

# Vineyard STEM Magnet School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



### 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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the 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).

#### 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.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Vineyard STEM Magnet School
<b>Street</b>	1500 East 6th Street
<b>City, State, Zip</b>	Ontario
<b>Phone Number</b>	909-984-2306
<b>Principal</b>	Socorro Arellano-Rodriguez
<b>Email Address</b>	socorro.arellano-rodriguez@omsd.net
<b>School Website</b>	<a href="https://www.omsd.net/Domain/32">https://www.omsd.net/Domain/32</a>
<b>County-District-School (CDS) Code</b>	36 67819 6036446

## 2022-23 District Contact Information

<b>District Name</b>	Ontario-Montclair School District
<b>Phone Number</b>	(909) 459-2500
<b>Superintendent</b>	Dr. James Q. Hammond
<b>Email Address</b>	info@omsd.net
<b>District Website Address</b>	<a href="https://www.omsd.net">https://www.omsd.net</a>

## 2022-23 School Overview

Vineyard Elementary School is an award winning, TK - 8th grade STEM magnet school in the Ontario-Montclair School District. Vineyard 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 standards in all grade levels. Distinct opportunities for students at Vineyard STEM include: conducting experiments in our science lab, developing technological skills through the use of various devices, 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 leadership 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 (TK) Teacher and TK-Aide, and 3 teachers in each grade level 1st - 8th, except for Kindergarten and fourth grade with 2 teachers each. The special education staff consists of: 2 full-time RSP teachers and 2 aides, a part-time Speech and Language Pathologist, and a part-time School Psychologist. Clerical support is composed of: an office manager, two office clerks, a full-time Licensed Vocational Nurse (LVN), and part-time school nurse. Our support staff team consists of: Assistant Principal, STEM Magnet Coordinator, Outreach Consultant, Instructional Coach, an Extended Learning Opportunity Program (ELO-P) Coordinator, two Intervention Teachers, a Student-Family Outreach Assistant (SFOA) and a Student Mentor. To support our ELO-P program, we have a TK-Aide, and to support our Intervention program we also have 2 instructional aides and 1 bilingual aide. Three custodians and 6 proctors assist in ensuring a clean, safe, an orderly learning environment on a daily basis. We also provide additional learning experiences provided by 2 part-time music teachers, our physical education staff, and community partnerships through our ELO-P services. Our part-time Library/Media Assistant is on site daily to support students and families with checking out books.

## 2022-23 School Overview

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 California Assessment of Student Performance and Progress (CAASPP) celebrations.

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

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	60
Grade 2	64
Grade 3	58
Grade 4	82
Grade 5	78
Grade 6	80
Grade 7	72
Grade 8	95
<b>Total Enrollment</b>	<b>660</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.0
Male	50.0
American Indian or Alaska Native	1.1
Asian	1.2
Black or African American	0.9
Filipino	0.9
Hispanic or Latino	94.1
Native Hawaiian or Pacific Islander	1.1
Two or More Races	0.2
White	0.6
English Learners	30.5
Foster Youth	0.5
Homeless	16.2
Migrant	0.0
Socioeconomically Disadvantaged	85.5
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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30.00	100.00	847.80	91.38	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.00	0.65	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	13.80	1.49	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	6.00	0.65	12115.80	4.41
<b>Unknown</b>	0.00	0.00	54.10	5.83	18854.30	6.86
<b>Total Teaching Positions</b>	30.00	100.00	927.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK PreK On My Way (Scholastic) - Adopted 2022 K-6 Wonders (McGraw-Hill) - Adopted 2016 6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	Yes	0%
<b>Mathematics</b>	TK PreK On My Way (Scholastic) - Adopted 2022 K-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020 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.	No	0%
<b>Science</b>	TK PreK On My Way (Scholastic) - Adopted 2022 K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	Yes	0%
<b>History-Social Science</b>	TK PreK On My Way (Scholastic) - Adopted 2022 K-5 California Vistas (Macmillan/McGraw- Hill) - Adopted 2006* 6-8 My World Interactive (Pearson) - Adopted 2018 *K-5 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%
<b>Foreign Language</b>	N/A		0%
<b>Health</b>	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
<b>Visual and Performing Arts</b>	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	No	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		0%

