

Vineland Elementary School



"Be The Best You Can Be"

2009-10 School Accountability Report Card • Published During the 2010-11 School Year

GRADES K-4

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Emma Pereida-Martinez
Superintendent

Mike Gonzalez
Principal

Principal's Message

I would like to welcome you to Vineland School's annual School Accountability Report Card and thank you for taking the time to read it.

Vineland School staff is committed to providing students with the best educational experience in a safe and caring learning environment. We have successfully developed an educational system that celebrates and promotes diversity, individuality, academic, and social development. All students understand they come to school to learn as they are guided by the three Vineland School Universal Rules of Safety, Responsibility, and Respect during their school day.

Parent and community involvement is an important and valued component of the Vineland School program. Active parent participation helps to reinforce that parents are partners in the education process.

Parental Involvement

Parents play an important role at Vineland Elementary School through active participation in various school activities, parent meetings, and School Site Council. Vineland Elementary School is committed to promoting a positive School-Home relationship and assists with parenting issues whenever appropriate. Parents may access the Vineland Elementary School's website at www.vinlandschool.com.

The school has benefited from these local partnerships:

- Lamont Lions Club
- Lamont Weedpatch Family Service Center
- Kern Oil Refinery
- South Valley Neighborhood Consortium

Parents who wish to participate in Vineland Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the current Principal, Mrs. Ruthie Gale-Paredes at (661) 845-3719, or visit the District's website at www.vinlandschooldistrict.com.

School Safety

The School Site Safety plan is evaluated and revised annually each summer and early fall by members of the Safety Committee, which is composed of administration, faculty, and parents. The revisions are then shared with the entire staff, parents, community, and governing board for approval. Regular safety and crisis prevention drills are practiced throughout the school year. Fire drills are conducted monthly and earthquake drills are held biannually. Key elements of the safety plan focus on emergency preparedness and safety on campus.

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty in July 2010.

***"The Vineland School Staff work together
to provide quality education for students."***

Vineland Elementary School District

14713 Weedpatch Highway
Bakersfield, CA 93307

Phone: (661) 845-3713

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www.vinlandschooldistrict.com



A Century of Learning

District Vision Statement

In a cooperative effort between students, staff, parents and community, Vineland School District will provide a caring, safe, and healthy environment where students may strive to reach their maximum potential in academic, intellectual, social, emotional, and physical skills.

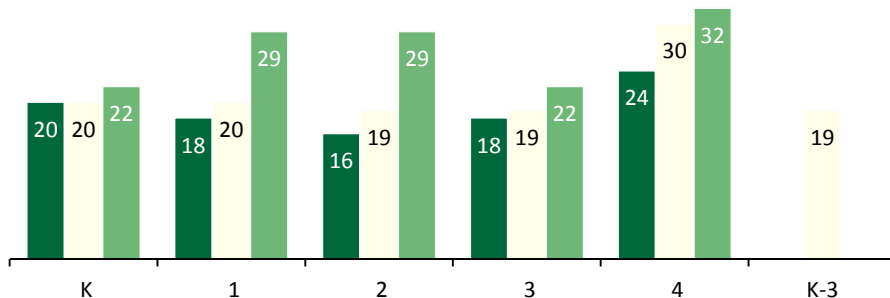
By integrating cultures through a common core of knowledge, students will have the opportunity to become positive, contributing members of society.



Class Size

07-08 08-09 09-10

The bar graph displays the three-year data for average class size.



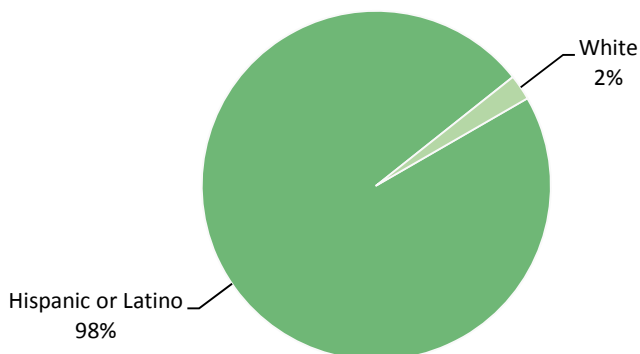
Class Size Distribution — Number of Classrooms By Size

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	5			5				4	
1	6			3	2			4	
2	5			5				4	
3	5			4				4	
4		4			3			3	
K-3				1					

“Parents play an important role at Vineland Elementary School through active participation in various school activities, parent meetings, and School Site Council.”

