

# Vina Danks Middle School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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

### 2025-26 School Contact Information

<b>School Name</b>	Vina Danks Middle School
<b>Street</b>	1020 N. Vine Ave.
<b>City, State, Zip</b>	Ontario
<b>Phone Number</b>	9099868577
<b>Principal</b>	Dinae Geer
<b>Email Address</b>	dinae.geer@omsd.net
<b>School Website</b>	<a href="https://www.omsd.net/Page/69">https://www.omsd.net/Page/69</a>
<b>Grade Span</b>	7-8
<b>County-District-School (CDS) Code</b>	36 67819 6036438

### 2025-26 District Contact Information

<b>District Name</b>	Ontario-Montclair School District
<b>Phone Number</b>	(909) 459-2500
<b>Superintendent</b>	Dr. James Q. Hammond
<b>Email Address</b>	info@omsd.net
<b>District Website</b>	<a href="https://www.omsd.net">https://www.omsd.net</a>

### 2025-26 School Description and Mission Statement

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 2018, 2019 , 2021, 2022, 2023, 2024, and 2025 school years;

## 2025-26 School Description and Mission Statement

furthermore, it earned the Community Cares award in 2020 and the CA Healthy Schools Award in 2024 and 2025. The "Home of the Bobcats" was also designated as a National Schools to Watch in 2018 and re-designated in 2021 and 2024.

### Principal's Message:

I'd like to welcome you to Vina Danks Middle School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Vina Danks Middle School provides a warm, inviting, and engaging environment where students are actively involved in learning academics as well as positive values. We prepare students for continuing secondary and post-secondary success through teaching a standards-based, challenging curriculum taught by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency and be prepared for their future academic and career goals.

We have made a commitment to provide the best educational program possible for all our students here at Vina Danks Middle School. As a Community School we welcome any suggestions or questions you may have about the information contained in this report or about the school in general. Together, through our hard work, our students will be challenged to reach their maximum potential.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	258
Grade 8	286
<b>Total Enrollment</b>	<b>544</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.7
Non-Binary	0.2
American Indian or Alaska Native	1.3
Asian	0.9
Black or African American	2.8
Filipino	0.7
Hispanic or Latino	91.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.6
White	2.4
English Learners	22.8
Foster Youth	0.4
Homeless	11
Socioeconomically Disadvantaged	90.4
Students with Disabilities	18.6

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	35	91.78	888.8	90.57	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	5.9	0.61	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2	5.24	17.5	1.78	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.8	2.09	9.7	0.99	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.3	0.86	59.3	6.04	15831.9	5.67
<b>Total Teaching Positions</b>	38.2	100	981.4	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	32.8	91.26	891.1	92.2	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	6	0.62	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	18	1.87	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	5.1	0.53	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	3.1	8.74	46.2	4.79	14303.8	5.15
<b>Total Teaching Positions</b>	36	100	966.6	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	32.1	88.46	893	92.39	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	9.3	0.96	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.6	4.4	7.8	0.82	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.4	1.1	13.1	1.36	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	2.2	6.05	43.1	4.46	13705.8	4.91
<b>Total Teaching Positions</b>	36.3	100	966.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	1
<b>Misassignments</b>	2.00	0	0.5
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	2.00	0	1.6

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.80	0	0
<b>Local Assignment Options</b>	0.00	0	0.4
<b>Total Out-of-Field Teachers</b>	0.80	0	0.4

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.7	0	1.4
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016)	0%
<b>Mathematics</b>	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.  Integrated Math, High School Credit Course, Houghton Mifflin Harcourt,  Integrated Math I, 2015 Adopted May, 2020	0%
<b>Science</b>	6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	0%
<b>History-Social Science</b>	6-8 My World Interactive (Pearson) - Adopted 2018	0%
<b>Foreign Language</b>	Beginning Spanish, Vista Higher Learning, Senderos. Adopted 2022  Spanish for Native Speakers, McDougal Littell, Tu Mundo, 2008, adopted July 2008  Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020  Not from the most recent state adoption.	0%
<b>Health</b>	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984  Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.	0%

<b>Visual and Performing Arts</b>	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008	0%
	Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.	
	TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008	
	Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.	
<b>Science Laboratory Equipment (grades 9-12)</b>	TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008	
	Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.	
	N/A	N/A

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

## School Facility Conditions and Planned Improvements

The most recent Facility Inspection done by the districts Operations department occurred in April 2025. The overall rating for the campus was 99.53% giving the school a rating of Exemplary.

