

La Viña Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	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
Grade Span	6-8
County-District-School (CDS) Code	15634040112185

2024-25 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	www.duesd.org

2024-25 School Description and Mission Statement

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 via in-person, distance, and blended learning.

Mission:
 La Viña Middle School will nurture and promote the personal achievement and academic excellence of every pupil via in-person, distance, and blended learning.

2024-25 School Description and Mission Statement

GOALS:

1. La Viña will work in partnership with parents and the community to increase the reading/writing proficiency of all students by increasing 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, secure, and social emotional conscious 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. Additional Support for these students should help to boost attendance as well.
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.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	160
Grade 7	183
Grade 8	178
Total Enrollment	521

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
American Indian or Alaska Native	0.4
Asian	1.5
Black or African American	0.6
Filipino	15.3
Hispanic or Latino	78.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.7
White	1.3
English Learners	19
Foster Youth	0.8
Homeless	0.6
Migrant	2.3
Socioeconomically Disadvantaged	81
Students with Disabilities	6.7

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/Incomplete/NA	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)	18.40	67.21	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)	2.10	7.87	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	6.80	24.88	30.10	9.29	15831.90	5.67
Total Teaching Positions	27.40	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)	20.90	70.24	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)	5.30	17.88	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	3.50	11.85	18.70	6.03	14303.80	5.15
Total Teaching Positions	29.80	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	1.50	2.8
Misassignments	1.00	0.00	2.4
Vacant Positions	0.00	0.60	0
Total Teachers Without Credentials and	2.00	2.10	5.3

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	0.30	0.00	0
Total Out-of-Field Teachers	0.30	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)	3.10	0	5.9
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	0	0

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

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

Year and month in which the data were collected July, 2024

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 California Algebra 1- Holt Math, 2008 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

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

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 27 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

8/2024

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)	58	64	42	47	46	47
Mathematics (grades 3-8 and 11)	32	38	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	521	519	99.62	0.38	63.58
Female	257	256	99.61	0.39	69.14
Male	264	263	99.62	0.38	58.17
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	81	81	100.00	0.00	72.84
Hispanic or Latino	409	407	99.51	0.49	61.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	69	67	97.10	2.90	11.94
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	420	418	99.52	0.48	60.77
Students Receiving Migrant Education Services	15	15	100.00	0.00	66.67
Students with Disabilities	34	34	100.00	0.00	20.59

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	521	521	100.00	0.00	37.62
Female	257	257	100.00	0.00	38.13
Male	264	264	100.00	0.00	37.12
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	81	81	100.00	0.00	45.68
Hispanic or Latino	409	409	100.00	0.00	35.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	69	69	100.00	0.00	2.90
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	420	420	100.00	0.00	34.29
Students Receiving Migrant Education Services	15	15	100.00	0.00	53.33
Students with Disabilities	34	34	100.00	0.00	11.76

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)	26.95	36.78	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	176	176	100.00	0.00	36.36
Female	89	89	100.00	0.00	34.83
Male	87	87	100.00	0.00	37.93
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	30	30	100.00	0.00	40.00
Hispanic or Latino	138	138	100.00	0.00	34.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	16	100.00	0.00	6.25
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	146	146	100.00	0.00	36.30
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	96	97.5	98	97	97

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

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 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 regarding opportunities for parental involvement please contact:

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	549	536	49	9.1
Female	268	264	24	9.1
Male	281	272	25	9.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	83	82	1	1.2
Hispanic or Latino	434	423	41	9.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	108	106	10	9.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	447	437	47	10.8
Students Receiving Migrant Education Services	16	16	2	12.5
Students with Disabilities	37	37	6	16.2

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
6.72	5.2	4.37	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	4.37	0.00
Female	3.36	0.00
Male	5.34	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	1.20	0.00
Hispanic or Latino	5.07	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	2.78	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.92	0.00
Students Receiving Migrant Education Services	6.25	0.00
Students with Disabilities	0.00	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

The School Safety Plan was reviewed with staff on July 27, 2024.

The key elements included in La Viña Middle School's Safety Plan are assessment of current status of school crime; goals for

2024-25 School Safety Plan

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 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	16	14	
Mathematics	19	11	6	
Science	18	12	6	
Social Science	20	11	5	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	19	18	
Mathematics	17	15	5	
Science	18	14	5	
Social Science	19	13	5	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	6	20	2
Mathematics	18	14	6	
Science	28	2	10	2
Social Science	20	11	6	1

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	521

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.5
Social Worker	1
Nurse	0.5
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	4

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	\$10,632.83	\$2,957.98	\$7,674.85	\$86,034.49
District	N/A	N/A	\$7,744.50	\$89,828
Percent Difference - School Site and District	N/A	N/A	-0.9	-4.3
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-33.6	-11.3

Fiscal Year 2023-24 Types of Services Funded

Various Staff offer after-school tutoring for students who are struggling in any curricular area. Administration, the School Psychologist, the School Social Worker, the Academic Counselor, and the Site Resource Teacher host monthly SAT (Student Assistance Team) meetings to track and monitor student progress of at-risk students. A roving substitute is available to cover classes while teachers attend these meetings. Additional support in ELA and Math is offered during an elective period one quarter during the year.

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

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: 2022-2023: 2 days, 2023-2024 2 days, 2024-2025 2 days.

Professional Development

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, FIABs, 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 a District Learning Coordinator, Site Resource Teacher, District Coaches, and Administrative staff. New teachers also participate in our District's Induction Support Program.

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	2	2	2