Vina Danks Middle School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Vina Danks Middle School
Street	1020 North Vine Avenue
City, State, Zip	Ontario CA 91762
Phone Number	909-983-2691
Principal	Ms. Yesenia Arvizu
Email Address	yesenia.arvizu@omsd.net
Website	https://www.omsd.net/Domain/38
County-District-School (CDS) Code	36678196036206

Entity	Contact Information
District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
Website	https://www.omsd.net

School Description and Mission Statement (School Year 2019-20)

Vina Danks Middle School exists to equip our community of learners with the essential academic, communication, and social skills to be influential citizens and leaders, now and in the future.

The goal of Vina Danks is to prepare students to be high school, college, and career ready. The area of focus is to actively engage students in the learning process, across all disciplines, through a variety of cooperative learning experiences, and strategies.

Vina Danks has been recognized as a Gold PBIS School for the past two years (20018,2019) and designated as a National Schools to Watch (2018).

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	336
Grade 8	331
Total Enrollment	667

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.1
Asian	1
Hispanic or Latino	89.8
Native Hawaiian or Pacific Islander	0.6
White	5.2
Two or More Races	1.5
Socioeconomically Disadvantaged	86.5
English Learners	14.8
Students with Disabilities	17.2
Foster Youth	0.4
Homeless	5.4

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	36	33	34	963
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	1	1	0	9

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	Yes	0%
Mathematics	TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards. *TK mathematics materials are from the most recent state adoption.	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	Yes	0%
History-Social Science	6-8 My World Interactive (Pearson) - Adopted 2018	Yes	0%
Foreign Language	7-8 Tu Mundo (McDougal Littell) - Adopted 2002 7-8 Realidades (Pearson/Prentice Hall) - Adopted 2004	Yes	0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
Visual and Performing Arts	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The most recent Facility Inspection done by the districts Operations department occured in October 2018. The overal rating for the campus was "good".

Vina Danks Middle School was built in 1974, with only the annex building remaining as a legacy of the earlier school built in 1922. The campus has a total of 45 classrooms. In addition, the school has a library, gymnasium, fitness room, computer lab, science lab, AVID tutorial room, ASB room, staff lunch room, and office complex. The school has a large field for student activities and sports. In addition to the outside cafeteria area, there are small picnic table areas located at the northeast and southeast corners of the school for students to sit and socialize during lunch.

The district Information Services Department maintains a content filter for all Internet traffic, including E-mail, in accordance with the Children's Internet Protection Act (CIPA) guidelines. For student safety Vina Danks is a closed campus. The perimeter gates remain closed throughout the day, which maintains limited access to the school when in session. Noon aides and credentialed teachers provide supervision before, during and/or after school. All students enter the school through the front gates each morning. At all other times, parents and visitors enter the school through the office. District employees and substitutes all wear district-issued identification badges. The front gates are closed when school begins and are not opened until dismissal. Students who are checked out early are done so by the front office. All staff members are diligent about being aware of adults on campus at all times. Visitors without visitor badges are escorted to the front office for check in.

Vina Danks is maintained in a manner that assures it is in good repair and functional. The principal works with the custodial staff to make certain a daily cleaning schedule is maintained so classrooms, restrooms and the school grounds remain clean, safe and orderly, and that the floors, walls, and plumbing system are all in good repair. Site and district maintenance and grounds staffs make sure that the work necessary to keep the school in good working order and aesthetically pleasing are completed in a timely manner. A work order process is in use to ensure efficient service and that emergency repairs are given the highest priority. To assist in this effort, the district Operations Department annually conducts an in-depth evaluation of each school to determine the condition of the facilities and identify situations that need maintenance, repair or an upgrade.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: October 2018

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

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, which 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); and
*   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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	34	39	43	44	50	50
Mathematics (grades 3-8 and 11)	20	23	31	36	38	39

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	642	637	99.22	0.78	38.93
Male	348	344	98.85	1.15	31.40
Female	294	293	99.66	0.34	47.78
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	582	578	99.31	0.69	37.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	33	33	100.00	0.00	60.61

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	557	553	99.28	0.72	36.35
English Learners	239	236	98.74	1.26	16.10
Students with Disabilities	101	100	99.01	0.99	5.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	49	49	100.00	0.00	30.61

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	642	637	99.22	0.78	23.08
Male	350	348	99.43	0.57	21.84
Female	292	289	98.97	1.03	24.57
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	582	578	99.31	0.69	21.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	33	33	100.00	0.00	42.42
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	557	553	99.28	0.72	21.88
English Learners	239	238	99.58	0.42	9.24
Students with Disabilities	102	101	99.02	0.98	0.99
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	49	49	100.00	0.00	16.33

Note: 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.

