Vineyard STEM Magnet School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Vineyard STEM Magnet School
Street	1500 East 6th Street
City, State, Zip	Ontario
Phone Number	909-984-2306
Principal	Alec Hobbs
Email Address	alec.hobbs@omsd.net
Website	https://www.omsd.net/Domain/32
County-District-School (CDS) Code	36 67819 6036446

Entity	Contact Information
District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
Website	https://www.omsd.net

School Description and Mission Statement (School Year 2019-20)

Vineyard School is an award winning TK - 8th grade STEM magnet school in the Ontario-Montclair School District. Vienyard STEM is a P21 Exemplar school, an international STEM school of Excellence, and a gold recognition PBIS School. Our mission at Vineyard STEM is to develop empowered life-long learners to become innovative leaders in their community. We provide a unique and integrated learning experience through integrated Science, Technology, Engineering, and Math. Our vision statement is "Empowered learners today, innovative leaders tomorrow". We work to achieve this vision by providing learning opportunities that lead to mastery of content standard in all grade levels. Distinct opportunities for students at Vineyard STEM include conducting experiments in our science lab, developing technological skills in our computer lab, and relevant and engaging experiences in our multi-media lab and makerspace. In addition, each grade level Tk-8 has developed a STEM plan that provides students a variety of rigorous, engaging, and relevant learning opportunities. Each grade level has specific learning projects that relate to their STEM theme, and have worked to develop strong college and career partnerships that help foster our college-bound, career driven culture. Differentiated instruction takes place on a daily basis to meet the needs of all students through intervention, English Language Development, and GATE. Extracurricular activities include after school sports, student council and music. As an AVID (Advancement Via Individual Determination) school, we implement college and career readiness skills to help our students achieve their goals of attending college in the future.

The Vineyard staff is composed of a group of dedicated individuals whose focus is to provide a world-class education to all of our students. The regular education staff consists of 1 Transitional Kindergarten teacher and 3 teachers in each grade level Kindergarten - 8th. The special education staff consists of 2 full-time RSP teacher and 2 aides, a part-time speech and language pathologist, and a part-time psychologist. Clerical support is composed of an office manager, attendance clerks, health aide, and school nurse. Our support staff consists of an Elementary Administrator, STEM Coach and Data Coach. Three custodians and 5 proctors assist in ensuring a clean, safe, an orderly learning environment on a daily basis. We also provide additional learning experiences provided by a part-time music teacher and PE teams.

Parent and community involvement is an integral and growing part of the educational experience and community-driven culture at Vineyard STEM. Opportunities for families to be directly involved in Vineyard STEM include:
- Monthly Coffee with the Principal meetings
- Parent workshops
- School Site Council
- GATE Parent Meetings
- Special Education Parent Meetings
- SELPAC Meetings
- Parent Teacher Association

Student mastery of grade-level content standards is a key focus at Vineyard STEM. We center our learning and teaching around 4 focus areas (authentic engagement strategies, increased rigor level, structured academic language, and STEM integration). These instructional areas of focus serve to best prepare our students to achieve academic success on common core state standards. We celebrate and recognize student achievement during student of the month assemblies, honor roll ceremonies and SBAC celebrations.

Vineyard STEM truly provides a dynamic learning experience for all students on daily basis.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	74
Grade 1	73
Grade 2	80
Grade 3	74
Grade 4	81
Grade 5	93
Grade 6	83
Grade 7	99
Grade 8	91
Total Enrollment	748

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.4
Asian	1.1
Filipino	0.5
Hispanic or Latino	94.4
Native Hawaiian or Pacific Islander	0.1
White	1.2
Two or More Races	1.2
Socioeconomically Disadvantaged	93
English Learners	25.9
Students with Disabilities	8.8
Homeless	3.5

