

Vine Hill Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Vine Hill Elementary School
Street	151 Vine Hill School Rd
City, State, Zip	Scotts Valley, California 95066-3211
Phone Number	(831) 438-1820
Principal	Tracey Neilsen
Email Address	tneilsen@scottsvalleyusd.org
Website	https://vh-scottsvalley-ca.schoolloop.com
County-District-School (CDS) Code	44754326049951

Entity	Contact Information
District Name	Scotts Valley Unified School District
Phone Number	(831) 438-1820
Superintendent	Tanya Krause
Email Address	tkrause@scottsvalleysd.org
Website	www.scottsvalleysd.org

School Description and Mission Statement (School Year 2019-20)

The Vine Hill School Community honors excellence in academics and high standards in conduct. Vine Hill strives to create an environment that:

- cultivates character
- fosters academic excellence
- believes in the equal worth and dignity of all students
- allows students to become independent, responsible, life-long learners

In reaching our vision, Vine Hill plans to establish a learning environment that:

- maintains an enthusiasm for learning
- encourages personal and social responsibility
- promotes academic excellence
- enhances lifelong learning skills
- supports the development and strengthening of self-esteem and integrity
- upholds respect for the environment
- creates an appreciation for the world's interrelated inhabitants and cultures
- contributes to a rapidly changing and culturally diverse society

The Mission of Vine Hill School teachers, administrators and staff is to provide an environment that cultivates character, fosters academic excellence, and believes in the equal worth and dignity of all students. The Vine Hill team joins the parents and community in developing skills that will allow students to become independent, responsible, life-long learners.

The Vine Hill Vision of Excellence encompasses the establishment of a learning environment that maintains an enthusiasm for learning, encourages personal and social responsibility, promotes academic excellence, and enhances lifelong learning skills. This vision supports the development and strengthening of self-esteem and integrity, respect for the environment, appreciation for the world's interrelated inhabitants and cultures, and involvement in contributions to a rapidly changing and culturally diverse society.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	94
Grade 1	89
Grade 2	95
Grade 3	91
Grade 4	87
Grade 5	94
Total Enrollment	550

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.5
Asian	5.1
Filipino	0.5
Hispanic or Latino	14.9
White	69.8
Two or More Races	6.7
Socioeconomically Disadvantaged	13.5
English Learners	3.6
Students with Disabilities	8.5
Homeless	1.6

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	26	22	23	110
Without Full Credential	0	1	1	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: November 2019

Budget constraints prevented adoption of new textbooks, along with equipment and other supplemental materials needed for many years. With budget improvement SVUSD was able to purchase a math adoption for the 2016-17 school year. Secondary schools are piloting health and foreign language for adoption ins 2017-18, The New Generation Science standards are being reviewed and research on instructional materials to support those new standards have begun. A list of currently used instructional materials (including textbook titles and publishers) is available upon request.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin State Adopted - Adopted 9/03 K-4 - Scott Foresman State Adopted - Adopted 6/07 5th - Houghton- Mifflin State Adopted - Adopted 6/07 5th - Harcourt Brace - Adopted 6/07 Lucy Calkins Units of Study beginning- Adopted 2018-19 (Heinemann)	Yes	0%
Mathematics	Pearson Investigations 3 Adopted 2016-17	Yes	0%
Science	MacMillan-McGraw Hill - Adopted 6/08 FOSS 19.20 (Supplemental)	Yes	0%
History-Social Science	K-4 - Scott Foresman State Adopted - Adopted 6/07 5th - Houghton- Mifflin State Adopted - Adopted 6/07 5th - Harcourt Brace - Adopted 6/07	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Vine Hill School takes pride in the safety and cleanliness of our school facility. All classrooms are attractive, comfortable and have adequate lighting. Our custodial staff consists of one daytime facilities specialist, and one half time evening facilities specialist. These facilities specialists are responsible for and take pride in keeping a clean, beautiful campus for all. Aside from their janitorial responsibilities they also perform routine maintenance tasks.

