

# Vineland School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 2017-18)**

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	<a href="https://vineland.k12.ca.us/vineland">https://vineland.k12.ca.us/vineland</a>
CDS Code	15638346010235

<b>District Contact Information</b>	
<b>District Name</b>	Vineland School District
<b>Phone Number</b>	661-845-3713
<b>Superintendent</b>	Dr. Matthew W. Ross
<b>E-mail Address</b>	mross@vineland.k12.ca.us
<b>Web Site</b>	www.vinlandschooldistrict.com

### **School Description and Mission Statement (School Year 2017-18)**

The trustees, administrators, faculty, and staff of the Vineland School District are committed to providing rewarding and memorable experiences for all students in a safe, caring, nurturing, and healthy environment where they can reach their maximum potential in intellectual, social, emotional, and physical knowledge, skills, and competencies so that they may become positive, contributing members of society.

Few things matter more to a community's well-being than the quality of its educational system. It is the foundation upon which communities, cultures, and nations are established and maintained. It is the foundation of our democracy as it serves as the great equalizer of men and women - opening the doors of opportunity for all. As such, a free and appropriate public education is the civil rights issue of our time. The classroom is where the battle for change and equality will continue to be fought and won. To this end, we believe that educating children is a moral imperative and that every student, regardless of their zip code, socio-economic status, race, or gender deserves the best educational opportunities, period! and without qualification. Furthermore, we believe, that as a small school district, we are better able to provide rewarding and memorable learning experiences for our students; that we are better able to develop and nurture one-on-one relationships; and that we are better able to build strong, lifelong bonds. And, we believe that those of us who have been called to this noble profession have an obligation to honor that sacred trust, which has been bestowed upon us by our Weedpatch community, by doing whatever it takes to provide 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.

Rather than focus on the end-goals we wish to accomplish, we focus on what we need to do each minute, each hour, and each day in order to accomplish those goals. This in-depth, multi-tiered focus on each child, each classroom, each grade level, and each school, as well as the most granular aspect and/or details of each goal, strategy, action, program, service, or task supports our efforts in establishing and maintaining a common purpose; promoting shared consciousness, and fostering empowered execution among individuals and teams. Everything we do is in support of our students' intellectual, social, emotional, and physical growth. We establish clear goals and set high expectations for all trustees, administrators, faculty, staff, parents, and students. We select, assign, and continuously develop and support our teachers, administrators, and para-professionals so that they may serve as high-quality instructional leaders at all levels. We select, implement, and monitor highly effective instructional strategies designed to improve the instructional core, and which can be applied to all levels of practice to improve instruction and increased learning for all students. We collect, analyze, and report critical metrics and performance indicators in order to make empirically supported, and student-centered decisions. We openly, honestly, and frankly collaborate within and across teams, which allow us to innovate in a way that others cannot. We accept nothing less than excellence from everybody and every team, and we have the reflective capacity to admit when we're wrong and the courage to change. We design, implement, and monitor programs and services to increase the quality and character of school life. We design, implement, and monitor meaningful family and community engagement activities designed to increase the capacity to navigate the educational system and advocate for educational opportunities and access to high quality teaching and learning. And we align the fiscal, human, and material resources toward the accomplishment of our strategic priorities.

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	85
Grade 1	84
Grade 2	84
Grade 3	75
Grade 4	97
<b>Total Enrollment</b>	<b>425</b>

### Student Enrollment by Group (School Year 2016-17)

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	1.2
Two or More Races	1.2
Socioeconomically Disadvantaged	100
English Learners	76.2
Students with Disabilities	10.1
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	20	19	21	29
Without Full Credential	0	2	4	11
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which data were collected: August 2017

A public hearing was conducted at the September 18, 2017 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
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

**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)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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

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

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	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			N/A
<b>Electrical:</b> Electrical	X			N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			N/A
<b>Safety:</b> Fire Safety, Hazardous Materials	X			N/A
<b>Structural:</b> Structural Damage, Roofs	X			N/A
<b>External:</b> 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	17	14	17	14	48	48
<b>Mathematics (grades 3-8 and 11)</b>	20	15	13	9	36	37

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	161	161	100	14.29
Male	80	80	100	7.5
Female	81	81	100	20.99
Hispanic or Latino	157	157	100	14.01
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	161	161	100	14.29
English Learners	123	123	100	12.2
Students with Disabilities	19	19	100	0
Students Receiving Migrant Education Services	24	24	100	12.5
Foster Youth	--	--	--	--

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

Note: 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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	161	160	99.38	15
Male	80	79	98.75	10.13
Female	81	81	100	19.75
Hispanic or Latino	157	156	99.36	14.74
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	161	160	99.38	15
English Learners	123	123	100	13.01
Students with Disabilities	19	19	100	5.26
Students Receiving Migrant Education Services	24	24	100	20.83
Foster Youth	--	--	--	--

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

Note: 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 Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>						

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2016-17)**

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 State priority: Parental Involvement (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 2017-18)**

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)

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 State priority: School Climate (Priority 6):

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

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.5	1.0	2.7	5.6	3.1	4.0	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

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 2017-18)

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

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

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

Grade Level	2014-15				2015-16				2016-17			
	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	20	14	21		21	14	21		17	14	21	
1	16	6	14		23	1	27		21	7	14	
2	26		28		16	27	8		21	7	21	
3	21	14	14		25	1	27		15	35		
4	22	8	21		26	1	20		24		28	
Other	22		14						21		7	

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 2016-17)

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	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	N/A	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,772	\$2,544	\$5,228	\$65,730
District	N/A	N/A	\$5,425	\$64,426
Percent Difference: School Site and District	N/A	N/A	-3.6	2.0
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	-20.5	6.1

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

### Types of Services Funded (Fiscal Year 2016-17)

#### Extended Learning Time

- The District/School provides strategic and/or intensive academic intervention during 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 a 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>		\$42,598
<b>Mid-Range Teacher Salary</b>		\$62,232
<b>Highest Teacher Salary</b>		\$80,964
<b>Average Principal Salary (Elementary)</b>		\$102,366
<b>Average Principal Salary (Middle)</b>		\$104,982
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		\$117,868
<b>Percent of Budget for Teacher Salaries</b>	28%	32%
<b>Percent of Budget for Administrative Salaries</b>	6%	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.