

Alta Loma School District Vineyard Junior High School

Grades 7 through 8
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2016-17 School Accountability Report Card *Published November 2017*

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Principal's Message

As principal, I have the unique privilege of introducing Vineyard Junior High School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Vineyard Junior High School provides a safe, positive environment where students are actively involved in learning academics as well as core values. Students receive a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Vineyard Junior High School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. We appreciate the opportunity to work in partnership with parents and the community to help Vineyard students realize their potential.

Mission Statement

The mission of Vineyard Junior High is to provide a safe, positive, collaborative learning environment focused on high expectations of staff, students, and families through a rigorous standards based curriculum while emphasizing positive behavior and outstanding character through PBIS in order to achieve academic success and personal excellence.

Our core value belief statements encompass the following:

- Provide broad-based curriculum employing a variety of instructional strategies to ensure that students acquire the skills necessary to meet the rigorous high school curriculum and involve them in lifelong learning
- Assist students in becoming an integral, vital part of the school community, connected in a positive way not only to peers, but also to the staff and school as a whole
- Develop the ability to make appropriate moral and ethical judgments as befits a citizen in a democratic society
- Integrate an interdisciplinary, articulated, curriculum into team teaching
- Assist students in becoming productive, culturally aware citizens
- Promote effective home/school communication
- Provide a safe, positive environment
- Provide 21st Century Skills to prepare for the future

School Profile

Vineyard Junior High School is located in the eastern region of Alta Loma and serves students in grades seven through eight following a traditional calendar. At the beginning of the 2016-17 school year, 776 students were enrolled, including 11% in special education, 3.6% qualifying for English Language Learner support, and 35.8% qualifying for free or reduced price lunch.

| Student Enrollment by Ethnicity / Grade Level 2016-17 | | | |
|--|--------|-------------|-----|
| Ethnic Group | % | Grade Level | # |
| African-Amer. | 9.10% | Grade 7 | 378 |
| Amer. Indian or Alaskan Native | 0.30% | Grade 8 | 398 |
| Asian | 10.20% | Ungraded | 0 |
| Filipino | 1.50% | | |
| Hisp. or Latino | 40.70% | | |
| Pacific Islander | 0.80% | | |
| Caucasian | 36.00% | | |
| Multi-Racial | 1.40% | | |
| Students with Disabilities | 11.00% | | |
| Socioeconomically Disadvantaged | 35.80% | | |
| English Learners | 3.60% | | |
| Foster Youth | 0.50% | | |
| Total Enrollment | | | 776 |

Student Achievement

Physical Fitness

In the spring of each year, Vineyard Junior High School is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

| Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2016-17 | | | |
|---|--------------------------|-------------|------------|
| Grade Tested | Number of Standards Met: | | |
| | Four of Six | Five of Six | Six of Six |
| Seventh | 15.5 | 24.4 | 35.1 |

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.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance.

Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2016-17, Vineyard Junior High School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

| Federal Intervention Program Status 2017-18 | | |
|---|-----------|-----------|
| | VJHS | ALSD |
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement | N/A | 2012-2013 |
| Year in Program Improvement | N/A | Year 2 |
| No. of Schools Currently in Program Improvement | | 2 |
| % of Schools Currently in Program Improvement | | 20.0% |

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

| CAASPP Test Results in ELA and Mathematics - All Students | | | | | | |
|---|---|-------|----------|-------|------------|-------|
| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | Vineyard Junior High School | | District | | California | |
| | 15-16 | 16-17 | 15-16 | 16-17 | 15-16 | 16-17 |
| English-Language Arts/Literacy (grades 3-8 and 11) | 63 | 68 | 62 | 65 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | 43 | 44 | 48 | 50 | 36 | 37 |

Note: Percentages are not calculated 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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.

The number of students tested includes students that did not receive a score; 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 students with scores.

| CAASPP Test Results in ELA by Student Group (2016-17) | | | | |
|---|------------------|----------|----------|--|
| Student Groups | Total Enrollment | # Tested | % Tested | % Meeting or Exceeding State Standards |
| All Students | 782 | 768 | 98.21 | 67.97 |
| Male | 401 | 397 | 99.00 | 63.98 |
| Female | 381 | 371 | 97.38 | 72.24 |
| African-Amer. | 70 | 70 | 100.00 | 55.71 |
| Amer. Indian or Alaskan Native | -- | -- | -- | -- |
| Asian | 82 | 77 | 93.90 | 84.42 |
| Filipino | 12 | 12 | 100.00 | 91.67 |
| Hisp. or Latino | 317 | 317 | 100.00 | 62.46 |
| Pacific Islander | -- | -- | -- | -- |
| Caucasian | 282 | 273 | 96.81 | 72.53 |
| Multi-Racial | 11 | 11 | 100.00 | 45.45 |
| English Learners | 67 | 64 | 95.52 | 48.44 |
| Socioeconomically Disadvantaged | 281 | 276 | 98.22 | 55.07 |
| Students with Disabilities | 86 | 84 | 97.67 | 9.52 |