Note: 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.

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 Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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
7	15.1	18.4	13.1

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are welcomed as involved partners at Vina Danks Middle School. Parents are active in our School Site Council, Site English Learner Parent Advisory Council, and as volunteers. Parents attend district functions such as Parent Leadership Conference, monthly DELPAC/DPAC meetings and parent education classes. Vina Danks has a school counselor that works closely with families to encourage their involvement in our school activities. Attendance at Student Orientation, Back to School Night, Open House, Parent-Teacher Conferences, Coffee with the Principal, and student recognition/performances continues to increase.

Regular school to home communication is provided in both English and Spanish. Information regarding school events and activities can be found on the schools webpage, through flyers, and Twitter account.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	8.0	5.4	7.3	2.5	2.4	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Safety Plan is updated and refined each school year. Procedures for safety and disaster planning are reviewed and implemented by school staff. This took place in August of 2019. The plan is reviewed annually by the School Site Council. SSC last reviewed and approved the plan in February of 2019. The components of the Safety Plan includes school profile, physical environment, School Climate, and Action planning. Areas of this plan are discussed during staff meetings in August and throughout the school calendar year in committees. Final updates and guidelines are completed annually with the guidance of School Site Council.

In addition to the safety plan, emergency protocols and preparedness are also articulated to ensure safety. Detailed evacuation plans are updated and discussed with staff annually. In addition, inventory is taken to replenish and stock emergency food and water. Subsequently, during the school year various exercises and preparations were made to address the protocols. Regular monthly emergency drills are conducted in three areas: Fire, Earthquake and Lockdown/VIPER. Site feedback is collected after each drill and is forwarded to the district in the form of a drill log. In addition, site disaster preparedness teams meet annually to review their role, and address concerns.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	21	19	21		24	8	23		27	5	19	2
Mathematics	21	13	24		19	17	18		23	8	20	1
Science	24	6	24	1	24	8	18	1	28	2	19	2
Social Science	21	16	20		24	9	19		26	6	20	2

*Number of classes indicates how many classrooms 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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	667.0

*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.

Student Support Services Staff (School Year 2018-19)

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

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9109.0	1795.0	7314.0	86683.0
District	N/A	N/A	1608.0	$87,821.00
Percent Difference - School Site and District	N/A	N/A	127.9	-1.3
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	-2.6	4.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

All students at Vina Danks receive standards based common core instruction at their appropriate grade level. Intervention support is designed through a Multi Tiered System of Support for students in Math and ELA. Progress monitoring data is used to modify instruction and placement on an ongoing basis. Teachers regularly examine student work samples and data at department and staff meetings to ensure that students are mastering standards. The SST process is used to identify, monitor, and provide appropriate interventions for students at risk.

State education funding provides instructional support in the form of an Instructional Coach (TOA) to coordinate intervention services, provide instructional support, and assist with progress monitoring. Additionally, funds are used to provide intervention programs for students who are at-risk and support extra curricular clubs and activities.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,733	$45,741
Mid-Range Teacher Salary	$83,119	$81,840
Highest Teacher Salary	$100,254	$102,065
Average Principal Salary (Elementary)	$132,145	$129,221
Average Principal Salary (Middle)	$134,622	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$289,542	$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	35	35	35

Over the past several years, site professional development has centered on two areas: Learning Targets (development and use), student engagement (cooperative groups and accountable responses), AVID, and PBIS (Positive Behavior Intervention Support). This was determined as a result of student achievement data in Mathematics and English Language Arts. Posting clear short- and long-term learning targets in every classroom help all stakeholders clearly understand the content and concepts that students are learning. In addition, creating learning environments that embody high levels of student engagement is key to quality instruction at Vina Danks. Using Kagan strategies and accountable response strategies as a foundation, we hold students responsible for learning to ensure that "everybody plays." All Math and ELA teachers receive professional development in their respective area throughout the year. In addition, Vina Danks staff has also received professional development in the development of MTSS (Multi Tiered System of Support).

Professional development is delivered in a variety of methods. Workshops, conferences, and after school meetings are the typical methods used. However, non-school days have also been used, as well as online seminars. Professional developments are supported by coaching support, follow up meetings, and additional time for implementation. Progress monitoring is consistently done to provide any additional support if necessary.