

Vineland School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <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., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Vineland School
Street	14327 Vineland Rd.
City, State, Zip	Bakersfield, CA 93307-9463
Phone Number	661.845.3719
Principal	Mrs. Erin Gayer
E-mail Address	egayer@vineland.k12.ca.us
Web Site	
Grades Served	K-4
CDS Code	15638346010235

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

School Description and Mission Statement (Most Recent Year)

The Vineland School District provides a state approved comprehensive Kindergarten through Eighth Grade educational program for students in the Weedpatch community. Within this framework we are committed to doing whatever it takes to provide rewarding and memorable learning experiences for all students in a safe, caring, nurturing, and healthy environment where they can reach their maximum potential in academic, intellectual, social, emotional, and physical knowledge, skills, and competencies.

We believe that every student deserves the best educational opportunities, period! and without qualification. Public education is a civil right and a high-quality education, above all else, is the great equalizer; opening doors of opportunity for all. Few things matter more to a community's well being than the quality of its public education. The classroom is where the battle for change, equality, and opportunity will continue to be fought and won. Those of us who have been called to serve the Weedpatch community believe that as a small school district, and by "working and living" the small school district life, we are better able to carve out a unique and special niche for our students; we are better able to develop and nurture one-on-one relationships; and we are better able to build strong, lifelong bonds. Everything we do is designed to providing rewarding and memorable learning experiences for all students in a safe, caring, nurturing, and healthy environment where they can reach their maximum potential in academic, intellectual, social, emotional, and physical knowledge, skills, and competencies.

In support of our commitment to providing rewarding and memorable learning experiences for all students, we select, assign, and continuously develop our administrators, teachers, and paraprofessionals to serve as high-quality instructional leaders at all levels; we select, implement, and monitor highly effective instructional strategies and practices designed to improve the instructional core, and which can be applied to all levels of practice to improve instruction; we collect, analyze, and report critical metrics and performance data to make empirically supported decisions, we establish clear goals and set high expectations and standards for all trustees, administrators, faculty, staff, parents, and students; improve, and discover new ideas; continuously engage in the collective inquiry regarding student learning; use data to make student-centered decisions; and we align the fiscal, human, and material resources toward the accomplishment of our strategic priorities.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	101
Grade 1	89
Grade 2	104
Grade 3	85
Grade 4	94
Total Enrollment	473

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Filipino	0.2
Hispanic or Latino	98.5
White	1.3
Socioeconomically Disadvantaged	100
English Learners	73.4
Students with Disabilities	10.4
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	19	20	20	35
Without Full Credential	1	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	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	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

A public hearing was conducted at the September 21, 2015 meeting of the Board of Trustees. Based on the results of the annual Williams Instructional Material Sufficiency Survey, conducted by the Kern County Superintendent of Schools, the District was to be in compliance with the Williams legislation.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	California Treasures (Macmillan/McGraw-Hill Adopted 2011	Yes	0
Mathematics	GoMath! (Grade K-5) Adopted 2009	Yes	0
Science	Macmillan/McGraw-Hill, California Science Adopted 2007	Yes	0
History-Social Science	Macmillan/McGraw-Hill, California Vistas Adopted 2006	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

The planned improvement to the school's facilities during the 2015-2016 school year include the roofing repair and/or replacement; installation of additional water drinking stations, and drought resistant landscaping.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 08/11/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			N/A
Interior: Interior Surfaces	X			N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			N/A
Electrical: Electrical	X			N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			N/A
Safety: Fire Safety, Hazardous Materials	X			N/A
Structural: Structural Damage, Roofs	X			N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			N/A

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 08/11/2015				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	14	14	44
Mathematics	12	8	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	81	77	95.1	66	22	9	3
	4	93	93	100.0	72	13	11	4
Male	3		41	50.6	76	20	5	0
	4		50	53.8	80	12	2	6
Female	3		36	44.4	56	25	14	6
	4		43	46.2	63	14	21	2
Hispanic or Latino	3		76	93.8	66	22	9	3
	4		92	98.9	72	13	11	4
White	3		1	1.2	--	--	--	--
	4		1	1.1	--	--	--	--
Socioeconomically Disadvantaged	3		76	93.8	66	22	9	3
	4		93	100.0	72	13	11	4
English Learners	3		56	69.1	79	16	5	0
	4		64	68.8	84	9	6	0
Students with Disabilities	3		5	6.2	--	--	--	--
	4		11	11.8	91	9	0	0
Students Receiving Migrant Education Services	3		12	14.8	75	17	8	0
	4		18	19.4	83	11	0	6
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	81	78	96.3	56	28	13	3
	4	93	92	98.9	50	40	9	1
Male	3		41	50.6	59	29	12	0
	4		49	52.7	47	47	4	2
Female	3		37	45.7	54	27	14	5
	4		43	46.2	53	33	14	0
Hispanic or Latino	3		77	95.1	56	29	13	3
	4		91	97.8	49	41	9	1
White	3		1	1.2	--	--	--	--
	4		1	1.1	--	--	--	--
Socioeconomically Disadvantaged	3		77	95.1	56	29	13	3
	4		92	98.9	50	40	9	1
English Learners	3		57	70.4	65	26	7	2
	4		64	68.8	53	44	3	0
Students with Disabilities	3		5	6.2	--	--	--	--
	4		10	10.8	--	--	--	--
Students Receiving Migrant Education Services	3		12	14.8	50	42	8	0
	4		18	19.4	72	22	6	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	N/A	N/A		18	22		59	60	

