

# Vineland Elementary School

## School Accountability Report Card

### Reported Using Data from the 2012-13 School Year

#### Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### Contact Information (School Year 2013-14)

School Contact Information	
<b>School Name</b>	Vineland Elementary School
<b>Street</b>	14327 Vineland Rd.
<b>City, State, Zip</b>	Bakersfield, CA 93307-9463
<b>Phone Number</b>	661.845.3719
<b>Principal</b>	Dena Kiouses
<b>E-mail Address</b>	<a href="mailto:dkiouses@vineland.k12.ca.us">dkiouses@vineland.k12.ca.us</a>
<b>CDS Code</b>	15638346010235

District Contact Information	
District Name	Vineland Elementary School District
Phone Number	661.845.3713
Web Site	www.vinlandschooldistrict.com
Superintendent	Dr. Matthew W. Ross
E-mail Address	mross@vineland.k12.ca.us

### School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

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.

### Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent 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 <http://vineland.vineland.k12.ca.us/>

The school has benefited from these local partnerships:

- California Endowment
- 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. Dena Kiouses at (661) 845-3719, or visit the school's website.

## III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

#### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	31	27	23	29	28	27	54	56	55
Mathematics	53	50	39	36	33	30	49	50	50
Science				24	22	18	57	60	59
History-Social Science	N/A	N/A	N/A	27	23	26	48	49	49

Note: Scores are not shown 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.

#### Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	27	30	18	N/A
All Student at the School	23	39		N/A
Male	19	40		N/A
Female	28	38		N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	24	39		N/A
Native Hawaiian/Pacific Islander				N/A
White				N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	23	39		N/A
English Learners	18	34		N/A
Students with Disabilities	4	12		N/A
Students Receiving Migrant Education Services	31	47		N/A

Note: Scores are not shown 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.

### California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25	19.3	27.3

Note: Scores are not shown 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.

## IV. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	1	1	1
Similar Schools	1	2	1

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	43	-34	-19
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	45	-40	-13
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	49	-38	-7
English Learners	49	-41	1
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	218	651	546	649	4,655,989	790
Black or African American	0		0		296,463	708
American Indian or Alaska Native	0		0		30,394	743
Asian	0		0		406,527	906
Filipino	0		1		121,054	867
Hispanic or Latino	214	656	518	655	2,438,951	744
Native Hawaiian/Pacific Islander	0		0		25,351	774
White	4		14	596	1,200,127	853
Two or More Races	0		13	550	125,025	824
Socioeconomically Disadvantaged	206	661	473	659	2,774,640	743
English Learners	180	656	419	646	1,482,316	721
Students with Disabilities	20	443	48	470	527,476	615

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate (if applicable)	N/A	N/A

### Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
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 Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	100.0

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	95
Grade 1	93
Grade 2	82
Grade 3	84
Grade 4	64
Grade 5	47
Total Enrollment	474

### Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.0	White	1.7
American Indian or Alaska Native	0.0	Two or More Races	0.0
Asian	0.0	Socioeconomically Disadvantaged	83.1
Filipino	0.0	English Learners	82.7
Hispanic or Latino	98.3	Students with Disabilities	6.1
Native Hawaiian/Pacific Islander	0.0		

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.5	3	1	0	31.3	0	3	0	20	1	4	
1	28.8	0	4	0	23.5	1	3	0	23		4	
2	19.6	4	1	0	20.2	5	0	0	16	6	4	
3	19.4	4	1	0	20	4	0	0	23	3	6	
4	33	0	1	2	31.3	0	1	2	33		1	1
5									1	1		
Other									5	2		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

### School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The School Site Safety plan is evaluated and revised annually each year. Members of the Safety Committee, revise the list, with staff input. 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, and discussed with school faculty on January 2012.

### Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	8.28	6.7	8.1	10.61	9	11
Expulsions	0	0	0	0.11	0	0

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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.

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.

**School Facility Good Repair Status (School Year 2013-14)**

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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

<b>School Facility Good Repair Status (School Year 2013-14)</b>				
<b>Year and month in which data were collected: 08/15/2012</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

**Overall Facility Rate**

<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[ ]	[X]	[ ]	[ ]



## VII. Teachers

### Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	22	20	20	33
Without Full Credential	0	0	0	32
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	59.3	40.7
All Schools in District	48.0	52.0
High-Poverty Schools in District	48.0	52.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.5	---
Psychologist	.2	---
Social Worker	0.	---
Nurse	contracted	---
Speech/Language/Hearing Specialist	.6	---
Resource Specialist	0	---
Other	0	---

Note: 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.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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#### Year and month in which data were collected:

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	CA Treasures (Macmillan/McGraw-Hill Adopted 2011	Yes	0%
Mathematics	Houghton Mifflin, California Math Adopted 2009	Yes	0%
Science	Macmillan/McGraw-Hill, California Science Adopted 2007		0%
History-Social Science	Macmillan/McGraw-Hill, California Vistas Adopted 2006		0%
Foreign Language			
Health			
Visual and Performing Arts			

## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,772	\$2,544	\$5,228	\$61,847
District	---	---	\$5,425	\$61,316
Percent Difference: School Site and District	---	---	-3.6	0.9
State	---	---	\$5,537	\$57,720
Percent Difference: School Site and State	---	---	-5.6	7.2

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

For the 2012-2013 school year, the District received State and federal funding for the following categorical, Special Education, and support programs:

CBET  
 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

English Language Learners  
 Lottery Instructional Materials  
 Special Education  
 Economic Impact Aid (EIA)  
 Title I  
 Class Sized Reduction (K-3)  
 CCSS

**Teacher and Administrative Salaries (Fiscal Year 2011-12)**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$40,213	\$38,719
<b>Mid-Range Teacher Salary</b>	\$60,294	\$55,637
<b>Highest Teacher Salary</b>	\$71,614	\$70,797
<b>Average Principal Salary (Elementary)</b>	\$93,814	\$90,284
<b>Average Principal Salary (Middle)</b>	\$93,814	\$94,675
<b>Average Principal Salary (High)</b>	\$0	\$85,183
<b>Superintendent Salary</b>	\$110,000	\$104,272
<b>Percent of Budget for Teacher Salaries</b>	34.5%	35.5%
<b>Percent of Budget for Administrative Salaries</b>	3.6%	6.5%

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

**XI. Instructional Planning and Scheduling**

**Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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. Vineland School District has many experts who mentor other staff members through montly trainings. During the 2011-2012 school year, a group participated in PLC training. Teachers also meet each trimester, after benchmark testing, to review student performance data.