



# Vina Elementary School

4790 D St. • Vina, CA 96092 • (530) 839-2182 • Grades 1-8

Debra Burgett, Principal

dburgett@lmsud.net

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Los Molinos Unified School District

7851 Hwy 99E  
Los Molinos, CA 96055  
(530) 384-7826  
www.lmsud.net

#### District Governing Board

Jill Botts, President  
Barbara Morgan, Vice President  
Roger Mesecher, Clerk  
Patrick Anderson, Trustee  
Tim Kuhn, Trustee  
Peter Neves, Trustee

#### District Administration

Joey Adame  
**Superintendent**  
Christie Landingham  
**CBO**

### School Description

Vina Elementary School is a small four-room school located 20 miles south of Red Bluff. It is one of two elementary schools in the Los Molinos Unified School District with an enrollment of approximately 70 students. Mission Statement-“At Vina Elementary School we strive for the four “R’s”: Responsibility, Self-Reliance, Realization of Personal Potential, and Respect for Self and Community.

Vina Elementary School is a four-room school that is located in Northern California's rural Tehama County. It is located 18 miles north of the city of Chico on the Vina plains, west of the meandering Sacramento River, and East of the rolling foothills of the Sierra Cascade. The district and school was founded In 1925. Vina Elementary School District unified with Los Molinos School District in the mid-1960's and is now one of 5 schools in the district. Vina serves approximately 80 students in first through eighth grades in the original, historic school building. A modern, portable building, which serves as our library, computer lab, and resource center was added in 2002. The school sits on 5.94 acres, all surrounded by neighboring orchards. As part of the grounds, there are two baseball diamonds, a multi-purpose soccer and football field, and two basketball courts. There is a designated play area for primary grade children.

Vina Elementary is the heart of the community. When events take place at the school the entire community is aware and attends. The school invites all community members to school functions such as an annual spaghetti feed, Open House, Back-to-School Night, Christmas program, and graduation. The staff collaborates well and works together with a high level of professionalism, dedicated to the achievement of students. Vina has four highly qualified teachers with one also serving as principal. Vina students benefit from a standards-based curriculum focusing on high academic achievement and strong character development. The staff is assisted by three instructional aides with one also serving as the school secretary. Individualized instruction is part of every instructional day. Finally, a full time custodian/bus driver keeps the facility neat and clean and transports the children safely to and from school.

Vina Elementary flourishes under our motto: Past, Present, & Future. We combine the best practices from the past, with the finest current methods to help students realize their potential and place in the future. Vina's history of success would not be possible without the efforts of all staff, community and students. We are proud to give the students at Vina Elementary a well-rounded education including, academics, the arts, and athletics.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 1	4
Grade 2	6
Grade 3	18
Grade 4	9
Grade 5	10
Grade 6	9
Grade 7	9
Grade 8	12
<b>Total Enrollment</b>	<b>77</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	46.8
Native Hawaiian or Pacific Islander	0
White	50.6
Two or More Races	1.3
Socioeconomically Disadvantaged	79.2
English Learners	29.9
Students with Disabilities	9.1
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Vina Elementary School	15-16	16-17	17-18
<b>With Full Credential</b>	4	4	4
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Los Molinos Unified School District	15-16	16-17	17-18
<b>With Full Credential</b>	♦	♦	35
<b>Without Full Credential</b>	♦	♦	1
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Vina Elementary School	15-16	16-17	17-18
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Textbooks and Instructional Materials Year and month in which data were collected: 08/2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	1st-6th Houghton Mifflin Harcourt "Journeys" 2017 7th & 8th MacMillan/McGraw-Hill "Literature California Treasures/2012  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin - California Math Expressions/2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Current Adoption 1-6 MacMillan/McGraw-Hill California Science 7&8 CPO Life CPO Physical  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Current Adoption 1-5 Scott Foresman 6-8 Prentice Hall  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	N/A
Health	N/A Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Arts Attack The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Vina Elementary is housed in an historic building that has served multiple generations of families. It is located in the center of Vina. The buildings and playground are well maintained and serve as a community gathering place. The restrooms were renovated several years ago and were made handicapped accessible. The lack of vandalism and graffiti show the pride of the community in their school. Electrical was updated in 08.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/05/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Sprinkler system, monthly fire drills, twice yearly fire inspections

