

La Viña Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 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

2023-24 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

2023-24 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.

GOALS:

1La 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

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	2
Grade 6	180
Grade 7	182
Grade 8	169
Total Enrollment	533

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8%
Male	52.2%
American Indian or Alaska Native	0.4%
Asian	2.1%
Black or African American	0.8%
Filipino	15.2%
Hispanic or Latino	78.6%
Two or More Races	1.5%
White	1.5%
English Learners	23.3%
Foster Youth	0.4%
Homeless	0.9%
Migrant	1.9%
Socioeconomically Disadvantaged	81.6%
Students with Disabilities	7.9%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	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)	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	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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.50
Misassignments	1.00	0.00
Vacant Positions	0.00	0.60
Total Teachers Without Credentials and Misassignments	2.00	2.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.30	0.00
Total Out-of-Field Teachers	0.30	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	3.1	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)	10.9	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		July, 2023	
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	Yes	0

	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		
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

8/2023

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			

School Facility Conditions and Planned Improvements

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	60	58	40	42	47	46
Mathematics (grades 3-8 and 11)	32	32	23	30	33	34

2022-23 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	536	536	100.00	0.00	58.21
Female	258	258	100.00	0.00	66.28
Male	278	278	100.00	0.00	50.72
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	66.67
Black or African American	--	--	--	--	--
Filipino	81	81	100.00	0.00	75.31
Hispanic or Latino	419	419	100.00	0.00	55.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	108	108	100.00	0.00	25.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	301	301	100.00	0.00	52.49
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	41	100.00	0.00	17.07

2022-23 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	535	533	99.63	0.37	31.89
Female	258	257	99.61	0.39	34.24
Male	277	276	99.64	0.36	29.71
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	81	81	100.00	0.00	51.85
Hispanic or Latino	418	417	99.76	0.24	27.10
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	107	106	99.07	0.93	5.66
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	301	299	99.34	0.66	23.08
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	40	40	100.00	0.00	7.50

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	21.39	26.95	19.00	26.05	29.47	30.29

2022-23 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	170	169	99.41	0.59	26.63
Female	84	83	98.81	1.19	28.92
Male	86	86	100.00	0.00	24.42
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	30	30	100.00	0.00	53.33
Hispanic or Latino	130	130	100.00	0.00	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	37	37	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	91	90	98.90	1.10	16.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	19	19	100.00	0.00	0.00

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.

2022-23 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 during 2021-22 and 2022-23 school years, 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
Grade 5	--	--	--	--	--
Grade 7	88.44%	100%	98.27%	100%	98.27%
Grade 9	--	--	--	--	--

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.

2023-24 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 regarding opportunities for parental involvement please contact:

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	558	549	73	13.3
Female	269	263	28	10.6
Male	289	286	45	15.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	12	12	0	0.0
Black or African American	5	5	2	40.0
Filipino	82	82	2	2.4
Hispanic or Latino	439	430	64	14.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	9	2	22.2
White	9	9	3	33.3
English Learners	132	128	17	13.3
Foster Youth	4	3	1	33.3
Homeless	6	6	5	83.3
Socioeconomically Disadvantaged	456	449	67	14.9
Students Receiving Migrant Education Services	10	10	2	20.0
Students with Disabilities	46	46	9	19.6

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	6.72	5.20	0.00	1.30	1.82	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.08	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.2	0
Female	2.97	0
Male	7.27	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	1.22	0
Hispanic or Latino	5.92	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	6.06	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.82	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.52	0

2023-24 School Safety Plan

The School Safety Plan was reviewed with staff on July 27, 2023.

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).

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	

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	0
Mathematics	17	15	5	0
Science	18	14	5	0
Social Science	19	13	5	0

2022-23 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	533

2022-23 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	1
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$81,956
Percent Difference - School Site and District	N/A	N/A	-0.9	4.9
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	0.9	-4.0

Fiscal Year 2022-23 Types of Services Funded

Various Staff offer after-school tutoring for students who are struggling in any curricular area. The Academic Counselor provides support via Homework Club twice per week. 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$54,472	\$54,215
Mid-Range Teacher Salary	\$80,009	\$86,843
Highest Teacher Salary	\$106,863	\$111,440
Average Principal Salary (Elementary)	\$124,549	\$140,851
Average Principal Salary (Middle)	\$129,532	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$222,650	\$252,466
Percent of Budget for Teacher Salaries	30.57%	33.16%
Percent of Budget for Administrative Salaries	6.69%	5.15%

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2