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
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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 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Our goal is to build strong relationships with families and community members to increase capacity to navigate the educational system in order to partner and advocate for educational opportunities and access to high quality teaching and learning to optimize student achievement. Students with parents who are involved in their school tend to have fewer behavioral problems and better academic performance, and are more likely to complete high school than students whose parents are not involved in their school.

To this end, the district and/or schools will designs, plans, and implements meaningful family and community engagement opportunities designed to involve and engage staff, families, and community members in activities in support of student learning. These activities will build capacity for families and community members; provide opportunities for families and community members to develop and demonstrate leadership; provide opportunities for family and community members to be involved in the monitoring the progress of the school 's programs; and will provide for appropriate access and equity for all families and community members.

Capacity Building Opportunities:

- Back-to-School Night
- Open House
- Family Learning Nights
- Classroom Instructional Observations
- Parent-Teacher Conferences

Leadership and Program Monitoring Opportunities:

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)

For more information about the school's parent and community involvement opportunities, please contact one of the following:

Mrs. Erin Gayer, Principal - Phone: (661) 845-3719 or Email: egayer@vineland.k12.ca.us

Mrs. Anel Bedolla, School Secretary - Phone: (661) 845-3719 or Email: abedolla@vineland.k12.ca.us

Mrs. Dolores Torres, State and Federal Programs Clerk - Phone: (661) 845-3713 or Email: dtorres@vineland.k12.ca.us

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	8.14	6.75	2.46	10.95	8.03	5.55	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The School Safety Plan is evaluated and revised annually by members of the Safety Committee, which is composed of administration, faculty, and parents. The School Safety Plan was most recently reviewed, updated, and discussed with school faculty and staff in August 2015.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	No	No	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

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	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		4		21	2	3		20	14	21	
1	23		4		26		4		16	6	14	
2	20	3	4		21	1	3		26		28	
3	26	2	6		22		8		21	14	14	
4	33			1	30		3		22	8	21	
Other	21	2		1	5	1			22		14	

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,772	\$2,544	\$5,228	\$61,847
District	N/A	N/A	\$5,425	\$62,750
Percent Difference: School Site and District	N/A	N/A	-3.6	3.6
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A	11.5	6.8

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

Types of Services Funded (Fiscal Year 2014-15)

Supplemental Educational Services (SES)

Intervention and Extended Learning Opportunities - During the School Day (English Language Arts and Literacy / Mathematics)

Intervention and Extended Learning Opportunities - Extended School Day (English Language Arts and Literacy / Mathematics)

Intervention and Extended Learning Opportunities - Extended School Year (English Language Arts and Literacy / Mathematics)

Programs and Services for students w/Disabilities

Programs and Services for English learners

Program and Services for Migrant students and their families

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,213	\$39,948
Mid-Range Teacher Salary	\$60,294	\$57,401
Highest Teacher Salary	\$71,614	\$73,183
Average Principal Salary (Elementary)	\$100,260	\$94,578
Average Principal Salary (Middle)	\$100,260	\$97,400
Average Principal Salary (High)		
Superintendent Salary	\$106,000	\$112,657
Percent of Budget for Teacher Salaries	32%	35%
Percent of Budget for Administrative Salaries	5%	7%

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

Professional Development (Most Recent Three Years)

The district and/or schools selects, implements, and monitors of ongoing, job-embedded, and research-based, professional development opportunities, which builds individual and collective capacity of administrators, teachers, and paraprofessionals to serve as instructional leaders at all levels. The areas of professional development include:

- Instructional Materials-Based Professional Development and Support (Essential Program Component #4).
- Standards-Aligned Professional Development (Essential Program Component #5)
- Instructional Assistance and Support (Essential Program Component #6).