Enrollment and Demographics

The total enrollment at the school was 510 students for the 2009-10 school year.



School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			08/26/2010
Date of the Most Recent Completion of the Inspection Form			08/26/2010

Note: At the time of this school facility inspection, no deficiencies were found.

School Facilities

Vineland Elementary School was originally built in 1953 and is currently comprised of 30 classrooms, one Resource Specialist Program (RSP) classroom, a library, a staff room, two playgrounds, and a cafeteria/auditorium. Recent remodeling includes new exterior paint completed during summer 2008. Facility information is current as of October 2008.

Safety of the students and staff is a primary concern of Vineland Elementary School. To ensure student safety, supervision is provided on campus at all times by the principal and school staff. There is a designated area for student drop-off/pick-up. All visitors to the campus must sign in at the office and display a visitor's pass at all times.

Cleaning Process: Vineland Elementary School provides a safe and clean environment for students, staff, and volunteers. The District governing board has adopted cleaning standards for both schools in the District. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with four full-time maintenance/custodial workers to develop cleaning schedules that ensure a clean, safe, and functional learning environment.

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School Facilities

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Maintenance and Repair: A scheduled maintenance program is administered by Vineland Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Vineland Elementary School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used to ensure efficient service and highest priority to emergency repairs. At time of publication, 100% of restrooms on campus were in working order.

Facility modernization projects include air conditioning and a lowered ceiling in the cafeteria; bond financing was used for this project.

“All students understand they come to school to learn as they are guided by the three Vineland School Universal Rules of Safety, Responsibility, and Respect during their school day.”





Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The overall goal is to facilitate teachers to help students achieve grade level and State Standards competency via a means of well-rounded delivery of instruction in the classroom. In 2007-08, there were 13 days dedicated for professional development. The District offered 10 staff development days in the 2008-09 school year, where teachers were offered a variety of professional growth opportunities. In 2009-10, there were 12 days of professional development opportunities for teachers as well.



Textbooks and Instructional Materials

Vineland Elementary School District held a Public Hearing on September 13, 2010 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with California State Content Standards and Frameworks and have been approved by the School Board.

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	SRA/McGraw Hill, <i>Open Court Reading</i>	2003
ELD	Hampton Brown, <i>Avenues</i>	2005
Mathematics	Houghton Mifflin, <i>California Math</i>	2009
Science	Macmillan/McGraw-Hill, <i>California Science</i>	2007
History-Social Science	Macmillan/McGraw-Hill, <i>California Vistas</i>	2006

Note: This data was most recently collected and verified in June 2010.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Vineland ES

Subject	Percentage Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	✧

✧ Not applicable.

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates

	Vineland ES			Vineland ESD		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspension Rate	0.041	0.061	0.118	0.160	0.140	0.114
Expulsion Rate	0.000	0.000	0.000	0.002	0.001	0.002

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts and mathematics.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Vineland ES			Vineland ESD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	18%	29%	26%	19%	25%	23%	46%	50%	52%
Mathematics	46%	38%	39%	31%	27%	23%	43%	46%	48%

STAR Results by Student Group: English-Language Arts and Mathematics

Percentage of Students Scoring At Proficient or Advanced Levels		
Group	Spring 2010 Results	
	English-Language Arts	Mathematics
All Students in the District	23%	23%
All Students at the School	26%	39%
Male	24%	40%
Female	28%	37%
Black or African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	26%	39%
Native Hawaiian or Pacific Islander	❖	❖
White	18%	27%
Two or More Races	❖	❖
Socioeconomically Disadvantaged	25%	38%
English Learners	21%	34%
Students with Disabilities	4%	17%
Students Receiving Migrant Education Services	24%	42%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English -language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.





API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, the actual API change in points added or lost for the past three years.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf.

