

Vine Hill Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School 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) 438-1090
Principal	Tracey Neilsen
Email Address	tneilsen@scottsvalleyusd.org
School Website	https://www.vinehill.scottsvalleyusd.org/
County-District-School (CDS) Code	44754326049951

2022-23 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 Address	www.scottsvalleyusd.org

2022-23 School Overview

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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	106
Grade 1	86
Grade 2	100
Grade 3	73
Grade 4	79
Grade 5	77
Total Enrollment	521

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1
Male	53.7
American Indian or Alaska Native	0.0
Asian	6.1
Black or African American	0.2
Filipino	0.2
Hispanic or Latino	14.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	10.0
White	64.3
English Learners	6.5
Foster Youth	0.0
Homeless	1.0
Migrant	0.0
Socioeconomically Disadvantaged	7.7
Students with Disabilities	8.6

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

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district adopted Saavas Social Studies curriculum this year for TK-5. Amplify Phonics was added as a supplemental program for TK-2

Year and month in which the data were collected	January 2022
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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) TK-2 Amplify Phonics (supplemental)	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.

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 and a 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.

This year, more extensive cleaning and sanitizing practices are being utilized due to the COVID-19 pandemic. Air purifiers were purchased and 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

11/2/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Portable 5 (Band): Fire extinguisher needs to be inspected / Adjust water fountain level / Room heater needs to be repaired
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			Portable 8: Fire extinguisher needs to be inspected / New outlet cover needed on right side classroom wall
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

			<p>Classroom 18: Fire extinguisher needs to be inspected / Water fountain not on / 2 bookcases need to be attached to the wall</p> <p>Classroom 7: Fire extinguisher needs to be inspected / Water fountain needs to be adjusted</p> <p>Portable 2 (district owns): Fire extinguisher needs to be inspected / Water fountain level needs to be adjusted</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>20A Electrical / Custodial Room: Fire extinguisher needs to be inspected</p> <p>20B - Book room storage: Fire extinguisher needs to be inspected</p> <p>Before/After school portable: 2 Fire extinguisher needs to be inspected / Check heater; doesn't seem to be working</p> <p>Classroom 1: Fire extinguisher needs to be inspected / Chair in classroom does not have a fire safety tag</p> <p>Classroom 11: Fire extinguisher needs to be inspected</p> <p>Classroom 12: Fire extinguisher needs to be inspected / Book shelf needs to be attached to the wall / Ceramic items on top shelf have to be moved or taped down so they don't fall / 2 couches need to be removed</p> <p>Classroom 16: Fire extinguisher needs to be inspected</p> <p>Classroom 17: Fire extinguisher needs to be inspected</p> <p>Classroom 18: Fire extinguisher needs to be inspected / Water fountain not on / 2 bookcases need to be attached to the wall</p> <p>Classroom 19: Fire extinguisher needs to be inspected</p> <p>Classroom 2: Fire extinguisher needs to be inspected / Move fan from top shelf / Printer needs to be strapped down / Do not block furnace door</p> <p>Classroom 20: Fire extinguisher needs to be inspected</p> <p>Classroom 3: Fire extinguisher needs to be inspected / Library cushion does not have a fire safety tag</p> <p>Classroom 4: Fire extinguisher needs to be inspected / Move heavy items from top of shelves/cabinets (plexiglass and 'Theme' boxes)</p> <p>Classroom 5: Fire extinguisher needs to be inspected / Remove couch</p> <p>Classroom 6: Fire extinguisher needs to be inspected / Bean bag needs to be removed' no fire safety tag / Book shelf needs to be attached to the wall</p> <p>Classroom 7: Fire extinguisher needs to be inspected / Water fountain needs to be adjusted</p> <p>Classroom 8: Fire extinguisher needs to be inspected / 'Locker' styled shelf needs to be attached to the wall</p> <p>Classroom 9: Fire extinguisher needs to be inspected / Move heavy items from top of shelves/cabinets</p> <p>Food Service (Cub Café): Fire extinguisher needs to be inspected</p> <p>Hallway: AED needs to be inspected</p> <p>Library: Fire extinguisher needs to be inspected / Bookshelves need to be strapped down</p> <p>Mechanical Room (behind principal's office): Fire extinguisher needs to be inspected / Tables blocking panel / Move kiln</p>