## School Facility Conditions and Planned Improvements

Vineyard STEM m 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-two rooms are for student learning. Twenty-five of the rooms have general education students; three classrooms are used for special education, one room is our Learning Lab - intervention room, one room is a science lab, one room is for technology, the STEM Maker Space, and one room is used as the school's library. Vineyard has a covered lunch area that is used primarily for gathering student before or after a field trip. A Multi-Purpose Room (MPR) was added in 2006 and is used by students for meals and assemblies. 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 the 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. In addition, on the black top on the upper-grade playground there are two table tennis games. 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. Current planned facility improvements include:

- the installation of 20 surveillance cameras across our campus (timeline to be determined)
- the replacement of playground equipment
- the replacement of one portable classroom

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 library, science lab, Learning Lab and Maker Space 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, Vineyard STEM 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. Vineyard STEM Magnet School offers student supervision before school, during school and after school. Supervision in the mornings is done by administrative team, support team, and proctors. Recess duty supervision is offered by teachers and proctors. Adult proctors 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 (OMSD) 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 OMSD takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the OMSD 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.

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair. The most recent facilities inspection was completed 11/21/2021. We are due for the next inspection January 2023.



## School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

11/21/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Cover box for AC unit to be screwed back onto wall (#FY22-23-11278) Cut and install AC can in wall of custodial room (#FY22-23-10471)
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Sink has a slow, continuous drip (#FY22-23-11260)
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Fire alarms serviced in Annex Restrooms (#FY22-23-10052)
<b>Structural:</b> Structural Damage, Roofs	X			Floor uneven on MPR stage on west side (#FY22-023-11231) Steel roof sheet has been semi taken off due to wind in P1 (#FY22-23-10897) Ceiling tiles to be replaced in F3 due to water damage (#FY22-23-10621)
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Remove sandbox in the Kindergarten playground (#FY22-23-10161)

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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).
4. **College and Career Ready**  
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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	40	N/A	40	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	30	N/A	26	N/A	33

## 2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	470	458	97.45	2.55	40.04
<b>Female</b>	235	229	97.45	2.55	44.54
<b>Male</b>	235	229	97.45	2.55	35.53
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	445	434	97.53	2.47	39.03
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	123	118	95.93	4.07	7.63
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	74	72	97.30	2.70	30.56
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	425	420	98.82	1.18	37.95
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	58	57	98.28	1.72	12.50

## 2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	471	461	97.88	2.12	29.93
<b>Female</b>	235	231	98.30	1.70	23.81
<b>Male</b>	236	230	97.46	2.54	36.09
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	446	436	97.76	2.24	28.67
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	124	123	99.19	0.81	7.32
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	74	74	100.00	0.00	20.27
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	426	420	98.59	1.41	28.10
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	58	57	98.28	1.72	12.28

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	22.42	NT	19.46	28.5	29.47

## 2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	170	165	97.06	2.94	22.42
<b>Female</b>	88	87	98.86	1.14	19.54
<b>Male</b>	82	78	95.12	4.88	25.64
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	162	157	96.91	3.09	22.29
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	39	39	100	0	2.56
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	21	21	100	0	9.52
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	152	150	98.68	1.32	20
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	22	21	95.45	4.55	0

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	100%	99%	99%	99%	100%

## 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.

#### 2022-23 Opportunities for Parental Involvement

We welcome parents to come to our campus. Parents are encouraged to volunteer in the classroom, participate in school events, such as: Open House, Back-to-School Night, Parent-Teacher conferences, and field trips, be involved with clubs and athletics, and to get involved in the decision-making process through school committees. The School Site Council, GATE Parent meetings, School English Language Parent Advisory Committee (SELPAC), and Students with Disabilities Parent meetings, as well as 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 Vineyard STEM Magnet website, on flyers, and via our Twitter account. The school mails important news and announcements to families at home, uses the school's automated telephone system to contact parents verbally, sends text messages to parents via Blackboard Connect and posts on social media platforms such as Twitter, Class-Dojo and School-Loop.