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	29	29	28	963
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016 6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	Yes	0%
Mathematics	TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards. *TK mathematics materials are from the most recent state adoption.	No	0%
Science	TK- Big Day Houghton-Mifflin- Adopted 2016 K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-5 California Vistas (Macmillan/McGraw-Hill) - Adopted 2006* 6-8 My World Interactive (Pearson) - Adopted 2018 *K-6 History/Social Science materials are not from the most recent state adoption; however, the district is in the selection phase to adopt new materials. The district has determined through local review that the materials are still aligned to current state standards.	Yes	0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
Visual and Performing Arts	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Vineyard School first opened for instruction in 1958. The site has 9.34 acres of usable space. There are 98,065 square feet of asphalt, which includes playground and parking. The school originally had 16 classrooms and an administration building. A wing of 4 classrooms was added to the original site in 1961. Each classroom is approximately 960 square feet. Thirteen portables have been added between 1986 and 2011 to augment the original classrooms. Currently, thirty-three rooms are for student learning. Twenty-seven of the rooms have regular education students, one classroom is used for special education, one room is a science lab, two rooms are for technology (a computer lab and a multimedia lab), one room is the STEM Maker Space, and one room is used as the school's library. Vineyard has a covered lunch area that is used primarily by the Think Together after-school program. A Multi-Purpose Room (MPR) is used for student meals and assemblies was added in 2006. There are three playground areas. The first is the Kindergarten playground, which has 4 swings, 1 metal slide, team totter apparatus, ATV rocking seat, and a ladybug rocking seat. The Primary playground has safety compliant equipment for student play partially enclosed in a fiber ground. The equipment in the fiber ground includes 8 swings, 1 metal slide, 3 plastic slides, a plastic corkscrew climbing unit, metal monkey bars, and a three-foot plastic climbing wall. There are 7 tetherball courts on a blacktop area. The Upper-Grade playground has lateral bars, four swings, monkey bars, climbing apparatus and a balance beam. A blacktop area includes 6 tetherball courts, 2 basketball courts, and 2 volleyball courts. There is 1 backstop for softball and metal goal posts for soccer/football playing fields. The 21 restrooms on the site contain 34 commodes and 13 urinals, with 100% in working condition. The school facility offers a good learning environment with fully functioning lighting, heating and cooling systems and noise negation. All classrooms and offices are well maintained with alarms, telephones and have access to Internet connection. The campus has wireless capabilities. All classrooms have a laser printer. In addition, the computer lab, library, science lab, multi-media lab and makerspace also have laser printers. The district Information Services Department maintains a content filter for all Internet traffic, including email, in accordance with the Children's Internet Protection Act (CIPA) guidelines. Students are provided a safe and clean learning environment throughout the campus.

School Safety
To promote safety, Ontario Elementary School is a closed campus; gates are closed during the school day and visitors must enter through the main office to sign in at front desk prior to entering school premises. Visitors must present their California ID badges and staff must present their district badge through our RAPTOR system. Signage has been placed at all gates directing visitors to check in at the office. All staff members have been provided with district ID badges. Ontario Elementary School offers student supervision before school, during school and after school. Supervision in the mornings is done by administrative team, support team, and noon aides. Recess duty supervision is offered by teachers, and noon aides. Adult noon aides supervise lunch and lunch recess. After school supervision is offered by administration team, support staff as well as teachers.

Maintenance and Repair
Ontario-Montclair School District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The Ontario-Montclair School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Ontario-Montclair School District uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school office or Ontario-Montclair School District office. The LEA governing board has adopted cleaning standards for all schools in the Ontario-Montclair School District. A summary of these standards is available at the school office or at the Ontario-Montclair School District office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

OMSD participates in the state's School Deferred Maintenance Program, which provides state matching funds in order to assist schools with the expenditures for major repairs and upgrades. Typically, this includes the following: roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, floor, and carpeting. Each year the district matches the required allotment set by the state in order to participate in the deferred maintenance program.

