La Viña Middle School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 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.

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.

2022-23 School Contact Information

School Name	La Viña Middle School
Street	1331 Browning Road
City, State, Zip	Delano, CA 93215-9497
Phone Number	(661) 721-3601
Principal	Jennifer Townson
Email Address	jtownson@duesd.org
School Website	https://www.duesd.org/Domain/14
County-District-School (CDS) Code	15634040112185

2022-23 District Contact Information

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

2022-23 School Overview

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

2022-23 School Overview

competent pupil.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	3
Grade 6	155
Grade 7	156
Grade 8	172
Total Enrollment	486

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5
Male	53.5
American Indian or Alaska Native	0.4
Asian	2.5
Black or African American	0.2
Filipino	16.3
Hispanic or Latino	78.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.0
White	1.2
English Learners	22.0
Foster Youth	0.2
Homeless	1.0
Migrant	1.2
Socioeconomically Disadvantaged	55.1
Students with Disabilities	9.3

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	74.14	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	7.05	21.30	7.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	1.16	3.60	1.28	12115.80	4.41
Unknown	5.00	17.64	17.50	6.15	18854.30	6.86
Total Teaching Positions	28.30	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	1.00	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.30	
Total Out-of-Field Teachers	0.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.10	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	July, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	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
Mathematics	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 Core Connections Course 1 - CPM Educational Program 2011	Yes	0
Science	Science : Activate, California Edition 2019	Yes	0
History-Social Science	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

La Viña Middle School 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 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, 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.

Year and month of the most recent FIT report	7/21/22

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			

School Facility Conditions and Planned Improvements

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

• Aligned with CA CCSS for ELA and mathematics;
• Available to students in grades 3 through 8, and grade 11; and
• Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

• Smarter Balanced ELA and mathematics summative assessments;
• Other assessments meeting the SBE criteria; or
• Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	60	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	32	N/A	23	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	490	487	99.39	0.61	59.55
Female	225	223	99.11	0.89	65.47
Male	265	264	99.62	0.38	54.55
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	63.64
Black or African American	--	--	--	--	--
Filipino	76	76	100.00	0.00	71.05
Hispanic or Latino	385	382	99.22	0.78	57.85
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	104	103	99.04	0.96	24.27
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	209	207	99.04	0.96	52.66
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	46	97.87	2.13	15.22

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	489	484	98.98	1.02	31.61
Female	225	222	98.67	1.33	35.14
Male	264	262	99.24	0.76	28.63
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	36.36
Black or African American	--	--	--	--	--
Filipino	76	76	100.00	0.00	59.21
Hispanic or Latino	385	380	98.70	1.30	26.05
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	104	102	98.08	1.92	7.84
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	208	205	98.56	1.44	24.39
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	46	97.87	2.13	4.35

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	21.39	NT	19	28.5	29.47

2021-22 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	174	173	99.43	0.57	21.39
Female	73	72	98.63	1.37	20.83
Male	101	101	100	0	21.78
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	22	22	100	0	50
Hispanic or Latino	141	140	99.29	0.71	16.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	33	33	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	69	98.57	1.43	14.49
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	100	0	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 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.   Due to changes to the 2021-22 PFT administration, only participation results are required 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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 Semester assemblies, student performances, sporting competitions, Fall/Spring Carnival, Lunch With Your Child, 8th Grade Awards Program and graduation ceremony. 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

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	536	518	87	16.8
Female	256	241	42	17.4
Male	280	277	45	16.2
American Indian or Alaska Native	2	2	0	0.0
Asian	12	12	0	0.0
Black or African American	2	1	0	0.0
Filipino	80	80	2	2.5
Hispanic or Latino	425	409	84	20.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	0	0.0
White	10	9	1	11.1
English Learners	119	114	25	21.9
Foster Youth	6	3	2	66.7
Homeless	9	8	3	37.5
Socioeconomically Disadvantaged	320	306	59	19.3
Students Receiving Migrant Education Services	9	9	2	22.2
Students with Disabilities	57	55	16	29.1

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.83	1.09	2.45
Expulsions	0.16	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	6.72	0.00	1.30	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.72	0.00
Female	7.03	0.00
Male	6.43	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	8.00	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	11.76	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	9.06	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.02	0.00

2022-23 School Safety Plan

The School Safety Plan was reviewed with staff on (08/31/22).

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).

2021-22 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	486

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	1.0
Nurse	0.5
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	3.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	$7,966.56	$1,238.95	$6,727.61	$90,072.83
District	N/A	N/A	$7,744.50	$81,498
Percent Difference - School Site and District	N/A	N/A	-14.1	10.0
State	N/A	N/A	$6,594	$87,271
Percent Difference - School Site and State	N/A	N/A	2.0	3.2

2021-22 Types of Services Funded

Various Staff offer after-school tutoring for students who were struggling in the areas of English Language Arts/Mathematics. Administration, the School Psychologist, the Mental Health Social Worker, the Academic Counselor, 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$52,885	$52,641
Mid-Range Teacher Salary	$77,679	$83,981
Highest Teacher Salary	$103,965	$107,522
Average Principal Salary (Elementary)	$120,921	$136,247
Average Principal Salary (Middle)	$125,759	$142,248
Average Principal Salary (High)		$139,199
Superintendent Salary	$216,165	$242,166
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	7%	5%

Professional Development

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: 2020-2021: 2 days, 2021-2022: 2 days, 2022-2023: 2 days.

The primary areas of focus for staff development include Writing Strategies, Reading Comprehension Strategies, Direct Instruction, vocabulary instruction, sentence frames, partner talk, Thinking Maps, Common Core State Standards/Claims/Targets, IABs, and data review. 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 Learning Coordinator, Site Resource Teacher, District Coaches, and Administrative staff. New teachers also participate in the county's Induction Support Program.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2