

Vine Hill Elementary School

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

School Name	Vine Hill Elementary School
Street	151 Vine Hill School Rd
City, State, Zip	Scotts Valley, California 95066
Phone Number	(831) 438-1090
Principal	Tracey Neilsen
Email Address	tneilsen@scottsvalleyusd.org
School Website	https://www.vinehill.scottsvalleyusd.org/
County-District-School (CDS) Code	44754326049951

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	107
Grade 1	89
Grade 2	83
Grade 3	95
Grade 4	75
Grade 5	82
Total Enrollment	531

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46%
Male	53.9%
American Indian or Alaska Native	0.2%
Asian	5.6%
Black or African American	0.4%
Filipino	0.6%
Hispanic or Latino	13.9%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	11.3%
White	65.9%
English Learners	5.6%
Socioeconomically Disadvantaged	9.6%
Students with Disabilities	9.8%

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.10	100.00	95.40	91.27	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.40	0.38	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.40	0.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.70	4.58	12115.80	4.41
Unknown	0.00	0.00	3.40	3.30	18854.30	6.86
Total Teaching Positions	22.10	100.00	104.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.10	100.00	101.90	89.72	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	3.08	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.60	1.41	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.00	3.55	11953.10	4.28
Unknown	0.00	0.00	2.50	2.23	15831.90	5.67
Total Teaching Positions	23.10	100.00	113.60	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

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

Class Assignments

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

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

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

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

Piloting various Science curriculums for adoption

Year and month in which the data were collected January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Lucy Calkins Units of Study beginning-Adopted 2018-19 (Heinemann) TK-2 Amplify Phonics (supplemental) 2023	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-5 Saavas My World Social Studies Adopted 22-23	Yes	0%
Foreign Language	n/a		
Health	n/a		
Visual and Performing Arts	n/a		

School Facility Conditions and Planned Improvements

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 part 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 and basic landscaping.

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 turf play field.

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. Security cameras have been installed for surveillance purposes throughout the campus.

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 staff work room, staff lounge, and five office spaces. 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. Air purifiers are installed in all classrooms.

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.

Year and month of the most recent FIT report

1/3/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Classroom 18: Fired extinguisher needs to inspected / Water fountain needs to be turned on YR 2) (SCHOOLDUDE) Classroom 5: Fire extinguisher needs to be inspected / Adjust drinking fountain; water too low (SCHOOLDUDE)

School Facility Conditions and Planned Improvements

			<p>Classroom 7: Fire extinguisher needs to be inspected / Adjust water fountain; water level too low - Y2) / Move heavy items from top shelf(ves) (SCHOOLDUDE) Portable 1 (district owns): Puddle outside door / Fire extinguisher needs to be inspected / Attach bookshelf to wall / Printer needs to be strapped down or moved YR 2 / Adjust water fountain down / Light needs cover Portable 8 (P8): Fire extinguisher needs to be inspected / Move heavy items from to of shelf(ves) / Adjust water foundtain down (SCHOOLDUDE)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>12A Electrical/communication room: Fire extinguisher needs to be inspected 20A Electrical / Custodial Room: Fires extinguisher needs to be inspected 20B Book storage room: Fire extinguisher needs to be inspected Classroom 1 (K): Fire extinguisher needs to be inspected / Chair in classroom is not fire retardant; needs to be removed-YR 2 / Blue stuffed floor mattress is not fire retardant; needs to be removed (SCHOOLDUDE) Classroom 10: Fire extinguisher needs to be inspected / Move heavy items from top shelf - YR 2) Classroom 11: Fire extinguisher needs to be inspected Classroom 12: Fire extinguisher needs to be inspected / Couches need to be removed / Ceramic items on top shelf need to be moved or taped down YR 2 Classroom 16: Fire extinguisher needs to be inspected Classroom 17: Fire extinguisher needs to be inspected Classroom 18: Fired extinguisher needs to inspected / Water fountain needs to be turned on YR 2) (SCHOOLDUDE) Classroom 19: Fire extinguisher needs to be inspected Classroom 2 (TK): Fire extinguisher needs to be inspected Classroom 20: Fire extinguisher needs to be inspected Classroom 3 (K): Fire extinguisher needs to be inspected Classroom 4 (TK): Fire extinguisher needs to be inspected Classroom 5: Fire extinguisher needs to be inspected / Adjust drinking fountain; water too low (SCHOOLDUDE) Classroom 6: Fire extinguisher needs to be inspected / Bean bags need to be removed; not fire retardant / Cord cover needed (SCHOOLDUDE) Classroom 7: Fire extinguisher needs to be inspected / Adjust water fountain; water level too low - Y2) / Move heavy items from top shelf(ves) (SCHOOLDUDE) Classroom 8: Fire extinguisher needs to be inspected / Cap needed on fire conduit on clock wall / Locker style cabinet needs to be attached to the wall (YR2) / Move heavy items from top of shelf(ves) (SCHOOLDUDE) Classroom 9: Fire extinguisher needs to be inspected Counselor's office (was computer lab): Fires extinguisher needs to be inspected Food Service (Cub Café): Fires extinguisher needs to be inspected</p>