School Facility Conditions and Planned Improvements

			<p>Portable 1 (district owns): Fire extinguisher needs to be inspected / Attache bookshelf to wall / Printer needs to be strapped down</p> <p>Portable 10: Fire extinguisher needs to be inspected / Daisy chain / Microwave needs to be strapped down</p> <p>Portable 2 (district owns): Fire extinguisher needs to be inspected / Water fountain level needs to be adjusted</p> <p>Portable 3 (district owns): Fire extinguisher needs to be inspected / Bookshelf next to sink needs to be strapped to the wall</p> <p>Portable 4: Fire extinguisher needs to be inspected / Move tech equipment on top of cabinet</p> <p>Portable 5 (Band): Fire extinguisher needs to be inspected / Adjust water fountain level / Room heater needs to be repaired</p> <p>Portable 7: Fire extinguisher needs to be inspected</p> <p>Portable 8: Fire extinguisher needs to be inspected / New outlet cover needed on right side classroom wall</p> <p>Portable 9: Fire extinguisher needs to be inspected / Daisy chain / Move heavy items from top of shelves/cabinets</p> <p>Room 11A (Psych): Fire extinguisher needs to be inspected</p> <p>Room 17A - Counselor's Office: Fire extinguisher needs to be inspected / Telephone cord needs to be attached to the wall / Printer needs to be strapped down / Bookshelf needs to be attached to the wall (originally used as isolation room)</p> <p>Room 5A (storage): Fire extinguisher needs to be inspected</p> <p>Room 6A (Speech): Fire extinguisher needs to be inspected</p> <p>Teacher's Lounge: Room needs a fire extinguisher</p> <p>Teacher's workroom: Fire extinguisher needs to be inspected / Move heavy items from top of shelf</p>
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Before/After school portable restroom: Doors stick

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	67	N/A	65	N/A	47
Mathematics (grades 3-8 and 11)	N/A	59	N/A	55	N/A	33

2021-22 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	232	226	97.41	2.59	67.26
Female	101	99	98.02	1.98	65.66
Male	130	126	96.92	3.08	68.25
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	18	18	100.00	0.00	77.78
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	34	33	97.06	2.94	51.52
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	34	31	91.18	8.82	67.74
White	145	143	98.62	1.38	69.23
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.00	0.00	7.69
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	24	24	100.00	0.00	62.50

2021-22 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	232	227	97.84	2.16	59.03
Female	101	100	99.01	0.99	54.00
Male	130	126	96.92	3.08	62.70
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	18	18	100.00	0.00	83.33
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	34	33	97.06	2.94	30.30
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	34	31	91.18	8.82	61.29
White	145	144	99.31	0.69	61.81
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.00	0.00	7.69
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	24	24	100.00	0.00	45.83

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	57.89	NT	54.31	28.5	29.47

2021-22 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	78	76	97.44	2.56	57.89
Female	38	38	100	0	57.89
Male	40	38	95	5	57.89
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	16	15	93.75	6.25	40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	50	50	100	0	62
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	99%	99%	99%	99%	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.

2022-23 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), DELAC (District Language Advisory Council) and Vine Hill Science Fair, as well as volunteering in classrooms, chaperoning field trips, and helping in the life lab garden. The PTA supports a variety of fine art classes including music and foreign language. 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!

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	543	533	117	22.0
Female	249	245	57	23.3
Male	293	287	60	20.9
American Indian or Alaska Native	2	0	0	0.0
Asian	33	33	5	15.2
Black or African American	1	1	0	0.0
Filipino	1	1	1	100.0
Hispanic or Latino	83	82	24	29.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	56	55	12	21.8
White	352	348	71	20.4
English Learners	34	34	10	29.4
Foster Youth	0	0	0	0.0
Homeless	5	5	2	40.0
Socioeconomically Disadvantaged	50	45	17	37.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	63	61	14	23.0

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.75	2.45
Expulsions	0.00	0.07	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.18	1.10	0.25	2.01	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.10	0.00
Female	0.40	0.00
Male	1.71	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.20	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.79	0.00
White	1.14	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.17	0.00

2022-23 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.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	20	2	5	
1	26		3	
2	36		2	1
3	24		4	
4	32		1	
5	29		3	

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	

2021-22 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	521

2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$66,838
Percent Difference - School Site and District	N/A	N/A	-8.0	0.5
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	-22.9	-16.4

2021-22 Types of Services Funded

Academic Intervention Assistants (Research based training in classroom instructional strategies, Individual and small group instruction), Title I Intervention, ELD (English Language Development, Training in Environmental Literacy, Support in using data for Student Achievement, special education services.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,419	\$48,503
Mid-Range Teacher Salary	\$62,707	\$74,912
Highest Teacher Salary	\$82,448	\$100,321
Average Principal Salary (Elementary)	\$109,425	\$122,160
Average Principal Salary (Middle)	\$95,154	\$127,632
Average Principal Salary (High)	\$114,702	\$137,578
Superintendent Salary	\$212,766	\$198,665
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	6%	6%

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 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 were able to attend additional professional development programming as we have moved beyond COVID restrictions. 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 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 and teacher surveys.

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.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	2