

The Single Plan for Student Achievement

School: Vine Hill Elementary School
CDS Code: 44754326049951
District: Scotts Valley Unified District
Principal: Julie Ebert
Revision Date: 9/26/16

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on 10/27/2015.

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School Vision and Mission

Vine Hill Elementary School's Vision and Mission Statements

Mission Statement

Vine Hill School teachers, administrators and staff strive 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.

Vision Statement

We vow to demonstrate:

Democracy

Equality

Meaningfulness

Others' needs

Commitment

Rigor

Analysis

Constancy

Yearning for the best

School Profile

Vine Hill Elementary School is a K-5 school in the Scotts Valley Unified School District serving approximately 578 students in 23 classrooms. The school was built in 1959 and opened in 1961. It includes 22 general education classroom teachers, an SDC teacher, a full time resource teacher and a speech therapist. Vine Hill School receives Title 1 funding that is used to fund targeted assistance in reading and math as well as Parent Education workshops. Additionally the school has the following part time employees: a psychologist, behavior intervention specialist, an English Language Development teacher, an adaptive PE teacher and an occupational therapist. There are also specialists, including music teachers, a computer lab aide, art teachers, reading and math teachers, a science enrichment teacher, two part time Reading and Writing workshop coaches, and P.E. teachers. Staff includes one school secretary and one attendance secretary/registrar, 1 ½ custodians, a part time nurse, yard duties, a lunch clerk, a part time health aide, a part time librarian, academic intervention assistants, a lunchtime playcoach, and three special education aides as well as additional classroom support aides. Vine Hill provides a library, computer lab, office, staff lounge, staff workroom, and an outdoor Life Lab garden, as well as a small room from which to serve heated lunches and a daily fresh salad bar. Students eat at outdoor lunch tables during fair weather and recycling cans are used and encouraged in all eating areas as well as the classrooms. Vine Hill has an outdoor amphitheater large enough to hold the entire student body for assemblies and events and the campus has five distinct playground areas with high-quality playground equipment. Vine Hill is committed to recognizing and valuing individual students and finding ways to meet their needs in a variety of ways. The school climate is characterized by parents, students, and staff who are positive, safe, caring and friendly. Many different groups work together to ensure a safe, clean and orderly campus. Student/adult and peer relationships are supportive and nurturing. Our discipline is based on the Positive Behavior Intervention Supports (PBIS) system.. The staff works with all students to implement the following strategies for our Vine Hill Bears; Be responsible, Eager to Learn, Always Prepared, Respectful, Solve Problems. Our school has high expectations for student behavior and achievement and carries out fair, firm, and consistent enforcement of school standards. One of the things we are particularly proud of is our Kindness program. Students are recognized for kind acts with kindness tickets, and several times a year the school puts on kindness assemblies. Students who have received 10 kindness tickets are given a choice of various charities in which donations are made. There are many opportunities for parents to be directly involved at Vine Hill School: Vine Hill PTA, School Site Council, ELAC (English Language Advisory Council), DELAC (District Language Advisory Council), Vine Hill Crossing Guards, Vine Hill Science Fair, as well as volunteering in the classrooms, library, computer lab, office and life lab garden. The PTA consists of parents who are

committed to working in partnership with the school to enhance programs that are not fully funded by the district. This includes helping to keep our campus safe by paying for yard duties, our lunch time playcoach, helping to fund campus beautification, and helping facilitate parent volunteers at school. They also pay for many of our programs, including music, computer, Life Lab, academic intervention assistants, math enrichment, science enrichment, physical movement and art. Vine Hill parents are involved in district and community activities and committees that support all Scotts Valley schools: (SVEF) Scotts Valley Educational Foundation, Safety/Emergency Preparedness, Facilities Management, and the Community Advisory Committee (CAC). Volunteers are a valuable and welcome resource!

