

Vineyard STEM Magnet School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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 PLATINUM recognition PBIS School.

Our Mission: We provide a unique and integrated learning experience through Science, Technology, Engineering and Math. All students participate in an enriched academic program to develop STEM learning skills that include collaboration, creativity, communication and critical thinking. Our Vision: At Vineyard STEM, our goal is for all students to become active, compassionate, and innovative leaders in their community. We work to achieve this vision by providing learning opportunities that lead to mastery of content standards in all grade levels, developing - Empowered Learners Today, Innovative Leaders Tomorrow.

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 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 are defined in our TK - 8 STEM progression, and our campus Professional Learning Teams, 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 gradual release of instruction, intervention, English Language Development, and GATE. Extracurricular activities include after school clubs and sports, student leadership and music.

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 general education staff consists of 1 Transitional Kindergarten (TK) teacher and a TK - Instructional Aide, and 3 teachers in most grade levels Kindergarten - 8th, except for Kindergarten, first, fourth, and fifth with 2 teachers each. Vineyard STEM staffing also includes 2 Physical Education teachers, one for elementary grades, and one for middle school grades. The special education staff consists of: 2 full-time RSP teachers and 2 Instructional Aides, a part-time Speech and Language Pathologist and Speech and Language Pathologist Aide, 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, an Intervention Teacher, a Student-Family Outreach

2023-24 School Description and Mission Statement

Assistant (SFOA) and a Student Mentor. Additional support for our Intervention program includes 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, with three members of our Cafeteria team. We also provide additional learning experiences provided by 2 part-time music teachers, our physical education team, and community partnerships through our ELO-P services. Our part-time Library/Media Assistant is on site daily to support students with checking out books.

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
- Monthly 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. Our instructional initiatives are centered around gradual release of teacher and learning and differentiated learning through 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, and beyond. 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	57
Grade 2	63
Grade 3	65
Grade 4	58
Grade 5	85
Grade 6	75
Grade 7	86
Grade 8	75
Total Enrollment	629

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.4%
American Indian or Alaska Native	1.4%
Asian	1.9%
Black or African American	2.5%
Filipino	0.6%
Hispanic or Latino	91.1%
Native Hawaiian or Pacific Islander	1.3%
Two or More Races	0.2%
White	1%
English Learners	31.6%
Foster Youth	0.2%
Homeless	5.7%
Socioeconomically Disadvantaged	85.7%
Students with Disabilities	8.3%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

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

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.00	96.67	888.80	90.57	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.90	0.61	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	17.50	1.78	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	9.70	0.99	11953.10	4.28
Unknown	1.00	3.33	59.30	6.04	15831.90	5.67
Total Teaching Positions	30.00	100.00	981.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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%

Mathematics	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%
Science	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%
History-Social Science	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.	No	0%
Foreign Language	N/A		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	No	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Vineyard STEM Magnet 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, a 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.

Recent facility improvements include:

- the installation of 20 surveillance cameras across our campus

Current planned facility improvements include:

- the replacement of playground equipment (Summer 2024)
- the replacement of one portable classroom (Summer 2024)

School Facility Conditions and Planned Improvements

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. However, we were not scheduled to receive a Williams visit for the 23-24 school year. Our District Operations Department completes a facilities inspection annually. The most recent facilities inspection was completed 1/17/2023.

Year and month of the most recent FIT report

01/17/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			none
Interior: Interior Surfaces	X			none
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Remove surplus desk, tv cart behind sea container
Electrical	X			6 locations need lighting repairs: <ul style="list-style-type: none"> • 3 lights now working • Switches need to be removed to exterior lights and control light from photocell
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			none

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X		Ramps on 5 buildings need to be repaired/replaced as needed, and non skid applied 2 exit signs need to be tested / repaired
Structural: Structural Damage, Roofs	X		Replace T-111 on north and west side of overhang
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Doors on 4 buildings need to be checked to latch closed properly.

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	40	38	40	40	47	46
Mathematics (grades 3-8 and 11)	30	31	26	30	33	34

2022-23 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
All Students	445	437	98.20	1.80	38.22
Female	219	217	99.09	0.91	43.32
Male	226	220	97.35	2.65	33.18
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	14	100.00	0.00	21.43
Filipino	--	--	--	--	--
Hispanic or Latino	409	401	98.04	1.96	37.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	126	120	95.24	4.76	15.83
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	233	228	97.85	2.15	32.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	54	100.00	0.00	3.70

2022-23 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
All Students	444	441	99.32	0.68	30.61
Female	218	218	100.00	0.00	27.52
Male	226	223	98.67	1.33	33.63
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	13	92.86	7.14	23.08
Filipino	--	--	--	--	--
Hispanic or Latino	408	406	99.51	0.49	30.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	126	125	99.21	0.79	10.40
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	233	230	98.71	1.29	27.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	53	98.15	1.85	7.55

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	22.42	31.06	19.46	22.36	29.47	30.29

2022-23 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
All Students	161	161	100.00	0.00	31.06
Female	86	86	100.00	0.00	29.07
Male	75	75	100.00	0.00	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	154	154	100.00	0.00	30.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	46	46	100.00	0.00	4.35
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	82	82	100.00	0.00	24.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	11.11

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	98.8	98.8	98.8	98.8	98.8

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.

2023-24 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, the school's automated telephone system to contact parents verbally, through text messages to parents via Blackboard Connect and via our social media platforms. Vineyard STEM also mails important news and announcements to families at home.

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)
- GATE Parent Meetings
- Students with Disabilities Parent Meetings

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	674	656	91	13.9
Female	324	315	40	12.7
Male	350	341	51	15.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	11	10	0	0.0
Asian	12	12	0	0.0
Black or African American	20	20	7	35.0
Filipino	4	4	0	0.0
Hispanic or Latino	610	593	75	12.6
Native Hawaiian or Pacific Islander	8	8	5	62.5
Two or More Races	3	3	2	66.7
White	6	6	2	33.3
English Learners	226	218	26	11.9
Foster Youth	4	4	2	50.0
Homeless	143	136	31	22.8
Socioeconomically Disadvantaged	609	596	87	14.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	73	71	18	25.4

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.52	1.34	0.03	1.69	1.56	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.34	0
Female	0.31	0
Male	2.29	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	5	0
Filipino	0	0
Hispanic or Latino	1.31	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.88	0
Foster Youth	0	0
Homeless	1.4	0
Socioeconomically Disadvantaged	1.48	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.74	0

2023-24 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 2023. An updated CSSP will be reviewed February 2024. School Site Council last approved the Vineyard STEM Magnet School Safety Plan in February 2023. 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.

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	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	22	0	3	0
1	19	2	1	0
2	21	0	3	0
3	22	0	3	0
4	29	0	2	0
5	28	0	3	0
6	25	0	3	0
Other	0	0	0	0

2022-23 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

2022-23 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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$94,232
Percent Difference - School Site and District	N/A	N/A	127.4	33.5
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	9.5	39.1

Fiscal Year 2022-23 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 substitute teachers, and professional development for all staff members. During family events, parent workshops, meetings and parent conferences we offer babysitting and interpretation 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$51,330	\$54,215
Mid-Range Teacher Salary	\$91,294	\$86,843
Highest Teacher Salary	\$110,117	\$111,440
Average Principal Salary (Elementary)	\$145,803	\$140,851
Average Principal Salary (Middle)	\$149,251	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$334,284	\$252,466
Percent of Budget for Teacher Salaries	36.06%	33.16%
Percent of Budget for Administrative Salaries	5.98%	5.15%

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	18	23	19