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

| CAASPP Test Results in Mathematics by Student Group (2016-17) | | | | |
|---|------------------|----------|----------|--|
| Student Groups | Total Enrollment | # Tested | % Tested | % Meeting or Exceeding State Standards |
| All Students | 781 | 771 | 98.72 | 44.36 |
| Male | 401 | 398 | 99.25 | 45.98 |
| Female | 380 | 373 | 98.16 | 42.63 |
| African-Amer. | 69 | 69 | 100.00 | 33.33 |
| Amer. Indian or Alaskan Native | -- | -- | -- | -- |
| Asian | 82 | 82 | 100.00 | 81.71 |
| Filipino | 12 | 12 | 100.00 | 66.67 |
| Hisp. or Latino | 317 | 316 | 99.68 | 33.54 |
| Pacific Islander | -- | -- | -- | -- |
| Caucasian | 282 | 273 | 96.81 | 47.99 |
| Multi-Racial | 11 | 11 | 100.00 | 36.36 |
| English Learners | 67 | 67 | 100.00 | 38.81 |
| Socioeconomically Disadvantaged | 280 | 274 | 97.86 | 32.48 |
| Students with Disabilities | 86 | 82 | 95.35 | 2.44 |

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

| CAASPP Test Results in Science for All Students | | | | | | |
|---|---|-------|----------|-------|------------|-------|
| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | Vineyard Junior High School | | District | | California | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| Science (grades 5, 8, and 10) | 88 | 85 | 80 | 78 | 56 | 54 |

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through newsletters, the school marquee, the school website, teacher websites, volunteer parents making phone calls, Blackboard Connect phone messaging system, and the global email system. Contact the school office at (909) 484-5120 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
Classroom Helper
Fundraising Activities

Committees

Parent Teacher Student Association
School Site Council
District GATE Advisory Committee
District Parent Representative Group

School Activities

Back to School Night
Open House
Sports Events
Student Performances
Anti-Bullying Assembly
Band Events
Chorus Events
Renaissance
Title 1 Parent Night
Family Restaurant Nights
Book Fair
Student Award Assemblies

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Vineyard Junior High School's original facilities were built in 1990; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for

students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Painting of all interior quad columns
- Replanting of one quad planter
- Installation of five projectors

2017-18 Planned Improvements / Improvements in Process:

- Purchase of one new earthquake container
- Installation of a Salto locking system

Every morning before school begins, the custodians inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians and one evening custodian are assigned to Vineyard Junior High School. The day custodians are responsible for:

- Cafeteria setup/cleanup
- Groundskeeping
- Restroom cleaning
- Opening the school
- Routine daily cleaning
- Special projects

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Prepare school for next day
- Kitchen, health office & locker room cleaning
- Special projects

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

| Campus Description | |
|----------------------|-----------------|
| Year Built | 1990 |
| Acreage | 17.2 |
| Square Footage | 67,059 |
| | Quantity |
| Permanent Classrooms | 30 |
| Portable Classrooms | 2 |
| Restrooms (sets) | 4 |
| Computer Lab(s) | 3 |
| Gymnasium(s) | 1 |
| Staff Lounge(s) | 1 |
| Staff Work Room(s) | 1 |
| Multipurpose Room(s) | 1 |
| Library | 1 |

Facilities Inspection

The district's maintenance department inspects Vineyard Junior High School on an annual basis in accordance with Education Code §17592.72(c)(1). Vineyard Junior High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Monday, June 12, 2017. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2017-18, all restrooms were fully functional and available for student use at the time of the inspection.

