

Vineland School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

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.

2021-22 School Contact Information

School Name	Vineland School
Street	14327 Vineland Rd.
City, State, Zip	Bakersfield, CA 93307-9463
Phone Number	661.845.3719
Principal	Mr. Roberto Euresti
Email Address	roeuresti@vineland.k12.ca.us
School Website	http://vineland.k12.ca.us/elementary/
County-District-School (CDS) Code	15638346010235

2021-22 District Contact Information

District Name	Vineland School District
Phone Number	661.845.3713
Superintendent	Cindy M. Castro
Email Address	cicastro@vineland.k12.ca.us
District Website Address	www.vinelandschooldistrict.com

2021-22 School Overview

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 349 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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	62
Grade 1	68
Grade 2	66
Grade 3	88
Grade 4	65
Total Enrollment	349

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.1
Male	47.9
Hispanic or Latino	99.1
White	0.9
English Learners	55.3
Homeless	9.5
Socioeconomically Disadvantaged	100
Students with Disabilities	9.2

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 16, 2021, 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. #081621-01 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.

Year and month in which the data were collected	August 16, 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent 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 / Houghton Mifflin CA Dimensions/ 2021	Yes	0
History-Social Science	California Vistas / Macmillan/McGraw-Hill, / 2006	Yes	0

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

8-18-21

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			N/A
Interior: Interior Surfaces	X			N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			N/A
Electrical	X			N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			N/A
Safety: Fire Safety, Hazardous Materials	X			N/A
Structural: Structural Damage, Roofs	X			N/A

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		N/A
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Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	157	NT	NT	NT	NT
Female	80	NT	NT	NT	NT
Male	77	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	156	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	99	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	32	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	157	NT	NT	NT	NT
Students Receiving Migrant Education Services	21	NT	NT	NT	NT
Students with Disabilities	17	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	157	NT	NT	NT	NT
Female	80	NT	NT	NT	NT
Male	77	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	156	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	99	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	32	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	157	NT	NT	NT	NT
Students Receiving Migrant Education Services	21	NT	NT	NT	NT
Students with Disabilities	17	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Star Student Groups	Star Total Enrollment	Star Number Tested	Star Percent Tested	Star Percent Not Tested	Star Percent At or Above Grade Level
All Students	157	160	97.50%	5%	5%
Female	82	80	99%	1%	0
Male	77	73	71%	2%	2%
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0

Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	155	148	98%	2%	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	100	98	98%	2	0
Foster Youth	--	--	--	--	--
Homeless	38	38	100%	0%	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	157	160	99.90%	1%	0.00%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100%	0	0

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Student Groups	Star Total Enrollment	Star Number Tested	Star Percent Tested	Star Percent Not Tested	Star Percent At or Above Grade Level
All Students	157	160	96%	4%	5%
Female	82	82	100%	2%	3%
Male	77	70	93%	7%	10%
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	155	150	95%	5%	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
English Learners	100	98	99%	1%	0
Foster Youth	--	--	--	--	--
Homeless	38	38	100%	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	157	160	99.90%	1%	0
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	0	0	0	0	0

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	3.27	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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

2021-22 Opportunities for Parental Involvement

- 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 Liaison-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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	378	376	29	7.7
Female	196	195	14	7.2
Male	182	181	15	8.3
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	372	370	29	7.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	6	6	0	0.0
English Learners	239	238	13	5.5
Foster Youth	1	1	1	100.0
Homeless	38	38	4	10.5
Socioeconomically Disadvantaged	377	375	29	7.7
Students Receiving Migrant Education Services	57	57	7	12.3
Students with Disabilities	34	34	5	14.7

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.78	0.00	2.86	0.14	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.00	2.61	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The Comprehensive School Safety Plan was developed for Vieland 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.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	35		
1	21	7	21	
2	15	28		
3	20	14	14	
4	18	28		
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	5		
1	18	4		
2	21	1	3	
3	22		3	
4	20	4		
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	5		
1	17	4		
2	17	3		
3	18	1	4	
4	22		3	
5				
6				
Other	17	1		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	1163.3

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,772	\$2,544	\$5,228	\$65,730
District	N/A	N/A	\$5,425	
Percent Difference - School Site and District	N/A	N/A	-3.7	6.9
State			\$8,444	\$72,352
Percent Difference - School Site and State	N/A	N/A	-47.0	-9.6

2020-21 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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$47,265
Mid-Range Teacher Salary		\$69,813
Highest Teacher Salary		\$91,237
Average Principal Salary (Elementary)		\$113,466
Average Principal Salary (Middle)		\$115,186
Average Principal Salary (High)		\$0
Superintendent Salary		\$131,359
Percent of Budget for Teacher Salaries	29%	30%
Percent of Budget for Administrative Salaries	7%	7%

Professional Development

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

Professional Development

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
- *Eduleri
- *Reflex Math
- *Lexia-Core 5
- *ELPAC
- *Canvas
- *Distance Learning & Universal Design for Learning

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	34	31	

Vineland School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Vineland School District
Phone Number	661.845.3713
Superintendent	Cindy M. Castro
Email Address	cicastro@vineland.k12.ca.us
District Website Address	www.vinelandschooldistrict.com

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	474	NT	NT	NT	NT
Female	238	NT	NT	NT	NT
Male	236	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	467	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	267	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	98	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	469	NT	NT	NT	NT
Students Receiving Migrant Education Services	68	NT	NT	NT	NT
Students with Disabilities	56	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	474	NT	NT	NT	NT
Female	238	NT	NT	NT	NT
Male	236	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	467	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT		NT
English Learners	267	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	98	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	469	NT	NT	NT	NT
Students Receiving Migrant Education Services	68	NT	NT	NT	NT
Students with Disabilities	56	NT	NT	NT	NT