

## 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. Roberto Euresti, Principal

roeuresti@vineland.k12.ca.us

<http://vineland.k12.ca.us/elementary/>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year

### VINELAND



#### Vineland School District

14713 Weedpatch Hwy.  
Bakersfield, CA 93307-9653  
661.845.3713  
[www.vineland schooldistrict.com](http://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 that 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 transitional-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 1930s-1940s. 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 the 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 who attends receives core academic classes and is offered the 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 TK-4 have 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	76
Grade 1	70
Grade 2	86
Grade 3	67
Grade 4	78
<b>Total Enrollment</b>	<b>377</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	99.2
White	0.5
Socioeconomically Disadvantaged	99.7
English Learners	65
Students with Disabilities	7.7

## 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	18-19	19-20	20-21
With Full Credential	17	14	16
Without Full Credential	4	5	4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Vineland School	18-19	19-20	20-21
With Full Credential	♦	♦	24
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Vineland School

Indicator	18-19	19-20	20-21
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 2020-21)

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 17, 2020, 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. #081720-01 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.

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: September 9, 2020

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 Elementary School's original facilities were built in 1895; 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:

- Continue to maintain new irrigation valves.
- Continue to maintain new water fountains
- Repair drainage/sump for water runoff at the school site
- Continue to schedule and maintain trimming and removal of hazardous trees.
  
- Repaired and patched roofs
- Created a schedule for Sanitation and fogging of the classroom due to COVID
- \*Created a schedule for proper maintenance and service of all machinery used by MOT.
- \*Implemented software for School Dude which allows personnel to report and track all work requests.

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 custodians and two evening custodians are assigned to Vineland School. The day custodians are responsible for:

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

Restrooms are cleaned and sanitized hourly,

The evening custodians are responsible for:

- Classroom cleaning and sanitizing.
- Restroom cleaning and sanitizing
- trash removal
- Sanitize and clean/maintain gymnasium.

Due to the COVID-19 Pandemic, The Vineland School District adopted the 2020-2021 School Opening and Safety Plan under COVID-19 Conditions, which implemented the CDC guidelines for Cleaning and Disinfection.

### 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 rate for each system inspected
- The overall rating

**Year and month in which data were collected: 9-9-20**

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

## 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	21	N/A	25	N/A	50	N/A
Math	18	N/A	14	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

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, plan, 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 monitoring the progress of the school's programs; and will provide for appropriate access and equity for all families and community members.

Parents are informed of upcoming events and school activities through flyers, the school marquee, and phone

calls and texts. Contact the school Site Principal, at (661) 845-3719

Parent Involvement Opportunities:

- Back-to-School Night / Title I Parent Meeting
- Family Learning Nights
- Open House
- Parent-Teacher Conferences- two per year
- Color Splash/ Carnival
- Student of the Month Luncheons
- Las Posadas
- Thanksgiving/Harvest Luncheon
- Christmas Winter Program
- Trunk or Treat
- Pozole Night
- Science Fair
- Athletic Program
- Book Fair
- Literary Luncheon
- Movie Night
- Student Assemblies/Recognition
- Red Ribbon Week
- Cesar Chavez Beautification Day

Leadership and Program Monitoring Opportunities:

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

Opportunities to Volunteer:

- Classroom
- Book Fair
- Carnival
- Library
- Parent/Booster Club

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

Mr. Euresti, Principal - Phone (661) 845-3719; cell, (661) 301-9902 or Email: reuresti@vineland.k12.ca.us

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

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

Mrs. Rosalva Gonzalez, community Liasion-Phone: (661)845-1320 or Email: rgonzalez@vineland.k12.ca.us

\*\*\* The Vineland School District closed all school sites on March 18, 2020, in response to Governor Gavin Newsom issued Executive Order N-26-20 regarding the physical closure of the school by the Local Educational Agencies (LEAs) in response to the COVID -19 Pandemic, and recommendation by the Kern County Director of Public Health Services and the Kern County of Superintendents of Schools. The Last day of student attendance was Tuesday, March 17, 2020.

**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 (School Year 2020-2021)**

The Comprehensive School Safety Plan was developed for Vineland School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure for school, sexual harassment policy, and dress code policy. The school's most recent safety school plan will be reviewed, updated, and discussed with school staff by March 1, 2021.



### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.1	2.8	4.3	2.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	4	27	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### 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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	377

\*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 2019-2020)

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	0.5
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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	18	14	21		16	35			15	5		
1	18	21	7		21	7	21		18	4		
2	22	7	21		15	28			21	1	3	
3	20	14	14		20	14	14		22		3	
4	15	28	7		18	28			20	4		
Other**												

\*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	34	34	31

The following Professional Development was provided for all Certificated Staff during the 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 supports 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 supports 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 provides 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.

The 2019-2020 school year, the VSD designated every Monday as a Staff Development Day. Students are released early under a modified student schedule so that the staff can fully participate in Professional Development.

Decisions concerning the 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 is 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
- Canvas

The 2020-2021 school year Professional Development was developed in response to the COVID -19 Pandemic and the pivot of the District to provide Quality Instruction for Distance Learning.

- IXL Math\* Learning A-Z -RAZ
- Brain Pop
- NGSS
- Technology
- Clever
- Google Classroom
- Implementing iPads in grades K-3
- Educeri
- Reflex Math
- Lexia-Core 5
- ELPAC
- Canvas
- Distance Learning & Universal Design for Learning

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$46,965
Mid-Range Teacher Salary		\$67,638
Highest Teacher Salary		\$88,785
Average Principal Salary (ES)		\$112,524
Average Principal Salary (MS)		\$117,471
Average Principal Salary (HS)		
Superintendent Salary		\$128,853

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31.0	30.0
Administrative Salaries	8.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

In addition to General Fund state funding, Vineland School District receives State and Federal Categorical Funding for Special Programs. For the 2019-2020 school year, the VSD received Categorical, Special Education, and Support Programs funds for:

- 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).

#### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### FY 2018-19 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	\$61,353
State	N/A	N/A	\$7,750	\$71,448

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.7	6.9
School Site/ State	-38.9	-8.3

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