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/05/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Structural:</b> Structural Damage, Roofs		X		Some light rooks leaks. some cafeteria floor sheet damage.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Daily inspections, numerous large cracks in playground asphalt. Roof needs replacement (scheduled for modernization).
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
<b>ELA</b>	29	23	43	36	48	48
<b>Math</b>	36	25	32	26	36	37

\* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>Science</b>	--	73	58	59	60	56

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.

Note: 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	36.4	9.1	9.1

\* 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.

2015-16 CAASPP Results by Student Group				
Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
<b>All Students</b>	16	15	93.8	73.3

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	61	61	100	22.95
Male	33	33	100	18.18
Female	28	28	100	28.57
Hispanic or Latino	28	28	100	21.43
White	31	31	100	22.58
Socioeconomically Disadvantaged	48	48	100	22.92
English Learners	16	16	100	18.75

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

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

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

**School Year 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	61	61	100	25
Male	33	33	100	24.24
Female	28	28	100	25.93
Hispanic or Latino	28	28	100	17.86
White	31	31	100	33.33
Socioeconomically Disadvantaged	48	48	100	25.53
English Learners	16	16	100	6.25

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

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

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

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

Vina is committed to supporting an already existing high parent participation rate. This is a district LCAP, Board, and SPSA Goal. In addition to SSC meetings, we offer an array of events such as Back to School Night, Open House, Halloween Carnival, Spaghetti Dinner, Christmas Program, Sport Events, and Grandparents Day. Parents also have the opportunity to volunteer throughout the school day, and chaperone field trips. Vina is very supportive of providing parents the opportunity to participate in school events. We are a village helping our kids!

### 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.

### School Safety Plan

With the current nationwide and local shootings on school campuses, Vina is going to implement the A.L.I.C.E. (Alert, Lockdown, Inform, Counter, Evacuate) Shooter on Campus Protocol. The first training will be held February of 2018. Our Superintendent, Joey Adame, is an ALICE certified trainer and he will be conducting the trainings. The safety plan was revised December 2017. This including updating all disaster procedures and communication protocols.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.3	0.0	2.5
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.1	3.4	5.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

### D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
Number of Schools Currently in Program Improvement	1	
Percent of Schools Currently in Program Improvement	50	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.1
Psychologist	.2
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.2
Resource Specialist	.2
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
2	19	19	19	1	1	1						
4	9	9	12	1	1	1						
6	22	22	12			1	1	1				
Other	20	20					1	1				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Professional Development provided for Teachers

Vina Teachers participated in MTSS (Multi-Tiered System of Supports) and ELD strategy trainings. In addition, district support has been provided in the area of Google Apps for education. In the future, Vina will participate in Project Based Learning as well as Universal Design for Learning. PLC (Professional Learning Community) protocols are in place to analyze student work and data.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$41,164
Mid-Range Teacher Salary		\$61,818
Highest Teacher Salary		\$84,567
Average Principal Salary (ES)		\$96,125
Average Principal Salary (MS)		\$103,336
Average Principal Salary (HS)		\$101,955
Superintendent Salary		\$126,855
Percent of District Budget		
Teacher Salaries	34%	32%
Administrative Salaries	7%	6%

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,111	\$2,401	\$6,370	\$55,118
District	◆	◆	\$6,370	\$65,004
State	◆	◆	\$6,574	\$62,381
Percent Difference: School Site/District			0.0	-15.2
Percent Difference: School Site/ State			-3.1	-11.6

\* Cells with ◆ do not require data.

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Vina students receive differentiated assistance through classroom instruction supported individualized by instructional aides, and push-in support by Resource Specialist and RSP Aide. LMUSD adopted the MTSS model and teachers will be receiving training on how to support students through various levels of intervention. A district School Psychologist also provides social skill training support for students through the SST process.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.