Vineland School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

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. 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/.

- View this SARC online at the school and/or LEA Web sites.

- 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 and community members should contact the school principal or the district office.

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	Dena Kiouses
E-mail Address	dkiouses@vineland.k12.ca.us
Web Site	http://vineland.vineland.k12.ca.us/
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.vinelandschooldistrict.com

School Description and Mission Statement (Most Recent Year)

In a cooperative effort between students, staff, parents, and community, Vineland School District will provide a caring, safe, and healthy environment where students have every opportunity to strive to reach their maximum potential in academic, intellectual, social, emotional, and physical skills. Through a common core of knowledge, our students will have the foundation to become literate citizens who have the understanding, respect, and tolerance necessary to become positive, contributing members of society.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	107
Grade 1	103
Grade 2	85
Grade 3	88
Grade 4	90
Ungraded Elementary	3
Total Enrollment	476

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	98.3
Native Hawaiian or Pacific Islander	0.0
White	1.7
Two or More Races	0.0
Socioeconomically Disadvantaged	99.8
English Learners	76.1
Students with Disabilities	10.7

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	20	19	20	36
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	96.00	4.00
All Schools in District	95.74	4.26
High-Poverty Schools in District	95.74	4.26
Low-Poverty Schools in District	0.00	0.00

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 2014-15)

Year and month in which data were collected: August 2014

A public hearing was conducted at the September 15, 2014 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	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	Yes	0
History-Social Science	Macmillan/McGraw-Hill, California Vistas Adopted 2006	Yes	0

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 08/31/2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

Overall Facility Rating (Most Recent Year)

	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	[ ]	[X]	[ ]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

• Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

• The Academic Performance Index; 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 / Standardized Testing and Reporting Results 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**		
	2011-12	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
Science (grades 5, 8, and 10)	N/A	N/A	N/A	22	18	22	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	N/A
All Student at the School	N/A
Male	N/A
Female	N/A
Black or African American	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Filipino	N/A
Hispanic or Latino	N/A
Native Hawaiian or Pacific Islander	N/A
White	N/A
Two or More Races	N/A
Socioeconomically Disadvantaged	N/A
English Learners	N/A
Students with Disabilities	N/A
Students Receiving Migrant Education Services	N/A

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 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
History-Social Science	N/A	N/A	N/A	27	23	26	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	2	1	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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	-15
Black or African American	N/A	N/A	--
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	--	--
Filipino	N/A	N/A	N/A
Hispanic or Latino	45	-40	-9
Native Hawaiian/Pacific Islander	N/A	N/A	N/A
White	N/A	--	--
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	49	-38	-6
English Learners	49	-41	3
Students with Disabilities	N/A	--	--

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.

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A

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)

The school 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 school plans and implements activities designed to build capacity for families and community members; provides opportunities for families and community members to develop and demonstrate leadership; provides opportunities for family and community members to be involved in the monitoring the progress of the schoolt 's programs; and ensures access and equity for all families and community members.

Capacity Building Activities:
- Back-to-School Night
- Open House
- Family Literacy Night
- Family Math Night
- Family Homework Help/Study Skills Night
- Classroom Instructional Observations
- Parent-Teacher Conferences

Leadership Opportunities and Program monitoring
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)

Parents or community members who wish to participate in school's leadership teams, school committees, school activities, or become a volunteer are encouraged to contact the school.

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		
	2011-12	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
Suspensions	0.0	8.1	6.8	0.0	11.0	43	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

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

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 2014.

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 2013-14)

AYP Criteria	School	District
Made AYP Overall	N/A	N/A
Met Participation Rate: English-Language Arts	N/A	N/A
Met Participation Rate: Mathematics	N/A	N/A
Met Percent Proficient: English-Language Arts	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A

Federal Intervention Program (School Year 2014-15)

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

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	31.3	0	3	0	20	1	4	0	18	3	3	0
1	23.5	1	3	0	23	0	4	0	26	0	4	0
2	20.2	5	0	0	16	6	4	0	21	1	3	0
3	20	4	0	0	23	3	6	0	19	1	8	0
4	31.3	0	1	2	33	0	1	1	30	0	3	0
5	N/A	N/A	N/A	N/A	1	1	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	0	0	5	2	0	0	3	1	0	0

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 2013-14)

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	---
Library Media Teacher (Librarian)	0.0	---
Library Media Services Staff (Paraprofessional)	0.5	---
Psychologist	0.5	---
Social Worker	0.0	---
Nurse	0.0	---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist	0.0	---
Other	0.0	---

Note: Cells with "---" 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 2012-13)

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	$59725
Percent Difference: School Site and District	---	---	-3.6	3.6
State	---	---	$4,690	$57,931
Percent Difference: School Site and State	---	---	11.5	6.8

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Special Education Services
Supplemental Educational Services (SES)
Migrant Education
Intervention- Extended School Day
Intervention- Extended School Year

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,213	$38,970
Mid-Range Teacher Salary	$58,412	$56,096
Highest Teacher Salary	$71,614	$71,434
Average Principal Salary (Elementary)	$96,000	$91,570
Average Principal Salary (Middle)	$96,000	$97,460
Average Principal Salary (High)	N/A	$99,544
Superintendent Salary	1$06,000	$107,071
Percent of Budget for Teacher Salaries	42%	36%
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

The District provides all faculty and staff with ongoing, high-quality, job-embedded, materials-based professional development, including effective instructional strategies, materials, and student support, that is aligned with the District's and schools' comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and to develop the capacity to successfully implement school reform strategies. The District provided professional development opportunities focused on core content knowledge; effective instructional strategies, methods and skills; an in-depth understanding of the Common Core State Standards (CCSS) and to improve instructional approaches to help students master the more complex concepts and skills; and the use of technology for instruction and analyzing achievement data.