La Viña Middle School
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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

2021-22 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

2021-22 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 and enrich the quality and rigor of the core curriculum and standards based instruction to assure pupil success in career and college readiness.
2. All pupils need to be connected to school in a safe and secure learning environment that is engaging and stimulating and supports all pupils with special attention to our English Learners, Long Term English Learners, Foster Youth and all other subgroups as identified as non-performing groups.
3. Implement a 21st Century learning community of pupils and parents by building a culture with opportunities for advancement in Technology, Science, Mathematics, Engineering, and the Arts that promotes an academically, socially, and emotionally competent pupil.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	3
Grade 6	167
Grade 7	195
Grade 8	197
Total Enrollment	562

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	2
Black or African American	0.4
Filipino	15.1
Hispanic or Latino	78.8
Two or More Races	0.9
White	2.3
English Learners	23
Foster Youth	0.2
Homeless	0.9
Socioeconomically Disadvantaged	63.7
Students with Disabilities	9.8

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1
Unknown	0
Total Teaching Positions	28

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	1
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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	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
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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 exceptionally modern, and are cleaned daily. Our students are able to enjoy outdoor activities on our spacious soccer/football field, and numerous basketball courts are also available. Before school, students are supervised in a central area by the Campus Supervisor, Vice-Principal, and noon duty aides. In addition to the Campus Supervisor, the Vice-Principal and teachers follow a yard duty schedule to help supervise the student break area. Our lunch supervision includes a Campus Supervisor, the Vice Principal, 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	7/20/2021

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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	563	NT	NT	NT	NT
Female	265	NT	NT	NT	NT
Male	298	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	13	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	83	NT	NT	NT	NT
Hispanic or Latino	441	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	13	NT	NT	NT	NT
English Learners	130	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	14	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	292	NT	NT	NT	NT
Students Receiving Migrant Education Services	13	NT	NT	NT	NT
Students with Disabilities	55	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	563	NT	NT	NT	NT
Female	265	NT	NT	NT	NT
Male	298	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	13	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	83	NT	NT	NT	NT
Hispanic or Latino	441	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	13	NT	NT	NT	NT
English Learners	130	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	14	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	292	NT	NT	NT	NT
Students Receiving Migrant Education Services	13	NT	NT	NT	NT
Students with Disabilities	55	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

IXL Student Groups	IXL Total Enrollment	IXL Number Tested	IXL Percent Tested	IXL Percent Not Tested	IXL Percent At or Above Grade Level
All Students	556	552	98	2	34
Female	263	262	99	1	40
Male	293	290	99	1	28
American Indian or Alaska Native	1	1	100	0	0
Asian	13	13	100	0	31

Black or African American	2	2	100	0	0
Filipino	83	83	100	0	67
Hispanic or Latino	438	434	99	1	27
Native Hawaiian or Pacific Islander	0	0	N/A	N/A	N/A
Two or More Races	5	5	100	0	0
White	14	14	100	0	50
English Learners	122	120	98	2	8
Foster Youth	1	1	100	0	0
Homeless	4	2	50	50	0
Military	0	0	N/A	N/A	N/A
Socioeconomically Disadvantaged	349	347	99	1	29
Students Receiving Migrant Education Services	12	12	100	0	0
Students with Disabilities	48	48	100	0	6

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	563	540	96	4	33
Female	263	258	98	2	34
Male	293	282	96	4	32
American Indian or Alaska Native	1	1	100	0	0
Asian	13	13	100	0	38
Black or African American	2	2	100	0	50
Filipino	83	83	100	0	60
Hispanic or Latino	438	422	96	4	27
Native Hawaiian or Pacific Islander	0	0	N/A	N/A	N/A
Two or More Races	5	5	100	0	20
White	14	14	100	0	36
English Learners	122	115	94	6	5
Foster Youth	1	1	100	0	0
Homeless	4	1	25	75	0
Military	0	0	N/A	N/A	N/A
Socioeconomically Disadvantaged	349	338	97	3	28
Students Receiving Migrant Education Services	12	11	92	8	9
Students with Disabilities	48	46	94	6	7

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases

where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

IXL Student Groups	IXL Total Enrollment	IXL Number Tested	IXL Percent Tested	IXL Percent Not Tested	IXL Percent At or Above Grade Level
All Students	5556	531	96	4	19
Female	263	252	96	4	20
Male	293	279	95	5	18
American Indian or Alaska Native	1	1	100	0	0
Asian	13	13	100	0	31
Black or African American	2	2	100	0	0
Filipino	83	81	98	2	43
Hispanic or Latino	438	415	95	5	14
Native Hawaiian or Pacific Islander	0	0	N/A	N/A	N/A
Two or More Races	5	5	100	0	0
White	14	14	100	0	21
English Learners	122	116	95	5	4
Foster Youth	1	1	100	0	0
Homeless	4	2	50	50	0
Military	0	0	N/A	N/A	N/A
Socioeconomically Disadvantaged	349	332	95	5	15
Students Receiving Migrant Education Services	12	12	100	0	0
Students with Disabilities	48	47	98	2	4

