

VINELAND SCHOOL



"Be The Best You Can Be"
"Se Lo Mejor Que Puedas Ser"

Vineland School

14327 Vineland Rd. • Bakersfield, CA 93307-9463 • 661.845.3719 • Grades K-4

Mr. Robert Euresti, Principal

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<https://vineland.k12.ca.us/vineland>

2018-19 School Accountability Report Card Published During the 2019-20 School Year

VINELAND



Vineland School
1890

Sunset School
1940

SCHOOL DISTRICT

Vineland School District

14713 Weedpatch Hwy
Bakersfield, CA 93307-9653
661-845-3713

www.vineland schooldistrict.com

District Governing Board

Mario Pena, President

Christopher R. Carreon

Edelmira Gonzalez

Alejandra Segura

Francisco Segura

District Administration

Cindy M. Castro
Superintendent

School Description

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters. As you read the Report Card, you will gain a better understanding of Vineland School with a record for improvement, a faculty that is professionally skilled and personally committed to meeting the learning needs of students and a student body which is enthusiastic and motivated to perform well.

The Vineland School District encompasses 33 square miles in rural/agricultural southeast Kern County and is composed of two schools: Vineland Elementary School, which serves students in grades kindergarten through fourth grade; and Sunset Middle School, which serves students in grades five through eight. The Vineland School District has historical significance in Kern County because it served the children from a large migrant labor camp established in the area during the 1930's-1940's. Located between Arvin and Weedpatch and situated on Weedpatch Highway, it was more commonly referred to as "Weedpatch Camp" by the families who lived there. The goal was to provide affordable housing to thousands of families during the time of the Great Depression and Dust Bowl.

Vineland School, established in 1890, currently serve students in grade Pre-K through Fourth. The total student population of 379 consists of : 99.7 % Socioeconomically Disadvantaged, 71.5% English Learners, and 99.7% Hispanic or Latino. Every student attends regular day core academic classes and are offered After School Education and Safety (ASES) program. All students receive research- based instructional strategies that are focused on the State Standards. We are dedicated to providing quality academic instruction in a safe environment for our students each day.

Vineland School has a full-time Principal, At-Risk Counselor, RSP/Special Education Teacher, Speech Language Therapist, School Psychologist, and 16 Self-Contained Classroom Teachers. Additional Support includes 1 Library Aide, and 9 part time Comprehensive Aides. All students have access to 2 computer labs, and students in grades 3-4 have a 1:1 computer devices. Staff members are highly trained and personally committed to meeting the learning needs of all students.

Mission Statement

The Vineland School District Board of Trustees, administrators, faculty, and staff 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.

About the SARC

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	85
Grade 2	61
Grade 3	79
Grade 4	73
Total Enrollment	379

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	99.7
White	0.3
Socioeconomically Disadvantaged	99.7
English Learners	71.5
Students with Disabilities	11.9
Foster Youth	0.5
Homeless	0.3

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 for Vineland School	17-18	18-19	19-20
With Full Credential	17	17	14
Without Full Credential	4	4	5
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Vineland School	17-18	18-19	19-20
With Full Credential	♦	♦	21
Without Full Credential	♦	♦	13
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Vineland School

Indicator	17-18	18-19	19-20
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 2019-20)

All textbooks used in the core curriculum at Vineland School are currently being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/ language arts, math, science, and social science).

On August 20, 2018 the Vineland School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. #0820-01 which certifies as required by Education §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, the Vineland School District did not offer visual/performing arts classes and therefore did not require the distribution of respective textbooks and instructional materials.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	MyPerspectives / Pearson Education, Inc. / 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	GoMath! / Houghton-Mifflin / 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Science / Macmillan/McGraw-Hill, / 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	California Vistas / Macmillan/McGraw-Hill, / 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes significant efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Vineland School's original facilities were built in 1890; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed promptly. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Recarpeted 5 classrooms
- Remodeled/repared Student Restroom
- Repaired inadequate drainage
- Repaired roofs of classrooms
- Replaced Water Heater
- Trimming and removal of hazardous trees

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention before students and staff entering school grounds. Two day custodian and one evening custodians are assigned to Vineland School. The day custodians are responsible for:

- General grounds maintenance
- Trash removal
- Office cleaning
- other duties assigned by the site administrator/supervisor

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Restroom cleaning
- trash removal

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/19/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Good	N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	N/A
Electrical: Electrical	Good	N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	N/A
Safety: Fire Safety, Hazardous Materials	Good	N/A
Structural: Structural Damage, Roofs	Good	N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	N/A
Overall Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	25	21	25	25	50	50
Math	21	18	14	14	38	39

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.