During the most recent Facility Conditions Evaluation conducted on September 3, 2019, by the County's William's Team, facilities and buildings, rooms, and grounds were found to be in "good repair." The Facility Inspection Tool was used throughout a walk through of our school. There were no extreme deficiencies found and one good repair deficiency. The found good repair deficiency was remedied at the time of the inspection as listed in the report.

The Williams team noted that the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student at Vineyard STEM Magnet School

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: September 3, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Interior Surfaces: MPR Boys restroom Flooring surface poses trip hazard (remedied 9/3/19)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Overall Cleanliness P9 unsecured items stored too high (remedied 9/3/19) Workroom unsecured items are stored too high (remedied 9/3/19) Section 6 Pest/Vermin Grounds Evidence of spiders (work order 190214, remedied 9/3/19)
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Restroom - P6: Soap/sanitizer dispenser empty (remedied 9/3/19) - Girls Restroom (primary playground) : Fixture apparatus damaged, broken missing (remedied 9/3/19) - Girls Restroom (6-8) : Fixture apparatus damaged, broken missing (remedied 9/3/19) - MPR Girls Restroom : Fixture apparatus damaged, broken missing (remedied 9/3/19) - MPR Boys Restroom: Partition stall doors damaged not securely attached or non functional (remedied 9/3/19)

System Inspected	Rating	Repair Needed and Action Taken or Planned
		Sinks/Fountains Upper playground: water pressure too low (work order #191729, Remedied 9/3/19)
Safety: Fire Safety, Hazardous Materials	Good	Section 10 Fire Safety F3: Fire extinguisher out of date or missing monthly inspection sign off (remedied 9/3/19) Work room: Fire extinguisher out of date or missing monthly inspection sign off (remedied 9/3/19) Staff room: Fire extinguisher out of date or missing monthly inspection sign off (remedied 9/3/19) Section 11 Hazardous materials P6 materials labeled "keep out of reach of children" are within reach of children (remedied 9/3/19) H1 materials labeled "keep out of reach of children" are within reach of children (remedied 9/3/19) P13 materials labeled "keep out of reach of children" are within reach of children (remedied 9/3/19) D3 materials labeled "keep out of reach of children" are within reach of children (remedied 9/3/19) P6 Aerosols found (no aerosols are allowed) (remedied 9/3/19) P12 Aerosols found (no aerosols are allowed) (remedied 9/3/19) P9 Aerosols found (no aerosols are allowed) (remedied 9/3/19) P8 Aerosols found (no aerosols are allowed) (remedied 9/3/19)
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playground/School Grounds • Upper Playground: Play/sports equipment is broken, damaged or deteriorating (work order #189869, remedied 9/3/19)
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	46	49	43	44	50	50
Mathematics (grades 3-8 and 11)	34	36	31	36	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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	522	515	98.66	1.34	49.32
Male	266	261	98.12	1.88	44.83
Female	256	254	99.22	0.78	53.94
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	490	484	98.78	1.22	48.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	494	487	98.58	1.42	48.46
English Learners	264	258	97.73	2.27	34.88
Students with Disabilities	55	55	100.00	0.00	20.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	34	27	79.41	20.59	25.93

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	522	517	99.04	0.96	35.98
Male	266	265	99.62	0.38	36.23
Female	256	252	98.44	1.56	35.71
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	490	485	98.98	1.02	35.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	494	489	98.99	1.01	35.38
English Learners	264	262	99.24	0.76	25.95
Students with Disabilities	55	54	98.18	1.82	16.67
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	34	32	94.12	5.88	9.38

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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
5	20.4	35.5	21.5
7	17.5	23.7	23.7

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.

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)

Parents are encouraged to volunteer in the classroom, attend and help with school events, (such as Open House, Back-to-School Night, parent conferences) and field trips, be involved with clubs and athletics, and get involved in the decision-making process through school committees. The School Site Council, Gate parent committee, School English Language Advisory Committee, and Students with disabilities parent committee and Coffee with the Principal provide opportunities for parents to get involved with their child's educational experience.