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	563	537	95	5	56
Female	263	257	98	2	60
Male	293	280	96	4	53
American Indian or Alaska Native	1	1	100	0	100
Asian	13	13	100	0	69
Black or African American	2	2	100	0	50
Filipino	83	82	99	1	83
Hispanic or Latino	438	420	96	4	50
Native Hawaiian or Pacific Islander	0	0	N/A	N/A	N/A
Two or More Races	5	5	100	0	40
White	14	14	100	0	64
English Learners	122	116	95	5	30
Foster Youth	1	1	100	0	0
Homeless	4	1	25	75	0
Military	0	0	N/A	N/A	N/A

Socioeconomically Disadvantaged	349	338	97	3	51
Students Receiving Migrant Education Services	12	11	92	8	36
Students with Disabilities	48	46	96	4	11

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	196	NT	NT	NT	NT
Female	100	NT	NT		
Male	96	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	25	NT	NT	NT	NT
Hispanic or Latino	158	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	34	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	107	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	12	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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 Trimester assemblies, student performances, sporting competitions, Fall Carnival, and Lunch With Your Child. Parents are always welcome on campus, and we encourage a strong partnership between the school and parents in order to support student success. For more information please contact:
Jennifer Townson, Principal
La Vina Middle School
1331 Browning Road, Delano CA
(661) 721-3601

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	574	569	21	3.7
Female	272	268	9	3.4
Male	302	301	12	4.0
American Indian or Alaska Native	1	1	0	0.0
Asian	13	13	0	0.0
Black or African American	2	2	0	0.0
Filipino	85	85	0	0.0
Hispanic or Latino	451	446	21	4.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	0	0.0
White	14	14	0	0.0
English Learners	131	131	7	5.3
Foster Youth	2	2	0	0.0
Homeless	8	8	3	37.5
Socioeconomically Disadvantaged	379	374	17	4.5
Students Receiving Migrant Education Services	14	14	2	14.3
Students with Disabilities	57	57	3	5.3

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	6.07	0.00	2.90	0.00	3.47	0.20
Expulsions	0.14	0.00	0.11	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 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

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The School Safety Plan was reviewed with staff on (08/01/21).

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).

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	21	13	11	
Mathematics	23	11	12	1
Science	25	6	14	
Social Science	24	6	15	1

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	8	21	6
Mathematics	24	9	9	2
Science	23	8	11	
Social Science	23	11	9	1

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	22	
Mathematics	19	11	10	1
Science	19	12	8	
Social Science	19	11	9	

2020-21 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	562

2020-21 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
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.3
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0
Other	3.1

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$81,397
Percent Difference - School Site and District	N/A	N/A	-14.1	10.1
State			$8,444	$85,863
Percent Difference - School Site and State	N/A	N/A	-22.6	4.8

2020-21 Types of Services Funded

Various Staff offered after-school tutoring for students who were struggling in the areas of English Language Arts/Mathematics. I 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$52,060
Mid-Range Teacher Salary	$77,679	$84,043
Highest Teacher Salary	$103,965	$107,043
Average Principal Salary (Elementary)	$120,921	$133,582
Average Principal Salary (Middle)	$125,759	$138,803
Average Principal Salary (High)	$0	$133,845
Superintendent Salary	$216,165	$240,628
Percent of Budget for Teacher Salaries	32%	35%
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: 2018-2019: 2 days,. 2019-2020: 2 days, 2020-2021 2 days.

The primary areas of focus for staff development were Professional Learning Community, Direct Instruction, Cornell Notes, vocabulary instruction, sentence frames, partner talk, Illuminate training, 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 Site Resource Teacher, District Coaches, and Administrative staff. New teachers also participate in BTSA (Beginning Teacher Support and Assessment).

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	6

Delano Union Elementary School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3178	NT	NT	NT	NT
Female	1582	NT	NT	NT	NT
Male	1596	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	32	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
Filipino	321	NT	NT	NT	NT
Hispanic or Latino	2726	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	NT	NT	NT	NT
White	42	NT	NT	NT	NT
English Learners	1211	NT	NT	NT	NT
Foster Youth	11	NT	NT	NT	NT
Homeless	108	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2051	NT	NT	NT	NT
Students Receiving Migrant Education Services	131	NT	NT	NT	NT
Students with Disabilities	319	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3178	NT	NT	NT	NT
Female	1582	NT	NT	NT	NT
Male	1596	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	32	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
Filipino	321	NT	NT	NT	NT
Hispanic or Latino	2726	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	NT	NT	NT	NT
White	42	NT	NT		NT
English Learners	1211	NT	NT	NT	NT
Foster Youth	11	NT	NT	NT	NT
Homeless	108	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2051	NT	NT	NT	NT
Students Receiving Migrant Education Services	131	NT	NT	NT	NT
Students with Disabilities	319	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.