| School Facility Good Repair Status Most Recent Inspection: Monday, June 12, 2017 | | | |
|---|---------------|------|------|
| Item Inspected | Repair Status | | |
| | Good | Fair | Poor |
| A. Systems | ✓ | | |
| B. Interior | ✓ | | |
| C. Cleanliness | ✓ | | |
| D. Electrical | ✓ | | |
| E. Restrooms / Fountains | ✓ | | |
| F. Safety | ✓ | | |
| G. Structural | ✓ | | |
| H. External | ✓ | | |

| Repair Needed and Action Taken or Planned | |
|---|---|
| Section Number | Comment |
| (D) | Girls RR Media Center - New light fixture needed |
| (E) | Staff Men's RR - Toilet running on and on when flushed; Girls RR by MPR - Loose toilet seat; Girls RR in Gym - Loose faucet |

| Overall Summary of School Facility Good Repair Status | | | |
|---|------|------|------|
| Exemplary | Good | Fair | Poor |
| ✓ | | | |

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators, proctors, and teachers patrol the campus, entrance areas, and designated common areas. Administrators and proctors monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators and teachers monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Vineyard Junior High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Vineyard Junior High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2017.

Classroom Environment

Discipline & Climate for Learning

Vineyard Junior High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

| | Suspensions & Expulsions | | |
|----------------------|--------------------------|-------|-------|
| | 14-15 | 15-16 | 16-17 |
| | VJHS | | |
| % Students Suspended | 3.7 | 4.2 | 4.2 |
| % Students Expelled | 0.0 | 0.0 | 0.0 |
| | ALSD | | |
| % Students Suspended | 1.6 | 2.0 | 2.4 |
| % Students Expelled | 0.0 | 0.0 | 0.0 |
| | California | | |
| % Students Suspended | 33.0 | 32.5 | 30.7 |
| % Students Expelled | 0.1 | 0.1 | 0.1 |

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

| Teaching Load Distribution Departmentalized Instruction | | | | |
|--|-----------------|----------------------|-------|-----|
| 2014-15 | | | | |
| Subject | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ |
| English | 29.0 | 5 | 8 | 15 |
| Mathematics | 28.0 | 5 | 15 | 9 |
| Science | 33.0 | 2 | 3 | 23 |
| Social Science | 32.0 | 2 | 5 | 13 |
| 2015-16 | | | | |
| Subject | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ |
| English | 30.0 | 8 | 22 | 24 |
| Mathematics | 29.0 | 8 | 23 | 23 |
| Science | 31.0 | 4 | 23 | 25 |
| Social Science | 26.0 | 15 | 22 | 24 |
| 2016-17 | | | | |
| Subject | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ |
| English | 27.0 | 8 | 16 | 8 |
| Mathematics | 28.0 | 8 | 8 | 14 |
| Science | 31.0 | 2 | 11 | 15 |
| Social Science | 31.0 | 2 | 9 | 15 |

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Vineyard Junior High School revolve around the California State Standards. During the 2016-17 school year, Vineyard Junior High School held staff development training devoted to:

- Data Analysis
- Teaching and Learning in the 21st Century
- Google Docs/Google Classroom
- Instructional Strategies
- Student Discipline
- Teaching Academic Vocabulary
- Common Core State Standards
- Thinking Maps
- BTSA Training
- Document-Based Questioning (DBQ)
- Technology in the Classroom
- Optimal Windows of Learning
- Student Engagement Strategies
- Expository Reading & Writing Course
- Lesson Design
- Positive Behavior Intervention and Support
- NGSS
- Interim Assessments

Decisions concerning selection of staff development activities are performed by the principal using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement

levels. Vineyard Junior High School supports ongoing professional growth throughout the year on two staff development days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2016-17 school year, Vineyard Junior High School's teachers attended the following events hosted by the Alta Loma School District:

- English Language Arts/English Language Development Adopted Materials
- Cultural Proficiency
- Positive Behavioral Intervention Support (PBIS)
- QUEST: Engaged Visible Learning
- 21st Century Skill Development
- Footsteps to Brilliance
- Technology Training
- Thinking Maps
- STEM (Science, Technology, Engineering, Math)
- Social Studies Adoption Training
- Document Based Questioning
- Next Generation Science Standards (NGSS)
- Write from the Beginning and Beyond
- Math Training

Vineyard Junior High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

| Staff Development Days Three-Year Trend | | |
|--|---------|---------|
| 2014-15 | 2015-16 | 2016-17 |
| 2 | 2 | 2 |

Instructional Materials

All textbooks used in the core curriculum at Vineyard Junior High School are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 06, 2017, the Alta Loma School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #09-06-17 (b) which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students,

including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2017-18 school year, Alta Loma School District did not offer visual/performing arts classes and therefore did not require the distribution of respective textbooks and instructional materials.