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The School Site Council administers a Parent Survey annually. The results of the 15-16 survey indicate the following: Overall, parents and students feel welcome at Vine Hill School and there is a high level of satisfaction with the curriculum being delivered. Parents expressed some concern about bullying and the need for emotional support. They are happy with the enrichment programs and feel the teachers communicate well. Some parents would like to see improvements made in the amphitheater. Additionally, they would like to see more signage around the school for visitor check in. The school was able to upgrade the amphitheater during the summer and this year we are implementing PBIS as well as Harmony, a tool that teaches social-emotional skills.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Each year the results of the Smarter Balanced Assessments for 3rd-5th grades and the CELDT for EL students K-5 are used to identify areas of strength in student performance and to identify areas of instruction that need to be strengthened for improved student achievement. Areas needing to be improved are incorporated into school improvement goals and staff professional development plans. Report card data is compiled at the end of each grading period throughout the year for each individual class and grade level. Benchmark assessments are an integral part of the report card data. Teachers use their individual class data and grade level data to inform and modify their instruction to increase student achievement. Grade level teachers use the grade level performance data gathered from Lexia for K-2 and STAR reading for 3rd through 5th grades as well data from Fountas and Pinnell for TK-5 and local assessments to collaborate and share instructional strategies, resources, and best practices designed to improve individual and grade level performance. The principal, along with grade level teacher leaders, facilitate the analysis of student achievement data using both state and local assessments. Staff and the School Site Council use the information to set goals and allocate resources for improved student achievement. There has been an implementation of Fountas and Pinnell Reading Assessments, given three times a year in Kindergarten through 5th grade. Data talks surrounding the information occur at both the district and site levels. The results drive our intervention programs. Additionally, staff use the data provided by the STAR Accelerated Reader assessments and Lexia to support curriculum and instruction. All grade levels are implementing the new math program, Pearson Investigations 3. Assessments embedded in the program are being utilized. Additionally teachers use SVMI strategies including MARS tasks.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Report card data is compiled at the end of each grading period throughout the year for each individual class and grade level. Benchmark assessments are an integral part of the report card data. Teachers use their individual class data to inform and modify their instruction to increase student achievement. Grade level teachers use the grade level performance data to collaborate and share instructional strategies, resources, and best practices designed to improve individual and grade level performance. The principal, along with grade level teacher leaders, facilitate the analysis of student achievement data using both state and local assessments. Staff and the School Site Council use the information to set goals and direct resources for improved student achievement.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Requirements for No Child Left Behind (NCLB) Teacher Compliance: Teachers of core academic subjects must have: a bachelor's degree; hold an appropriate credential or intern certificate (must be currently enrolled in an approved California Commission on Teacher Credentialing [CCTC] intern program); and demonstrate subject matter competence. All teachers of core academic subjects have demonstrated ESEA teacher quality compliance by being appropriately credentialed and demonstrating subject matter competency. They have a deep understanding of the content they teach, and have been trained in a variety of instructional strategies. In addition, all teachers have CLAD certification.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers and the School Administrator are highly qualified educators under NCLB.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All teachers of core academic subjects have demonstrated ESEA teacher quality compliance by being appropriately credentialed and demonstrating subject matter competency. They have a deep understanding of the content they teach, and have been trained in a variety of instructional strategies. In addition, all teachers have CLAD certification.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Decisions regarding staff and professional development needs are based on student performance and achievement data from the state and local assessments, teacher input, the goals of our school improvement plan, and the state adoption cycle of standards based instructional materials. The major provision for professional staff development is a weekly district-wide restructured day (Wednesday) in which students leave school mid-day and teachers collaborate in Professional Learning Communities. This year identified professional development needs being addressed are as follows:

- Ongoing training of teachers in research-based SDAIE and GLAD strategies to increase learning for our English Learner students.
- Math professional development through the Silicon Valley Math Initiative (focus on problem solving).

Additional math staff development with trainers from Pearson to learn strategies to fully implement our new math program, Investigations 3.

Training and implementation of Lexia for K-2, ELD strategies for all grade levels, and Steps to Success for TK-2 grade.

- Continued development of common formative and summative assessments and benchmark levels of performance with an emphasis on writing rubrics based upon Lucy Calkin's writing units.

Two part time coaches provide support for Reading and Writing Workshop.

The school has a Site Subject Level Mentor to provide additional math support.

- Identification and implementation of highly effective instructional strategies through regular grade level analysis of student work around the standards identified in the school improvement goals for reading, writing, and math.
- Vine Hill is a Cotsen Alumni school and participates in staff development opportunities through Cotsen. All teachers have received Writer's and Reader's Workshop Training. Many of our teachers have received training in Advanced Writer's Workshop training through a Cotsen alumni grant. Additionally, Vine Hill staff have received Reader's Workshop training through Common Core funding and grant opportunities.

Teachers will receive additional training in Reader's and Writer's workshop with support from our Elementary Schools Workshop coaches.

7. Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)

Grade levels are given collaboration time every week for 1 1/2 hours and meet as a staff two hours per month in staff meetings. Collaboration time is spent on student achievement and data study, common curriculum planning, and planning for differentiation during Daily Opportunity Time, DOT. This is also an opportunity for professional development. The Title 1 teachers meet with grade level teams to analyze student data and achievement.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Elementary School Level: The school/district provides standards-aligned, basic core instructional programs, including ancillary materials for universal access, for Reading/Language Arts/English Language Development (RLA/ELD) (1997-adopted content standards or CCSS) and for mathematics (1997-adopted content standards or CCSS). There is sufficiency of textbooks and materials for every student.