Regular school-to-home communication is provided in both English and Spanish. Information about current events and school activities can be found on the Ontario Elementary School website and the Vineyard STEM Magnet website, flyers and Twitter account. The school mails important news and announcements to parents at home, uses the school's automated telephone system to contact parents verbally, sends text messages to parents via Blackboard Connect and social media such as Twitter."

Parents who want more information or wish to participate may contact Socorro Arellano-Elementary Administrator at (909) 984-2306. There is a job for everyone who wants to get involved!

Parent and community involvement is an integral and growing part of the educational experience and community-driven culture at Vineyard STEM.

Opportunities for families to be directly involved in Vineyard STEM include: -Monthly Coffee w ith the Principal meetings during which parents can ask questions, provide input on school-related issues, are provided important school related information by school staff and have the opportunity to go directly into classrooms to see the engaging learning and teaching that is taking place on a daily basis.

- The committees listed below are an integral part of the joint effort to develop the single school plan for student achievement which serves to allocate school resources to best support ALL students at Vineyard STEM.
- School Site Council (SSC) -School English Learner Program Advisory Committee (SELPAC) -GATE Parent Meetings -Special Education Parent Meetings

Parent Volunteer Opportunities-Contact Office Manager (909)984-2306 -Parent Teacher Association (PTA) -Parent Volunteer Program -Extra Curricular Events

Contact: Socorro Arellano - Elementary Administrator Phone Number: (909)984-2306

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.2	0.5	2.4	2.5	2.4	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was developed for Vineyard STEM Magnet School in collaboration with local agencies and the district office. Components of the plan include: maintenance, security and safety of the physical environment, school climate which addresses disaster procedures and routines, an action plan that ensures a safe physical environment and safe school climate, as well as our school safety compliance that ensures required child abuse reporting procedures, suspension and expulsion policies, due process, notification to teachers about dangerous pupils, sexual harassment policy, school-wide dress code, procedure for safe ingress and egress from school, procedures to ensure a safe and orderly environment and rules and procedures on school discipline. Monthly disaster drills are scheduled and practiced school-wide to ensure student safety procedures. The plan was recently reviewed and discussed with the staff in February 2019. School Site Council last approved the Vineyard STEM Magnet School Safety Plan on February 28, 2019. An approved copy of the school site safety plan may be obtained at Vineyard STEM Magnet Schools main office or the Ontario-Montclair School District office."

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	27		4		25		4		19	3	1	
1	24		3		28		3		24		3	
2	26		3		23		3		27		3	
3	27		3		27		3		25		3	
4	25		3		31		3		27		3	
5	31		3		27		3		31		3	
6	32		14	7	32		19	1	28		3	
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.

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

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6147.0	510.0	5636.0	89443.0
District	N/A	N/A	1608.0	$87,821.00
Percent Difference - School Site and District	N/A	N/A	111.2	1.8
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	-28.5	7.9

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.

Types of Services Funded (Fiscal Year 2018-19)

Vineyard's categorical funds are used for a variety of services including Elementary Administrator, Data Coach and a STEM Instructional Coach. In addition, the funds are also used to provide classroom subs and professional development for all staff members. During family events, parent workshops, meetings and parent conferences we offer babysitting and translation services as a community resource for our families to encourage parent involvement. By providing the necessary support and resources families can help their children achieve academic success. These funds are used to provide support personnel, programs, materials and resources to best meet the needs of all students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,733	$45,741
Mid-Range Teacher Salary	$83,119	$81,840

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	$100,254	$102,065
Average Principal Salary (Elementary)	$132,145	$129,221
Average Principal Salary (Middle)	$134,622	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$289,542	$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	8	8

Professional development opportunities for teachers at Vineyard STEM include staff development, district training's on adopted curriculum in ELA, Math and Science, on site coaching opportunities aligned to site ELA and Math site focus areas, and ongoing analysis of student data.