The campus has a number of features beyond the classrooms. The school maintains an ADA accessible outdoor Life Lab to provide experiential learning opportunities for all students. There is an outdoor amphitheater large enough to hold the entire student body for assemblies and events. There are three distinct playground areas: a kindergarten only area; a playground area containing play structures; and an area containing basketball and tetherball courts and a baseball diamond.

We have an active Safety Committee that reviews safety plans, procedures, and provides safety education to our staff. We have a comprehensive Emergency Action Plan in place and drills are routinely held. Recesses and lunch periods are staggered to limit the number of students on the playground thus ensuring more effective supervision of students. The campus is lit with motion sensor devices, and any graffiti is removed immediately. Each campus has an annual safety inspection performed by an external agency to assist us in providing safe facilities.

District maintenance personnel attend to maintenance needs at each campus on an ongoing basis, with service requests being managed through a web-based work order system. To assist in the effort to ensure clean, safe and functional facilities, the district uses a facility survey instrument developed by the State of California Office of Public School Construction and conducts annual self-inspections, recording the results of the inspection on the survey document. Below is more specific information about the school and the efforts made to ensure that students and staff are provided with a clean, safe and functional learning environment.

Age of the School Buildings: Built in 1959, Vine Hill has 27 classrooms, a library and a computer lab. Ten of the classrooms are portables. The permanent buildings were modernized in 1995.

Cleaning Process and Schedule: The district has adopted cleaning standards. The principal works daily with the custodial staff to develop and adjust cleaning schedules to ensure a clean, safe campus. All restrooms are checked throughout the day for cleanliness and adequate supplies. In good weather, when students eat lunch outside, lunch tables and the immediate grounds are washed down daily. Vine Hill implements a recycling program in the classrooms and during lunch.

Maintenance and Repair: District maintenance personnel make every effort to ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Safety issues are given the highest priority.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 10/4/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Heater in Room 9: Heater door does not close properly. Heater makes noise when shutting off
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Classroom 10: Clock isn't working Mechanical Room: Electrical panel is blocked - fixed Room 5A: Electrical panel blocked - fixed

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Portable 1: Drinking fountain water pressure low Portable 4: Sink needs to be plumbed - in process Portable 7: Sink needs to be plumbed - in process
Safety: Fire Safety, Hazardous Materials	Good	Classroom 5: Charging units need to be off the floor - fixed Library: Move heavy containers off top shelves. - completed Electrical/Custodial Room: needs fire extinguisher - done Book Storage Room: needs a fire extinguisher - done Teacher Lounge: needs fire extinguisher - done Teacher Work Room: needs a fire extinguisher - One already there
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Portable 5: Door not closing on its own - fixed Mechanical/electrical room: Door cracked, no middle hinge - in process Playground kinder: Asphalt and concrete transition needs to be grinded down. - done
Overall Rating	Good	

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. 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); 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	75	69	74	75	50	50
Mathematics (grades 3-8 and 11)	65	62	67	63	38	39

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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	275	271	98.55	1.45	69.37
Male	146	143	97.95	2.05	68.53
Female	129	128	99.22	0.78	70.31
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	76.92
Filipino	--	--	--	--	--
Hispanic or Latino	44	44	100.00	0.00	72.73
Native Hawaiian or Pacific Islander					
White	192	188	97.92	2.08	67.02

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	17	17	100.00	0.00	76.47
Socioeconomically Disadvantaged	43	42	97.67	2.33	42.86
English Learners	15	15	100.00	0.00	66.67
Students with Disabilities	30	29	96.67	3.33	55.17
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	275	271	98.55	1.45	61.99
Male	146	143	97.95	2.05	67.83
Female	129	128	99.22	0.78	55.47
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	84.62
Filipino	--	--	--	--	--
Hispanic or Latino	44	44	100.00	0.00	54.55
Native Hawaiian or Pacific Islander					
White	192	188	97.92	2.08	60.11
Two or More Races	17	17	100.00	0.00	82.35
Socioeconomically Disadvantaged	43	42	97.67	2.33	38.10
English Learners	15	15	100.00	0.00	46.67
Students with Disabilities	30	29	96.67	3.33	51.72
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.6	36.1	24.7

Note: 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.