School Facility Conditions and Planned Improvements

Front Office: Empty fish tanks need to be removed / Portable AC unit needs to be strapped down / Fire extinguisher needs to be inspected (SCHOOLDUDE)

Library: Fire extinguisher needs to be inspected / Bookshelf at the end of row needs to be attached (SCHOOLDUDE)

Mechanical Room (behind principal's office): Fire extinguisher needs to be inspected

Nurse's station: Fire extinguisher needs to be inspected

Portable 1 (district owns): Puddle outside door / Fire extinguisher needs to be inspected / Attach bookshelf to wall / Printer needs to be strapped down or moved YR 2 / Adjust water fountain down / Light needs cover

Portable 10 (P10): Fire extinguisher needs to be inspected / Microwave needs to be strapped down OR MOVED YR 2

Portable 2 (district owns): Fire extinguisher needs to be inspected / Move printer on top of file cabinet or have it strapped down / Chair does not have fire retardant tag; remove from classroom (SCHOOLDUDE)

Portable 3 (district owns): Fire extinguisher needs to be inspected

Portable 4: Fire extinguisher needs to be inspected / Move tech equipment on top of cabinet YR 2 / Replace 10 stained ceiling tiles (SCHOOLDUDE)

Portable 5 (Band): Fire extinguisher needs to be inspected / Front window screen needs to be repaired / Replace ceiling tile (SCHOOLDUDE)

Portable 6 (used by Champions): Fire extinguisher needs to be inspected / Front window screen needs to be repaired (SCHOOLDUDE)

Portable 7 (P7): Fire extinguisher needs to be inspected / Patch bottom of ramp (SCHOOLDUDE) / Printer on cabinet needs to be strapped down or moved

Portable 8 (P8): Fire extinguisher needs to be inspected / Move heavy items from to of shelf(ves) / Adjust water fountain down (SCHOOLDUDE)

Portable 9 (P9): Fire extinguisher needs to be inspected / Move heavy items from top of shelves/cabinets YR 2)

Room 11A Asst Principal's Office: Fire extinguisher needs to be inspected / Bookshelf needs to be attached to the wall (SCHOOLDUDE)

Room 17A - Counselor's Office: Fire extinguisher needs to be inspected / 2 printers need to be strapped down or moved

Room 54 (storage): Fire extinguisher needs to be inspected

Room 6A (Speech): Fire extinguisher needs to be inspected

Teacher's Lounge: Fire extinguisher needs to be inspected

Fire Extinguishers are inspected monthly. December was missed in error.

Teacher's workroom: Fire extinguisher needs to be inspected / Move heavy items from top shelf - YR 2)

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Portable 4: Fire extinguisher needs to be inspected / Move tech equipment on top of cabinet YR 2 / Replace 10 stained ceiling tiles (SCHOOLDUDE) Portable 5 (Band): Fire extinguisher needs to be inspected / Front window screen needs to be repaired / Replace ceiling tile (SCHOOLDUDE)

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	67	69	65	63	47	46
Mathematics (grades 3-8 and 11)	59	64	55	55	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	253	250	98.81	1.19	69.20
Female	108	107	99.07	0.93	67.29
Male	144	142	98.61	1.39	70.42
American Indian or Alaska Native	0	0	0	0	0
Asian	21	20	95.24	4.76	85.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	35	35	100.00	0.00	48.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	31	31	100.00	0.00	67.74
White	165	163	98.79	1.21	71.78
English Learners	13	13	100.00	0.00	38.46
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	19	100.00	0.00	52.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	28	96.55	3.45	35.71

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	253	251	99.21	0.79	64.14
Female	108	108	100.00	0.00	50.93
Male	144	142	98.61	1.39	73.94
American Indian or Alaska Native	0	0	0	0	0
Asian	21	20	95.24	4.76	85.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	35	35	100.00	0.00	40.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	31	31	100.00	0.00	54.84
White	165	164	99.39	0.61	68.29
English Learners	13	13	100.00	0.00	30.77
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	19	100.00	0.00	57.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	28	96.55	3.45	35.71

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	57.89	65.85	54.31	51.96	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	83	82	98.80	1.20	65.85
Female	37	37	100.00	0.00	56.76
Male	46	45	97.83	2.17	73.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	13	13	100.00	0.00	46.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	54	53	98.15	1.85	73.58
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	36.36

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

There are many opportunities for parents to be directly involved at Vine Hill School: Vine Hill PTA, School Site Council, PAC (Parent Advisory Council), and DELAC (District Language Advisory Council), as well as volunteering in classrooms, chaperoning field trips, and helping in the life lab garden or library.