Parents who want more information or wish to participate may contact Desarai Patrick, Assistant Principal - Elementary at (909) 984-2306. There is a job for everyone who wants to get involved!

Parental 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 during which parents can ask questions, provide input on school-related issues, are provided important school related information by school staff.

The committees listed below are an integral part of the joint effort to develop the single School Plan for Student Achievement (SPSA), 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)

## 2022-23 Opportunities for Parental Involvement

- GATE Parent Meetings
- Students with Disabilities Parent Meetings

To inquire about volunteer opportunities, contact Office Manager, Georgina Reddick: (909) 984-2306.

Contact: Desarai Patrick - Assistant Principal - Elementary; Phone Number: (909) 984-2306

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	722	698	55	7.9
Female	355	343	24	7.0
Male	367	355	31	8.7
American Indian or Alaska Native	8	8	0	0.0
Asian	8	8	0	0.0
Black or African American	10	7	2	28.6
Filipino	6	6	0	0.0
Hispanic or Latino	677	657	47	7.2
Native Hawaiian or Pacific Islander	7	7	6	85.7
Two or More Races	2	1	0	0.0
White	4	4	0	0.0
English Learners	225	224	14	6.3
Foster Youth	7	7	0	0.0
Homeless	130	128	18	14.1
Socioeconomically Disadvantaged	645	629	54	8.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	79	78	11	14.1

## 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.25	1.64	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.52	0.03	1.69	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.52	0.00
Female	0.28	0.00
Male	2.72	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	1.48	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	2.22	0.00
Foster Youth	0.00	0.00
Homeless	3.08	0.00
Socioeconomically Disadvantaged	1.71	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.53	0.00

## 2022-23 School Safety Plan

The Comprehensive School Site Safety Plan (CSSP) 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 most recently reviewed and discussed with the staff in February 2021. An updated CSSP will be reviewed February 2023. School Site Council last approved the Vineyard STEM Magnet School Safety Plan on February 20, 2021. 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 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.

## 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	19	4		
1	19	3		
2	27		3	
3	26		3	
4	26		3	
5	27		3	
6	32		2	

## 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	18	4		
1	19	3		
2	20	2	1	
3	28		3	
4	26		3	
5	26		3	
6	25		3	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	24	1	2	
1	20	3		
2	21		3	
3	19	3		
4	27		3	
5	26		3	
6	27		3	

## 2021-22 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	0

## 2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	8242	991	7251	129,633
District	N/A	N/A	1608.0	\$92,419
Percent Difference - School Site and District	N/A	N/A	127.4	33.5
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	9.5	39.1

## 2021-22 Types of Services Funded

Vineyard's categorical funds are used for a variety of services including Intervention Teacher, Student Mentor and a STEM Magnet Coordinator. 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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$48,998	\$52,641
<b>Mid-Range Teacher Salary</b>	\$87,146	\$83,981
<b>Highest Teacher Salary</b>	\$105,113	\$107,522
<b>Average Principal Salary (Elementary)</b>	\$139,673	\$136,247
<b>Average Principal Salary (Middle)</b>	\$140,022	\$142,248
<b>Average Principal Salary (High)</b>		\$139,199
<b>Superintendent Salary</b>	\$319,095	\$242,166
<b>Percent of Budget for Teacher Salaries</b>	35%	34%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

Professional development opportunities for teachers at Vineyard STEM include staff development, District trainings 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. In addition to professional development meetings, there are 5 professional learning community (PLC) meetings for continuous improvement.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8	18	23