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

There are many opportunities for parents to be directly involved at Vine Hill School: Vine Hill PTA, School Site Council, DELAC (District Language Advisory Council) and Vine Hill Science Fair, as well as volunteering in the classrooms, library, computer lab, office and life lab garden. The PTA supports after-school enrichment classes. Additionally, Vine Hill parents are involved in district and community activities and committees that support all Scotts Valley schools: (SVEF) Scotts Valley Educational Foundation, Curriculum and Instruction, Safety/Emergency Preparedness, Strategic Planning Day and District Wellness Committee. Volunteers are a valuable and welcome resource!

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.3	1.1	0.9	2.3	1.9	2.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Vine Hill has developed a comprehensive School Safety Plan to ensure a safe and supportive learning environment for students and staff. The Site Safety Committee reviews this plan annually and make modifications as needed. Key elements included in the plan are proactive security procedures, established emergency response plans, school discipline and regulations regarding suspension and expulsion, and proactive strategies to address sexual harassment, substance use, and conflict resolution. The School Site Council approves the plan each Spring.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	4		21	1	4		22		4	
1	23		4		24		4		24		3	
2	24		3		24		4		24		4	
3	22	1	3		28		3		23		4	
4	25		3		31		3		29		3	
5	28		3		27		3		32		3	
Other**									24		1	

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	550.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6320	\$1271	\$5,049	\$64,797
District	N/A	N/A	\$6902	\$63647.00
Percent Difference - School Site and District	N/A	N/A	-31.0	1.8
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-39.1	-11.8

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

Types of Services Funded (Fiscal Year 2018-19)

Academic Intervention Assistants (Research based training in classroom instructional strategies, Individual and small group instruction), Title I, ELD (English Language Development), Training in Math Essential Standards, Support in using data for Student Achievement, after school homework support for students, training in PBIS (Positive Behavior Intervention Supports and SEL (Social Emotional Learning).

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,768	\$46,208
Mid-Range Teacher Salary	\$60,263	\$72,218
Highest Teacher Salary	\$79,230	\$92,742
Average Principal Salary (Elementary)	\$98,733	\$134,864
Average Principal Salary (Middle)	\$114,241	\$118,220
Average Principal Salary (High)	\$103,534	\$127,356
Superintendent Salary	\$190,000	\$186,823
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

The District provides two staff development days each year. Content of those days for 2019-20 focused on training in using data systems and technology, and social and emotional support for all students. Additionally, teams of teaching staff and administration attend ongoing training throughout the year. Some of the more notable trainings are SVMII (Silicon Valley Math Initiative) through a grant with S4C (Santa Cruz County College Commitment), English Learners, NGSS (Next Generation Science Standards), PBIS (Positive Behavior Intervention and Support, IB (International Baccalaureate) training in specific subjects, and Special Education topics including compliance, behavior analysis and strategies.

All certificated staff meet weekly in a restructured day schedule in order to have Professional Development and Collaboration. The weekly work centers around district goals to increase student achievement and the site Single School Plan for Student Achievement. Our plan identifies specific goals for school improvement in all subject areas. These goals are part of the outcome of staff and School Site Council analysis of student achievement data, as well as feedback from parent and student surveys. Staff development needs are identified as a result of student achievement performance. During the past several years, emphasis was given to learning strategies appropriate to English Learners, students with disabilities, analysis of student work, and strategies to address needs of students not meeting standards. We continue to work on essential standards and benchmarks. The weekly professional development time provides opportunities for cross grade level collaboration. All sites participate in the New Teacher Project for first and second year teachers.