The School Site Council develops, distributes, and compiles responses to a yearly parent survey which collects parent input on many aspects of the school.

The PTA supports a variety of fine art classes including music and dance. Additionally, the PTA funds many campus projects and family fun nights. The PTA is the main fundraising body of the school and holds multiple fundraisers throughout the year.

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, and others. Volunteers are a valuable and welcome resource!

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	554	549	112	20.4
Female	254	253	55	21.7
Male	299	295	57	19.3
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	32	32	3	9.4
Black or African American	3	3	1	33.3
Filipino	3	3	0	0.0
Hispanic or Latino	82	81	18	22.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	63	62	12	19.4
White	358	356	75	21.1
English Learners	34	34	12	35.3
Foster Youth	0	0	0	0.0
Homeless	10	10	8	80.0
Socioeconomically Disadvantaged	64	63	27	42.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	64	64	11	17.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.18	1.10	0.36	0.25	2.01	1.58	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.36	0
Female	0	0
Male	0.67	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.22	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.28	0
English Learners	2.94	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.56	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

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. The district has adopted the Standard Command Response for Schools (SCRS) model for emergency response. Staff and students practice SCRS procedures with drills throughout the year.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	4	1	
1	26		4	
2	32		2	1
3	26		3	
4	27		3	
5	29		3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	3	
1	17	2	3	
2	25	1	3	1
3	18	1	3	
4	20	1	3	
5	19	1	3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	4	0
1	22	1	3	0
2	27	1	2	1
3	24	0	4	0
4	25	0	3	0
5	27	0	3	0
6	0	0	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	265.5

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.7

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,664.02	\$1,424.67	\$5,239.35	\$67,160
District	N/A	N/A	\$5,675.53	\$65,254
Percent Difference - School Site and District	N/A	N/A	-8.0	2.9
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-36.9	-19.9

Fiscal Year 2022-23 Types of Services Funded

A comprehensive educational program for Transitional Kindergarten through 5th grade students, including Special Education and English Language Development are supported through federal and state funds and private grant funding sources as well as 'one time' monies are sought to supplement our educational programs. State and Federal funds are also used to support student social/emotional well-being, to educate students on the dangers of drug use through programs such as DARE, and to support academic intervention. Supplemental Reading and Math Intervention is provided by contracted, credentialed teachers and assistants funded through PTO and LCAP funds. Brook Knoll has a credentialed full time English Language Teacher and a credentialed full time Intervention Teacher with support staff. In Special Education, Vine Hill has a fully staffed Resource program and a RSP program; services include Occupational Therapy, Speech and Language Therapy, Psychologist, Counseling and Adaptive Physical Education when needed. Other services funded include Credentialed Teachers, Academic Intervention Assistants (Research based training in classroom instructional strategies, Individual and small group instruction), Support in using data for Student Achievement. Professional Development including; Diversity and equity, Social Emotional Learning, Trauma informed teaching, and classroom strategies.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$44,540	\$50,875
Mid-Range Teacher Salary	\$65,843	\$79,761
Highest Teacher Salary	\$86,570	\$103,045
Average Principal Salary (Elementary)	\$115,503	\$128,154
Average Principal Salary (Middle)	\$104,024	\$131,774
Average Principal Salary (High)	\$121,044	\$142,676
Superintendent Salary	\$232,212	\$211,462
Percent of Budget for Teacher Salaries	27.26%	30.11%
Percent of Budget for Administrative Salaries	5.6%	5.49%

Professional Development

The District provides two staff development days during the year. Additionally, part of the teacher kick-off day before school starts focuses on Professional Development. Content of Professional Development in the 2022-2023 school year focuses on Equity, Mathematics, PBIS, and MTSS structures for academic and mental health interventions. There was also an emphasis on student and staff wellness and social emotional learning.

Teachers at our site have also participated in professional development and training in; evaluation process, new curriculum, safety, SEL, and behavior interventions,.

All certificated staff meet four times a month in a restructured day schedule in order to have Professional Development and collaboration. This 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 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, district focus areas, and teacher input.

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 professional development time provides opportunities for cross-grade level collaboration and vertical articulation. All sites participate in the New Teacher Project for first and second year teachers.

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	2