Vina Danks Middle School was built in 1974. The campus has a total of 45 classrooms. In addition, the school has a library, ASB room, staff lunch room. Currently a library, gymnasium, and lunch space in under construction with plans to open in the 26-27 school year. In addition to the outside cafeteria area, there are small picnic table areas located east of the main building 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. Proctors and credentialed teachers provide supervision before, during and/or after school. All students enter the school through the J st. 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. The Raptor system is utilized the check in visitors and individuals 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.

<b>Year and month of the most recent FIT report</b>	April 2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			This was ranked as "GOOD" in the FIT Report.

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces	X		This was ranked as "GOOD" in the FIT Report. Room 8 - replace broken and stained ceiling tile in hallway outside room 8. (work order #52476 completed: 09/25/25)
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		This was ranked as "GOOD" in the FIT Report.
<b>Electrical</b>	X		This was ranked as "GOOD" in the FIT Report. Room 6 - Light Sensor is hanging for the ceiling. (work order # 52474 completed: 10/10/25) Portables Room 11 - Install 12"x 12" cover on exterior jbox on north side of p-10. (Work Order # 52475 completed: 09/29/25)
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		This was ranked as "GOOD" in the FIT Report.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		This was ranked as "GOOD" in the FIT Report.
<b>Structural:</b> Structural Damage, Roofs	X		This was ranked as "GOOD" in the FIT Report.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		This was ranked as "GOOD" in the FIT Report.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

## State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	32	35	41	44	47	48
<b>Mathematics</b> (grades 3-8 and 11)	14	20	31	34	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	556	543	97.66	2.34	35.06
Female	273	265	97.07	2.93	40.53
Male	282	277	98.23	1.77	29.96
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	23.08
Filipino	--	--	--	--	--
Hispanic or Latino	508	498	98.03	1.97	35.01
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	13	92.86	7.14	38.46
English Learners	106	98	92.45	7.55	3.09
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	309	302	97.73	2.27	32.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	107	102	95.33	4.67	3.92

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	556	550	98.92	1.08	20.22
<b>Female</b>	273	271	99.27	0.73	18.15
<b>Male</b>	282	278	98.58	1.42	22.30
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	13	13	100.00	0.00	15.38
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	508	504	99.21	0.79	19.09
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	14	13	92.86	7.14	38.46
<b>English Learners</b>	106	104	98.11	1.89	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	309	305	98.71	1.29	17.11
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	107	102	95.33	4.67	3.92

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	11.04	10.84	20.6	24.25	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	292	287	98.29	1.71	10.84
Female	143	142	99.30	0.70	7.09
Male	148	144	97.30	2.70	14.58
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	269	266	98.88	1.12	10.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	55	54	98.18	1.82	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	165	162	98.18	1.82	10.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	54	91.53	8.47	5.56

### 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.

## 2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	92.00%	95.60%	95.60%	96.40%	98.00%

## 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.

#### 2025-26 Opportunities for Parental Involvement

As a Community School, all Parents and Families are strongly encouraged to be active partners with the Vina Danks Middle School Community. Parents are encouraged and welcome to participate in our School Site Council, Site English Learner Parent Advisory Council, Students with Disabilities Parent Advisory Council, and GATE Advisory Council. We always welcome and encourage our students' parents to volunteer to support our school community in its ongoing effort to support all student success. Parents attend district functions such as Parent Leadership Conference, monthly DELPAC/DPAC meetings and parent education classes. As a result of the feedback we have received from our families, Vina Danks continues to partner with our district's Department of Family and Community Engagement to bring in community organizations to support the needs of our families and community members. In addition, Vina Danks has a School Counselor, Outreach Consultant, and a School Family Outreach Assistant to provide support to all families within our school community. They also present parent workshops, provide academic support to all our students, and work closely with families to encourage their active participation in our school activities. As a result, attendance at Student Orientation, Back to School Night, Open House, Student Led Conferences, Coffee with the Principal, and student recognition/performances continues to increase. Finally, regular school to home communication is provided in both English and Spanish. Information regarding school events and activities can be found on the school's webpage, Instagram account, Parent Square, and through school created flyers. Parents can contact the front office at 909-983-2691 for more information.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	596	579	87	15.0
Female	291	284	46	16.2
Male	304	294	41	13.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	17	16	3	18.8
Filipino	--	--	--	--
Hispanic or Latino	540	526	79	15.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	15	14	3	21.4
English Learners	154	150	24	16.0
Foster Youth	--	--	--	--
Homeless	76	73	20	27.4
Socioeconomically Disadvantaged	531	518	85	16.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	117	110	19	17.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.91	2.34	5.87	1.56	1.19	1.56	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.87	0.00
Female	5.15	0.00
Male	6.25	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	17.65	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.56	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	13.33	0.00
English Learners	7.14	0.00
Foster Youth	0.00	0.00
Homeless	9.21	0.00
Socioeconomically Disadvantaged	5.84	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.13	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