Note: ELA and 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	142	132	92.96	21.21
Male	81	72	88.89	18.06
Female	61	60	98.36	25.00
Hispanic or Latino	142	132	92.96	21.21
Socioeconomically Disadvantaged	142	132	92.96	21.21
English Learners	119	109	91.60	23.85
Students with Disabilities	27	26	96.30	0.00
Students Receiving Migrant Education Services	16	11	68.75	45.45

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	143	137	95.80	18.25
Male	82	76	92.68	15.79
Female	61	61	100.00	21.31
Hispanic or Latino	143	137	95.80	18.25
Socioeconomically Disadvantaged	143	137	95.80	18.25
English Learners	119	114	95.80	19.30
Students with Disabilities	27	26	96.30	3.85
Students Receiving Migrant Education Services	16	13	81.25	15.38

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.

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

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 implement 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
- Parent-Teacher Conferences (twice per year)

Leadership and Program Monitoring Opportunities:

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

Parent Involvement Opportunities:

- Trunk or Treat
- Pozole Night
- Posada Cook-off
- Christmas/Winter Program
- Color Splash Fun Run/Carnival
- Cinco de Mayo Celebration
- Cesar Chavez Beautification Day of Volunteerism
- Thanksgiving Celebration Feast
- Book Fair
- Classroom Volunteers
- Library Volunteers
- Student of the Month Assemblies
- Monthly Birthday Celebrations
- Family Learning Nights
- Read Across America
- Family Movie Nights

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

Mr. Robert Euresti, Principal - Phone: (661) 845-3719 or Email: roeuresti@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.

School Safety Plan

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 Winter 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.7	1.1	2.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.0	4.3	2.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	17	14	21		18	14	21		16	35		
1	21	7	14		18	21	7		21	7	21	
2	21	7	21		22	7	21		15	28		
3	15	35			20	14	14		20	14	14	
4	24		28		15	28	7		18	28		
Other**	21		7									

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	35	34	34

The Following Professional Development was provided for all Certificated Staff during the 2017-18, and 2018-2019 school year. Learning Sciences International created by the Marzano Center was implemented across the curriculum and professional development was delivered every Wednesday throughout the year during Teacher PLC time.

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.

The 2019-2020 school year, decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Vineland School supports ongoing professional growth throughout the year. Teachers meet in both grade level and school/district teams every Wednesday for one hour to receive professional development , conduct data analysis to identify areas of need, to plan curriculum and instruction, and to share best teaching practices. Also, teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. Teachers may also request to attend conferences or workshops that relate to improving instruction.

Training and curriculum development activities at Vineland School revolve around the Common Core State Standards, Next Generation Science Standards, Language Development, Positive Behavior Intervention and Support, and STEM/Technology. The Vineland School District held staff development training or had teachers or other staff members attend training devoted to:

- Positive Behavior Intervention Systems , PBIS
- Renaissance-Accelerated Reader
- Renaissance- Star Reader
- ELA: Big Idea
- Math- Go Math- Think Central
- Whole Brain Teaching
- Technology
- Primary Magic- Primary Classroom Excellence
- Intervention-Lexia/Power up
- Intervention- Standard Plus
- ELD- iLit
- ELD- El Achieve
- Rosetta Stone
- ELA/PHONICS- Zoophonics
- Student Success Team Training
- CPI Training

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$	\$45,252
Mid-Range Teacher Salary	\$	\$65,210
Highest Teacher Salary	\$	\$84,472
Average Principal Salary (ES)	\$	\$107,614
Average Principal Salary (MS)	\$	\$112,242
Average Principal Salary (HS)	\$	\$
Superintendent Salary	\$	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	26%	31%
Administrative Salaries	5%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

- After School Learning & Safe Neighborhood Partnerships
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Special Education
- State Lottery
- Title I
- Title II
- Title III

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,772	\$2,544	\$5,228	\$65,730
District	N/A	N/A	\$5,425	
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.7	16.1
School Site/ State	-30.7	3.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.