API Ranks

API Ranks — Three Year Comparison

	2007	2008	2009
Statewide API Rank	2	2	1
Similar Schools API Rank	7	7	5

API Growth by Student Group

API Growth by Student Group — Three Year Comparison

Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	16	5	-34
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	16	7	-36
Native Hawaiian or Pacific Islander	■	■	■
White	■	■	■
Two or More Races	■	■	■
Socioeconomically Disadvantaged	15	4	-37
English Learners	6	5	-41
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.

API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Vineland ES	Vineland ESD	California
All Students	661	617	767
Black or African American	■	■	686
American Indian or Alaska Native	■	■	728
Asian	■	■	890
Filipino	■	■	851
Hispanic or Latino	663	619	715
Native Hawaiian or Pacific Islander	■	■	753
White	■	■	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	657	613	712
English Learners	645	607	692
Students with Disabilities	■	■	580

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2010-11 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Vineland ES	Vineland ESD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Identified for Program Improvement		2
Percent of Schools Identified for Program Improvement		100.0%

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.



“We have successfully developed an educational system that celebrates and promotes diversity, individuality, academic, and social development.”

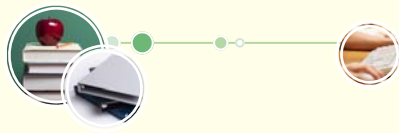


Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit www.cde.ca.gov/ta/ac/ay/.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).



Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Vineland ES		Vineland ESD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	No		No	
Graduation Rate	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Academic Counselors and School Support Staff

Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.4
Social Worker	1.0
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	0.0

✧ Not applicable.

Teacher Qualifications

Teacher Credential Information				
	Vineland ESD	Vineland ES		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	38	29	28	17
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Vineland ES		
	08-09	09-10	10-11
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

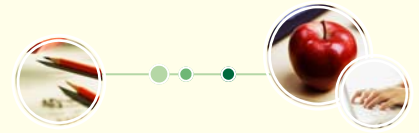
No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Vineland ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	✧	✧

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.



Types of Services Funded

For the 2009-10 school year, the District received State and federal funding for the following categorical, Special Education, and support programs:

- CBET
- English Language Learners
- Lottery Instructional Materials
- Special Education
- Staff Development English
- Language Learners
- Professional Development
- Home-to-School Transportation
- CSIS
- Economic Impact Aid (EIA)
- Instructional Materials
- School Safety
- Arts & Music Block Grant
- Class Size Reduction (K-3)
- Title I
- ARRA Title I
- Title II
- Title II, Teacher Quality
- Title II Part D, Technology
- Title III
- Title V, Innovation Strategies
- Even Start MEES
- Migrant Education
- First 5
- Low Income School Program
- ASES
- TAP
- Teacher Recruitment
- Nell Soto
- School Gardening
- School & Library Improvement

Financial Data

The financial data displayed in the SARC is from the 2008-09 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.



“Vineland School staff is committed to providing students with the best educational experience in a safe and caring learning environment.”

School Accountability Report Card

Data in this report are provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2011.

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District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Vineland ESD	Similar Sized District
Beginning Teacher Salary	\$40,213	\$38,905
Mid-Range Teacher Salary	\$60,294	\$56,504
Highest Teacher Salary	\$71,614	\$71,750
Average Principal Salary (Elementary School)	\$113,024	\$92,053
Average Principal Salary (Middle School)	\$114,224	\$95,666
Superintendent Salary	\$124,397	\$111,055
Teacher Salaries — Percent of Budget	41.6%	37.9%
Administrative Salaries — Percent of Budget	3%	6.8%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Vineland ES
Total Expenditures Per Pupil	\$7,772
Expenditures Per Pupil From Restricted Sources	\$2,544
Expenditures Per Pupil From Unrestricted Sources	\$5,228
Annual Average Teacher Salary	\$61,847

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Vineland ES	\$5,228	\$61,847
Vineland ESD	\$5,425	\$59,775
California	\$5,681	\$57,352
School and District — Percent Difference	-3.8%	+3.4%
School and California — Percent Difference	-8.7%	+7.3%