

Vina Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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.

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Vina Elementary School
Street	4790 D St.
City, State, Zip	Vina, CA 96092
Phone Number	(530) 839-2182
Principal	Debra Burgett
E-mail Address	dburgett@lmusd.net
Web Site	
Grades Served	1-8
CDS Code	52715716053581

District Contact Information	
District Name	Los Molinos Unified School District
Phone Number	(530) 384-7826
Superintendent	Mr. Charles Ward
E-mail Address	cward@lmsud.net
Web Site	www.lmsud.net

School Description and Mission Statement (Most Recent Year)

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.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 1	13
Grade 2	6
Grade 3	4
Grade 4	5
Grade 5	11
Grade 6	11
Grade 7	13
Grade 8	8
Total Enrollment	71

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Hispanic or Latino	39.4
White	57.7
Two or More Races	2.8
Socioeconomically Disadvantaged	77.5
English Learners	11.3
Students with Disabilities	7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	4	4	4	34
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	1st-6th MacMillan/McGraw-Hill "California Treasures" 7th & 8th MacMillan/McGraw-Hill "Literature California Treasures/2012	Yes	0%
Mathematics	Houghton Mifflin - California Math Expressions/2014	Yes	0%
Science	Current Adoption 1-6 MacMillan/McGraw-Hill California Science 7&8 CPO Life CPO Physical	Yes	0%
History-Social Science	Current Adoption 1-5 Scott Foresman 6-8 Prentice Hall	Yes	0%
Health	Current Adoption see science		0%
Visual and Performing Arts	Arts Attack	Yes	0%

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)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/05/14				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains			X	
Safety: Fire Safety, Hazardous Materials	X			Sprinkler system, monthly fire drills, twice yearly fire inspections
Structural: Structural Damage, Roofs			X	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Daily inspections, numerous large cracks in playground asphalt. Roof needs replacement (scheduled for modernization).

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 10/05/14				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	45	39	44
Mathematics	35	30	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	5	5	100.0	--	--	--	--
	4	5	5	100.0	--	--	--	--
	5	9	9	100.0	--	--	--	--
	6	12	12	100.0	42	17	42	0
	7	12	12	100.0	8	33	42	17
	8	8	8	100.0	--	--	--	--
Male	3		2	40.0	--	--	--	--
	4		3	60.0	--	--	--	--
	5		6	66.7	--	--	--	--
	6		8	66.7	--	--	--	--
	7		7	58.3	--	--	--	--
	8		5	62.5	--	--	--	--
Female	3		3	60.0	--	--	--	--
	4		2	40.0	--	--	--	--
	5		3	33.3	--	--	--	--
	6		4	33.3	--	--	--	--
	7		5	41.7	--	--	--	--
	8		3	37.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3		3	60.0	--	--	--	--
	4		1	20.0	--	--	--	--
	5		3	33.3	--	--	--	--
	6		2	16.7	--	--	--	--
	7		4	33.3	--	--	--	--
	8		6	75.0	--	--	--	--
White	3		2	40.0	--	--	--	--
	4		4	80.0	--	--	--	--
	5		5	55.6	--	--	--	--
	6		10	83.3	--	--	--	--
	7		8	66.7	--	--	--	--
	8		2	25.0	--	--	--	--
Two or More Races	5		1	11.1	--	--	--	--
Socioeconomically Disadvantaged	3		5	100.0	--	--	--	--
	4		4	80.0	--	--	--	--
	5		7	77.8	--	--	--	--
	6		11	91.7	36	18	45	0
	7		6	50.0	--	--	--	--
	8		7	87.5	--	--	--	--
English Learners	3		2	40.0	--	--	--	--
Students with Disabilities	5		1	11.1	--	--	--	--
	6		1	8.3	--	--	--	--
	7		2	16.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 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 Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	5	5	100.0	--	--	--	--
	4	5	5	100.0	--	--	--	--
	5	9	9	100.0	--	--	--	--
	6	12	12	100.0	25	42	17	17
	7	12	12	100.0	25	25	17	33
	8	8	8	100.0	--	--	--	--
Male	3		2	40.0	--	--	--	--
	4		3	60.0	--	--	--	--
	5		6	66.7	--	--	--	--
	6		8	66.7	--	--	--	--
	7		7	58.3	--	--	--	--
	8		5	62.5	--	--	--	--
Female	3		3	60.0	--	--	--	--
	4		2	40.0	--	--	--	--
	5		3	33.3	--	--	--	--
	6		4	33.3	--	--	--	--
	7		5	41.7	--	--	--	--
	8		3	37.5	--	--	--	--
Hispanic or Latino	3		3	60.0	--	--	--	--
	4		1	20.0	--	--	--	--
	5		3	33.3	--	--	--	--
	6		2	16.7	--	--	--	--
	7		4	33.3	--	--	--	--
	8		6	75.0	--	--	--	--
White	3		2	40.0	--	--	--	--
	4		4	80.0	--	--	--	--
	5		5	55.6	--	--	--	--
	6		10	83.3	--	--	--	--
	7		8	66.7	--	--	--	--
	8		2	25.0	--	--	--	--
Two or More Races	5		1	11.1	--	--	--	--
Socioeconomically Disadvantaged	3		5	100.0	--	--	--	--
	4		4	80.0	--	--	--	--
	5		7	77.8	--	--	--	--
	6		11	91.7	18	45	18	18
	7		6	50.0	--	--	--	--
	8		7	87.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	3		2	40.0	--	--	--	--
Students with Disabilities	5		1	11.1	--	--	--	--
	6		1	8.3	--	--	--	--
	7		2	16.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 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.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	75	73	--	71	61	58	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	58
All Students at the School	--
Male	--
Female	--
Hispanic or Latino	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
Students with Disabilities	--
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8	32	65
7	3	27	70