Vine Hill Elementary implements a rigorous, standards-based system of education. The Common Core State Standards are the foundation. The standards articulate what students need to know and be able to do in each content area at each grade level. These standards are the basis for curriculum development, instruction, and assessment. Our TK-5 district content standards in English Language Arts, Math, Science, History/Social Science, Visual and Performing Arts, and Physical Education align with the common core content standards. Several years ago the K-5 staff developed grade level benchmark assessments and established levels of performance in reading, writing, and math. Currently, the K-5 staff is continuing to revise the benchmark assessments, writing rubrics, and anchor papers to more closely align with the common core standards with the ongoing focus for 2016-17 year being to continue to collaborate with Brook Knoll to develop uniformity of assessments. Teachers are implementing our new math program, Investigations 3. Due diligence has been given to delivering instruction using effective and research-based instructional strategies and materials that support student achievement to the rigorous standards. The California Assessment of Student Performance and Progress (CAASPP), California English Language Development Test, (CELDT), and local benchmark assessments are performance assessments for the district. The district standards-based report cards are aligned to the standards and are used to measure student progress and achievement. Grade levels have developed pacing guides in English Language Arts and Math, to ensure adequate and timely delivery of curriculum, instruction for students, and a sufficient number of intervention options to help students meet high levels of performance.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Vine Hill and the District monitor and implement the following instructional minutes for the adopted programs for reading/language arts. - Grade K- 60 minutes daily - Grades 1-3 - 2.5 hours daily - Grades 4-5- 2 hours daily Vine Hill and the District monitor and implement the following instructional minutes for the adopted programs for Mathematics. - Grade K- 30 minutes daily - Grade 1-5 - 60 minutes daily

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Intervention occurs 34 weeks a year, 50 minutes, 4 days a week, K-5. Enrichment and intervention occur in trimester cycles and involve a pre and post assessment and grouping students in order to teach in differentiated groups. Each cycle the teachers and intervention staff collaborate to communicate about successful strategies and next steps. Intervention (known as daily opportunity time) is protected time when enrichment programs and other pull out programs are not scheduled..

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Scotts Valley Unified School District uses the state curriculum adoption cycle to keep current in providing staff and students with standards-based instructional materials. Criteria for choosing a state adopted publisher/program include: 1) Materials for all student groups (advanced, English Learners, below level). 2) Instructional resources that address all student groups. 3) Representation in the materials that reflect California's diverse population. English/Language Arts –Our Elementary Schools are implementing Lucy Calkins Reader's and Writer's Workshop Units of Study as our core program for English Language Arts. The program follows Common Core and is an excellent baseline for our students.

Math – The standards-based Pearson Investigations 3 has just been adopted. We are in year one of implementation. There are support materials available both in hard copy and online for teachers to use with both high and low achieving students.

Manipulatives are used at all grade levels.

History/Social Science – 2007-08 was the first year of implementation of the state adopted K-4 Scott Foresman "History/Social Science for California" and the Harcourt School Publishers History/Social Science "Reflections: California Series" for 5th grade.

Science – In the spring of 2008 the district adopted the California state approved standards-based MacMillan/McGraw-Hill California Science for grades K-5. This is the sixth year of implementation. Lab materials are used at all grade levels and each teacher has appropriate supplies. The state approved and district adopted materials addressed above were purchased using State Instructional Materials Funds.

None of the "standards-based" instructional materials adoption programs provide all of the necessary resources to fully meet the needs of all student groups. The adoptions provide the core program. Vine Hill teachers use many other materials that we have determined are highly effective in helping students meet or exceed the rigorous California standards.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Core curriculum is used in Math, Language Arts, Science and Social Studies. The supplementary materials that are provided with the adoption are used in intervention and with ELD students. Other supplementary materials include, but are not limited to Phonographix, Steps for Success for Reading, Read Naturally, Lexia, Accelerated Reading, Lucy Calkins Writer's and Reader's Workshop, Explode the Code, Cognitively Guided Instruction, and Pearson Mapping.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

An allocated intervention time is implemented at every grade level where students are differentiated by skill level. Differentiation in the classrooms includes Intervention teachers, Academic Intervention Assistants, our Resource teacher and our Special Day Class teacher, as well as some parent volunteers. Emphasis is being given to intermediate students working for small time periods on specific skills.