| Textbooks | | |
|-------------------------------|---|--------------------------|
| Adoption Year | Publisher & Series | Pupils Lacking Textbooks |
| English Language Arts | | |
| 2016 | McGraw Hill, <i>StudySync</i> | 0 % |
| History-Social Science | | |
| 2006 | Glencoe, <i>Medieval & Early Modern Times</i> | 0 % |
| 2006 | Glencoe, <i>The American Journey to WWI</i> | 0 % |
| Mathematics | | |
| 2015 | Houghton Mifflin, <i>Larson Big Ideas</i> | 0 % |
| 2015 | McGraw Hill, <i>Integrated Math 1</i> | 0 % |
| 2015 | McGraw Hill, <i>Math Accelerated</i> | 0 % |
| Science | | |
| 2007 | Glencoe, <i>Focus on Life Science</i> | 0 % |
| 2007 | Glencoe, <i>Focus on Physical Science</i> | 0 % |

Professional Staff

Counseling & Support Staff

Vineyard Junior High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Vineyard Junior High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

| Counselors & Support Personnel (Nonteaching Professional Staff) 2016-17 | | |
|---|--------------|-----|
| | No. of Staff | FTE |
| Academic Counselor | 0 | 0 |
| Academic Counselor/Dean of Students | 1 | 1.0 |
| Adaptive PE Specialist | 1 | * |
| Health Clerk | 1 | 0.5 |
| Library Clerk | 1 | 0.5 |
| Nurse | 1 | 0.2 |
| Occupational Therapist | 1 | * |
| Physical Therapist | 1 | * |
| Psychologist | 1 | 0.4 |
| School Counselor | 1 | * |
| Speech/Language/Hearing Specialist | 1 | 0.4 |

* as needed

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

Teacher Assignment

During the 2016-17 school year, Vineyard Junior High School had 31 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

| Teacher Credentials & Assignments | | | | |
|---|-------|-------|-------|-------|
| | VJHS | | | ALSD |
| | 15-16 | 16-17 | 17-18 | 17-18 |
| Total Teachers | 29 | 31 | 30 | 256 |
| Teachers with full credentials | 29 | 31 | 30 | 256 |
| Teachers without full credentials | 0 | 0 | 0 | 0 |
| Teachers teaching outside subject area of competence (with full credential) | 4 | 6 | 3 | 6 |
| Teacher misassignments for English learners | 6 | 5 | 4 | 8 |
| Total teacher misassignments | 6 | 5 | 4 | 8 |
| Vacant teacher positions | 0 | 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.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2015-16 salary comparison data was the most recent data available at the time this report was published.)

| Teacher and Administrative Salaries 2015-16 | | |
|--|---|-----------|
| | State Average of Districts in Same Category | |
| | ALSD | |
| Beginning Teacher Salary | \$39,859 | \$48,678 |
| Mid-Range Teacher Salary | \$71,548 | \$78,254 |
| Highest Teacher Salary | \$92,195 | \$96,372 |
| Superintendent Salary | \$197,884 | \$212,818 |
| Average Principal Salaries: | | |
| Middle School | \$118,888 | \$125,958 |
| Percentage of Budget: | | |
| Teacher Salaries | 38% | 38% |
| Administrative Salaries | 6% | 5% |

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

Expenditures Per Student

For the 2015-16 school year, Alta Loma School District spent an average of \$8,661 of total general funds to educate each student (based on 2015-16 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Alta Loma School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

- California Clean Energy Jobs Act
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Ongoing and Major Maintenance Account
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III

| Expenditures Per Pupil and School Site Teacher Salaries 2015-16 | | | | | |
|--|---------------------------|----------|------------------------------|---|-------|
| | Dollars Spent per Student | | | | |
| | VJHS | ALSD | % Diff. School & Dist. | State Avg., Dist. Same Size & Type | |
| | | | | % Diff. School & State | |
| Total** | \$6,257 | N/A | N/A | N/A | N/A |
| Restricted | \$672 | N/A | N/A | N/A | N/A |
| Unrestricted | \$5,584 | \$7,195 | 77.61 | \$6,574 | 84.95 |
| Average Teacher Salary | \$75,276 | \$76,346 | 98.60 | \$78,363 | 96.06 |

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

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Vineyard Junior High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

Parents may access Vineyard Junior High School's SARC and access the internet at any of the county's public libraries. The closest public library to Vineyard Junior High School is Archibald Library, a branch of Rancho Cucamonga Public Library.

Address: 7368 Archibald Avenue, Rancho Cucamonga
 Phone Number: (909) 477-2720
 WebSite: <http://www.rcpl.lib.ca.us/>
 Number of Computers Available: 22

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Alta Loma School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in November 2017.