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 (Most Recent Year)

The school communicates to the parents and community via a yearly handbook, monthly newsletters, test results, school web site, Facebook, email access, school accountability report card, conferences, weekly work folders, progress reports, AYP and API scores. Parental input is always welcomed. All parents are encouraged to attend and participate in monthly site council meetings. A yearly parent survey is conducted and results used to modify practices.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.00	3.41	1.32	4.27	9.50	3.14	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The school safety plan includes procedures for regularly scheduled fire, earthquake and lock-down and other crisis drills. Also included are relocation areas in case of emergency, ingress and egress routes, emergency contacts, a map of school for fire and law enforcement personnel, an arial picture and surveys of other pertinent information to be used in emergencies with protocols to be followed. Staff meets and discusses safety procedures regularly. Last meeting December 10, 2014.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
2	10	1			11	1			19	1		
4	16	1			20	1			9	1		
6	19	1			26		1		22		1	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics					4	2			17	3		
Science												
Social Science												

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist		N/A
Other		N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$9,111	\$2,401	\$6,370	\$55,118
District	N/A	N/A	\$6370	\$57,514
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$5,348	\$59,460
Percent Difference: School Site and State	N/A	N/A	35.8	-4.8

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

Types of Services Funded (Fiscal Year 2014-15)

Nurse: health, vision, hearing, and scoliosis screening. Counselor/ Psychologist: testing for placement in RSP program, counseling of students and parents, referrals to other services, work with students with peer relationships. Classroom aides: assist the teachers in classrooms with students who are deficient in certain academic areas or help with some teacher duties so the teacher can spend more time with these students. Resource Specialist Teacher: works with the children identified as having learning disabilities.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,173	\$38,953
Mid-Range Teacher Salary	\$53,330	\$57,103
Highest Teacher Salary	\$70,499	\$74,127
Average Principal Salary (Elementary)	\$98,196	\$90,225
Average Principal Salary (Middle)	\$98,196	\$98,146
Average Principal Salary (High)	\$102,151	\$97,758
Superintendent Salary	\$130,591	\$117,803
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	8%	7%

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

Professional Development (Most Recent Three Years)

The district provides minimum days every other Wednesday and students are released at 12:50. The focus of these days are collaboration amongst staff. With the change to the Common Core standards teachers attended summer institutes and the district purchased the rights to PD360. Staff participates in videos depending on grade level and needs.