- Highly qualified credentialed staff, including 100% of teachers having CLAD or equivalent certificate. (Capability to teach students who are English Language learners) (NCLB).
- Implementation of state approved and district adopted core instructional materials in all content areas.
- Collaboration between Special Education staff and General Education staff.
- Modification/accommodations to the curriculum (class work and homework).
- 1:1 instruction and small group instruction in the classroom.
- Varied instructional strategies for concept development .
- Multi-level activities within the lessons.
- Flexible groupings in classes and within grade levels, such as Accelerated Reader, strategy groups, and leveled reading groups.
- Collaboration in and articulation between grade levels to support individual student needs.
- Classroom libraries that contain varied readability levels.
- Scheduled blocks of learning time for Language Arts and Math and adherence to recommended instructional minutes for reading/language arts and mathematics (EPC).
- Part time librarian.
- Use of library resources and computer lab.
- Use of computers and technology in each classroom.
- Use of SST (Student Success Team) and regular consultation with specialists
- “Early Bear” and “Late Bear” program for transitional kindergarten and kindergarten classes in order to teach in small groups

14. Research-based educational practices to raise student achievement

The major provision for professional staff development is a weekly district-wide restructured day (Wednesday) when students leave school mid-day and teachers collaborate in Professional Learning Communities. This year identified professional development needs being addressed are as follows:

- Continued support and training of teachers in research-based implementation of Lucy Calkins Reader's Workshop.
 - Math continued professional development through the Silicon Valley Math Initiative (focus on problem solving).
- Training around implementation of new math adoption, Investigations 3.
- Continued development of common formative and summative assessments and benchmark levels of performance with an emphasis on reading and writing rubrics.
 - Identification and implementation of highly effective instructional strategies through regular grade level analysis of student work around the standards identified in the school improvement goals for reading, writing, and math.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

PTA provides \$50,000 to the district to pay for Academic Intervention Assistants. This personnel work in classrooms during intervention time to support the teacher to work with under-achieving students. They also work in impacted classrooms to reduce the ratio so that students can be provided assistance on specific skills. Furthermore, PTA provides funding for enrichment opportunities to all students, such as Life Lab, WOW science, physical movement for TK- 3rd grade, computer lab, technology, music instruction and art instruction. The DELAC committee meets regularly to provide support for parents for non-English speakers.

A community liaison has been hired to specifically support families of our English learners.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

SVEF provides funds and support to all students in the school district for libraries and some counseling.

Family

- Volunteers are used to support both high and low achieving students to meet individual needs, styles and interests. These volunteers also give countless hours for site level support, materials preparation, teacher support, grounds improvements, library help, office help, recess help and life lab.

Teacher Volunteer Run Homework Club

Cross Age Tutors from Scotts Valley High school volunteer in our classrooms.

- Parents make financial and material contributions to the school and individual classrooms.
- Families support their children with homework and practice with skills.
- Families support prompt and regular attendance.
- Families send students to school “ready to learn” by striving to provide a healthy diet, adequate sleep and exercise and a safe physical/emotional home environment

School

- Professional Development and Collaboration time (PDC) is utilized weekly through a restructured work week to provide grade level and cross grade level teams to focus on student achievement through development and refinement of curriculum, planning, and examination of student work and achievement data.
- PTA provides each teacher with discretionary money that can be used by the teacher to provide resources to meet the needs of students.
- Funds from our generous PTA, which have supported the following: reading and math assistance/interventions through a donation of \$50,000. Music and Art instruction through a donation \$40,000. Computer Lab and Yard duty through a donation of \$12,500. Science Enrichment for \$5,500, Math Enrichment for \$20,000, Life Lab \$10,500 and Physical Movement K-3 \$7000.
- The School Site Council continues to monitor school climate and culture and achievement of all students and (general education, English Language Learners, Special Education, sub-groups, gender, etc.) to ensure quality education and continual improvement.
- The Student Success Team provides resources, ideas, and strategies for both parents and teachers to support growth for students that are struggling or achieving below standards.
- The teachers use the Response to Intervention (RtI) model to ensure quality Core instruction and early intervention.
- The Scotts Valley Education Foundation provides funds and support to all students in the Scotts Valley School District through a growing endowment fund and yearly allocation. Funds this year will be used to support, program, including, but not limited to library clerks.

District Funds

- ELD (English Language Development) serves identified TK-5 English learners at the site with direct supplemental instruction in listening, speaking, reading and writing. ELD is coordinated through our Director of Curriculum and Instruction.

Title 1 funds are received and used to support students who perform in the lowest quartile academically. The majority of funds are used for quality instruction.

- Special Education programs at the site: Resource Specialist Program, Speech and Language, Adaptive PE, Occupational Therapy, Behavior Specialist, 1st -5th SDC programs, Special Education Instructional Aide Support.

