista Math & Science Academy.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	567	554	46	8.3
Female	282	277	25	9.0
Male	285	277	21	7.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	23	22	0	0.0
Hispanic or Latino	525	515	46	8.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	271	267	18	6.7
Foster Youth	--	--	--	--
Homeless	18	17	1	5.9
Socioeconomically Disadvantaged	529	520	44	8.5
Students Receiving Migrant Education Services	54	54	3	5.6
Students with Disabilities	44	44	6	13.6

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
0	0.19	0.35	1.3	1.82	2.02	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	0	0	0.03	0.08	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.35	0.00
Female	0.00	0.00
Male	0.70	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.38	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.38	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.27	0.00

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

Student and Staff safety are a priority at Del Vista Math & Science Academy. Therefore, a school wide Comprehensive Safe School Plan that outlines emergency procedures and protocols for students, teachers and parents has been developed. The school safety plan is reviewed on a yearly basis and updated as needed. All educational partners play an advisory role in developing the plan. School Site Council approves the safety plan on a yearly basis. The current School Safety Plan will be reviewed at a public meeting by the School Site Council in a meeting held at the end of January 2025.

This plan includes identification of the appropriate strategies and programs to provide or maintain a high level of school safety. It also addresses the school's procedures for complying with the existing laws related to school safety. The plan is based on the assessment of the current status of school crimes committed on campus and school related functions. It includes school climate, physical environment, child abuse reporting, disaster procedures, disciplinary procedures, ensuring a safe and orderly environment, and procedures for a safe ingress and egress of pupils, parents, and staff.

The safety plan was reviewed with all staff and parent groups in August of 2024.

In August, a safety week is held to review and practice drills for fire, earthquake, lockdowns, evacuations, and major disasters. Monthly safety drills are practices to remind student and staff of proper safety procedures. A code blue team is also established and trained yearly on the use of an AED.

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.				
Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	3	
1	19	3		
2	21	2	2	
3	18	4		
4	23		3	
5	22		3	

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.				
Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		4	
1	24		3	
2	21	1	2	
3	23		4	
4	22		4	
5	21	2	2	

2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28		4	1
1	21		8	
2	21	4	4	
3	24		3	
4	24		4	
5	24		4	
Other	8	2		

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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	2.5

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	\$16,035.97	\$3,117.74	\$12,918.24	\$84,242.69
District	N/A	N/A	7,744.50	\$89,828
Percent Difference - School Site and District	N/A	N/A	50.1	-6.4
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	18.1	-13.4

Fiscal Year 2023-24 Types of Services Funded

Del Vista Math & Science Academy provides a variety of support services to help students succeed. Staff members with specialized training work to meet the needs of our students. These support staff include a full-time school psychologist, nurse, speech pathologist, and special education teacher. Additionally, we have a resource teacher and school social worker on staff. Teachers can refer students for extra help or Special Education Services when needed.

Students in the GATE program can join after-school GATE classes and participate in the GATE Festival. Migrant students have access to special support services like Migrant Extended Day Classes and various academies throughout the school year. All students can participate in extra learning opportunities through the school's POWER+ program and district academies. English Language Learners and immigrant students are monitored by the site resource teacher to ensure they receive the support and assessments they need.

LCAP funds provide instructional aides in Transitional Kindergarten and Kindergarten classrooms. Other school funds are used for after-school tutoring for students in all grades who need extra help to meet grade-level standards.

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	\$58,966	\$58,553
Mid-Range Teacher Salary	\$86,610	\$93,924
Highest Teacher Salary	\$115,071	\$119,489
Average Principal Salary (Elementary)	\$134,823	\$149,898
Average Principal Salary (Middle)	\$140,218	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$256,000	\$270,432
Percent of Budget for Teacher Salaries	29.08	31.93
Percent of Budget for Administrative Salaries	6.72	5.62

Professional Development

All teachers in the Delano Union School District have access to an extensive amount of staff development every school year. These staff development opportunities include training in Language Arts, ELD, Math, Physical Education, Science and Writing (Thinking Maps). Del Vista Math & Science Academy is also responsible for providing staff with staff development in areas determined by need. The area of need is determined based on data from STAR scores, ELPAC scores, IXL scores, ELA/Math benchmarks and interim assessments. Staff Development is provided in half or full day STPT meetings. Staff also attended conferences outside of regular school hours. For ELA, Math and ELD implementation, teachers are supported through in-class coaching with the assistance of the district Math coach, Reading Intervention Teacher and our District Learning Coordinator. Training implementation is also supported through teacher and administrator communication. Methods by which professional development is delivered are: conference attendance, after-school trainings, district professional development days, and occasional Saturdays.

The primary focus of the staff development at Del Vista Math & Science Academy for the 2024-2025 school year will be in the areas of ELA (including writing), Math, and Next Generation Science Standards.

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	12	14	16