

Vineland School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2016-17)

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	
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 (School Year 2016-17)

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.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	107
Grade 1	91
Grade 2	80
Grade 3	101
Grade 4	78
Total Enrollment	457

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0.2
Hispanic or Latino	97.4
Native Hawaiian or Pacific Islander	0
White	1.3
Two or More Races	1.1
Socioeconomically Disadvantaged	100
English Learners	73.1
Students with Disabilities	10.5
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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	20	20	19	25
Without Full Credential	0	0	2	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

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 2016-17)

Year and month in which data were collected: August 2016

A public hearing was conducted at the September 19, 2016 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 determined to be in compliance with the Williams legislation.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	MyPerspectives / Pearson Education, Inc. / 2016	Yes	0
Mathematics	GoMath! / Houghton-Mifflin / 2015	Yes	0
Science	California Science / Macmillan/McGraw-Hill, / 2007	Yes	0
History-Social Science	California Vistas / Macmillan/McGraw-Hill, / 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The District conducts monthly "perimeter walks" with the principal using the Facilities Inspection Tool to determine on-going facilities needs.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 08/16/2016				
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 of the most recent FIT report: 08/16/2016				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	13	17	14	17	44	48
Mathematics	12	20	8	13	34	36

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 Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	98	97	99.0	10.3
	4	75	75	100.0	25.3
Male	3	43	43	100.0	4.7
	4	40	40	100.0	15.0
Female	3	55	54	98.2	14.8
	4	35	35	100.0	37.1
Hispanic or Latino	3	95	94	99.0	10.6
	4	74	74	100.0	25.7
Socioeconomically Disadvantaged	3	98	97	99.0	10.3
	4	75	75	100.0	25.3
English Learners	3	73	73	100.0	6.8
	4	53	53	100.0	15.1
Students Receiving Migrant Education Services	3	18	18	100.0	11.1

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	98	97	99.0	17.5
	4	75	75	100.0	22.7
Male	3	43	43	100.0	11.6
	4	40	40	100.0	22.5
Female	3	55	54	98.2	22.2
	4	35	35	100.0	22.9
Hispanic or Latino	3	95	94	99.0	18.1
	4	74	74	100.0	23.0
Socioeconomically Disadvantaged	3	98	97	99.0	17.5
	4	75	75	100.0	22.7
English Learners	3	73	73	100.0	15.1
	4	53	53	100.0	15.1
Students Receiving Migrant Education Services	3	18	18	100.0	16.7

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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.

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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 (School Year 2016-17)

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 design, 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 / Title I Parent Meeting
- Family Learning Nights
- Classroom Instructional Observations
- Parent-Teacher Conferences

Leadership and Program Monitoring Opportunities:

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

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	6.8	2.5	1.0	8.0	5.6	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 2016.

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.

Federal Intervention Program (School Year 2016-17)

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	2013-14				2014-15				2015-16			
	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	21	2	2		20	3	1		20	3	1	
1	26		4		16	4	0		16	4	0	
2	21	1	3		26	0	4		26	0	4	
3	22		4		21	1	3		21	1	3	
4	30		3		22	0	4		22	0	4	

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	400
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,772	\$2,544	\$5,228	\$64,404
District	N/A	N/A	\$5,425	\$64,090
Percent Difference: School Site and District	N/A	N/A	-3.6	0.5
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	-7.9	5.6

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

Types of Services Funded (Fiscal Year 2015-16)

Extended Learning Time

- The District/School provides strategic and/or intensive academic intervention before, during, and/or after the regular school day for all students who are not meeting, or at risk of not meeting, grade level performance expectations.
- The District/School provides strategic and/or intensive academic intervention beyond the regular school year for all students who are not meeting, or at risk of not meeting, grade level performance expectations.

Auxiliary Services for Students and Parents

- The District/School provides support services for students and their families, including group and one-on-one assistance with basic needs, thereby promoting effective working relationships between families and school district personnel and encouraging collaboration between the school district and community agencies.

Additional Services Tied to Student Academic Needs

- The District/School provides effective academic skill building and support programs and activities designed to assist students in developing the skills necessary to access and excel in the District's core educational programs.
- The District/School provides academic and socio-emotional counseling and support to all students identified as at-risk for academic, behavioral, social, emotional concerns that may inhibit their ability to meet grade level expectations.
- The District/School strategically reduces class sizes in order to address the needs of students most at-risk of not meeting grade level performance expectations.
- The District/School provides paraprofessionals to assist the classroom teacher in reinforcing instruction, providing primary language support to English Learners, and implementing the Individual Education Plan (IEP) for students who are receiving special education services.
- The District/School coordinate Title I programs and services with each school site to provide the necessary support to low income students and foster youth.
- The District/School provides programs and services for students with disabilities to ensure all students identified as in need of special education services receive appropriate individualized instructional delivery support and services consistent with their Individualized Education Programs (IEPs) goals and objectives.
- The District/School provides programs and services for English Learner students to ensure all students identified as English learners receive targeted integrated and/or designated English Language Development (ELD) instructional support appropriate to their English language proficiency level.
- The District/School provides Migrant Education academic instruction, remedial and compensatory instruction, bilingual and multicultural instruction; vocational instruction, career education services; special guidance; counseling and testing services; health services; and preschool services to all eligible Migrant students and their families.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$41,085
Mid-Range Teacher Salary		\$59,415
Highest Teacher Salary		\$75,998
Average Principal Salary (Elementary)		\$100,438
Average Principal Salary (Middle)		\$101,868
Average Principal Salary (High)		
Superintendent Salary		\$116,069
Percent of Budget for Teacher Salaries	32%	33%
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/School provides ongoing, job-embedded professional development opportunities designed to develop and support high-quality instructional leaders at all levels focusing on the following four areas:

- Induction, Mentoring, and Support. The District ensures all new teachers are enrolled in an approved teacher induction program and that teachers receive continued support in such activities as planning and preparation, teacher collaboration, student goal-setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instruction.
- Academic Content and Performance Standards. The District provides all teachers and administrators with ongoing professional development and support structured around the specific learning targets and performance expectations associated with the academic content and performance standards.
- Adopted Core and Ancillary Instructional Material. The District provides all teachers and administrators with ongoing professional development and support structured around the content, structure, lesson planning, pacing, and instructional delivery of the adopted core instructional materials and other instructional support materials and/or programs.
- Instructional Strategies, Techniques, and Practices. The District provide all teachers and administrators with ongoing professional development and support focused on the district-identified, research-based instructional strategies designed to improve student learning and which are aligned with the state academic content and performance standards and adopted instructional materials.

In addition, the District regularly conduct teacher and administrator collaboration sessions designed to collect, analyze, and report critical metrics and performance data; engage in the analysis of student performance; plan instruction; and conduct/review action research in order to adjust and strengthen classroom and school wide instructional practices and address the needs of all students and determine effectiveness of instructional practices and implementation of adopted programs.