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 starting in August of 2025 and through follow up communication after scheduled practice drills. The plan is reviewed annually by the School Site Council. SSC last reviewed and approved the plan in October of 2025. The components of the Safety Plan include 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. Finally, our site disaster team has recently participated in a district sponsor training to provide them up to date emergency protocols.

## 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	21	17	18	2
Mathematics	24	8	16	3
Science	30	3	8	9
Social Science	26	5	17	2

## 2023-24 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	15	18	1
Mathematics	22	13	15	
Science	23	10	15	
Social Science	26	4	18	

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	23	11	18	
Mathematics	21	12	14	
Science	25	7	14	
Social Science	25	6	15	

## 2024-25 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	607

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	11,228	3,155	8,072	127,612
District	N/A	N/A	1608.0	\$110,380
Percent Difference - School Site and District	N/A	N/A	133.6	19.8
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-28.6	27.9

## Fiscal Year 2024-25 Types of Services Funded

All students at Vina Danks receive California Standards Based 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 in appropriate classes on an ongoing basis. Teachers are part of a Professional Learning Community where they regularly examine student work samples and data in 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. Vina Danks also utilizes a tiered system of PBIS (Positive Behavior Intervention Supports) to identify behavioral and social emotional supports students may need to help them achieve success academically.

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 and intervention teachers for students who are at-risk and support extra-curricular clubs and activities. Lastly, funding provides SEL instruction, support staff and resources.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$69,782	\$61,597
Mid-Range Teacher Salary	\$105,685	\$98,902
Highest Teacher Salary	\$129,830	\$126,340
Average Principal Salary (Elementary)	\$183,587	\$158,383
Average Principal Salary (Middle)	\$189,187	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$386,975	\$288,332
Percent of Budget for Teacher Salaries	31.51%	31.29%
Percent of Budget for Administrative Salaries	4.89%	5.38%

## Professional Development

Over the past several years, site professional development has centered on the areas of: Professional Learning Communities, Sense of Belonging, Learning Targets (development and use), Student Engagement (cooperative groups and eduprotocols), AVID, and PBIS (Positive Behavior Intervention Support). This was determined as a result of student achievement data in Mathematics and English Language Arts and through staff surveys of needs and wants with respect to professional development.

Through the development of Professional Learning Communities we have been able to create cohesive instructional plans that emphasize content standards, learning targets, and engaging learning experiences for all students. Posting clear short- and long-term learning targets in every classroom help all stakeholders clearly understand the content and concepts that students are learning and provide a guide for students to self reflect on their progress toward learning the standard.

Creating learning environments that embody high levels of student engagement is key to quality instruction at Vina Danks. All teachers utilize Cooperative Learning Strategies and accountable response strategies to ensure that all students are active participants in the learning process. Math and ELA teachers receive professional development in their respective subject area throughout the year. In addition, all staff members have received professional development in the development of Multi-Tiered System of Supports, Professional Learning Communities, and Social Emotional Learning.

Professional development is delivered in a variety of methods. Vina Danks' Staff participate in a variety of workshops, conferences, zoom lectures, model lessons, instructional coaching, and after school meetings. Non-school days have also been used to deliver more in-depth training. The knowledge or skills gained from the various Professional development opportunities are supported by coaching support, follow up meetings, and additional time for implementation. Consistent progress monitoring provides important reflection and feedback to determine possible future Staff supports and needs.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	30	30	35