Community

- Donations from Bay Federal Credit Union, Kiwanis Club, and the Scotts Valley Rotary, have been used to assist our students, increase safety, and communication.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funding includes:

- Title I targeted assistance in reading and math for 1st-5th (Title I).
- Parent Education workshops (Title I).
- Staff professional development (Title II).

18. Fiscal support (EPC)

The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD, mathematics, and the Single Plan for Student Achievement (SPSA). All expenditures are detailed within the LCAP with consideration to the LCFF.

Description of Barriers and Related School Goals

In reviewing our LCAP, looking at report card data and our most recent STAR and Lexia data it is evident that our students in the middle grades in math do better than the students in the higher grades. We have high scores in language arts but we still need support in non-fiction reading and comprehension. The district has an ongoing concern about students social and emotional wellness.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	95	83	93	83	93	83	97.9	100
Grade 4	78	100	77	98	77	98	98.7	98
Grade 5	111	84	108	84	108	84	97.3	100
All Grades	284	267	278	265	278	265	97.9	99.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2425.6	2418.5	25	27	30	14	20	27	25	33
Grade 4	2510.4	2488.2	40	30	31	34	13	14	16	22
Grade 5	2540.6	2556.8	31	39	42	39	12	7	15	14
All Grades	N/A	N/A	32	32	35	29	15	16	18	23

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	28	22	42	47	30	31
Grade 4	42	35	39	44	19	21
Grade 5	33	42	49	42	18	17
All Grades	34	33	44	44	22	23

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	20	19	56	46	24	35
Grade 4	40	23	45	57	14	19
Grade 5	40	46	44	43	17	11
All Grades	33	29	48	49	18	22

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	20	13	63	71	16	16
Grade 4	32	34	61	56	6	10
Grade 5	31	35	59	56	9	10
All Grades	28	28	61	61	11	12

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	26	23	49	52	25	25
Grade 4	40	28	47	53	13	19
Grade 5	43	51	55	46	3	2
All Grades	36	34	51	51	13	16

Conclusions based on this data:

1. Students who were in 3rd grade during the 2015-16 school year had a higher percentage of students Near Standard and Below Standard in ELA when compared to students in 4th and 5th grade.
2. Students who were in 4th grade during the 2015-16 school year improved 10% from the 2014-15 school year: however the students in 4th grade in the 2015-16 school year performed 7% lower than the 4th graders in 2014-15.
3. Students in Scotts Valley Unified performed substantially higher than other 3rd through 5th grade students in the County and the State. Scotts Valley 3rd grade 53%, County 34%, State 43% 4th grade Scotts Valley 63%, County 39%, State 44%, 5th Grade Scotts Valley 79%, County 48%, State 49%

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	95	83	93	83	93	82	97.9	100
Grade 4	78	100	77	99	77	99	98.7	99
Grade 5	111	84	108	84	108	84	97.3	100
All Grades	284	267	278	266	278	265	97.9	99.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2444.4	2459.6	28	32	31	32	20	22	20	15
Grade 4	2522.5	2506.9	35	34	39	28	25	28	1	9
Grade 5	2536.8	2538.2	31	30	28	30	30	29	12	12
All Grades	N/A	N/A	31	32	32	30	25	26	12	12

Concepts & Procedures							
Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	38	41	39	39	24	20	
Grade 4	49	46	42	34	9	19	
Grade 5	36	31	37	48	27	21	
All Grades	40	40	39	40	21	20	

Problem Solving & Modeling/Data Analysis						
Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	34	40	45	41	20	18
Grade 4	36	38	58	47	5	14
Grade 5	36	27	49	56	15	17
All Grades	36	35	50	48	14	16

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	32	38	51	49	17	13
Grade 4	44	41	49	41	6	17
Grade 5	27	33	56	54	18	13
All Grades	33	38	52	48	14	15

Conclusions based on this data:

1. Students in all three cohorts performed lower in 2015-16 than in 2014-15.
2. 3rd grade and 5th grade students improved on grade level tests.
3. Students in Scotts Valley Unified performed substantially higher than other 3rd through 5th grade students in the County and the State. Scotts Valley 3rd grade 68%, County 55%, State 46% 4th grade Scotts Valley 66%, County 50%, State 38%, 5th Grade Scotts Valley 65%, County 48%, State 33%

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K									***		***				
1			14	60		57	40	***	29		***				
2		20		29	20		71	40			20				
3			20		25	20	***	75	60						
4		***		***		83			17	***	***				
5	40	40			20		60	20	***		20				
Total	10	17	10	29	17	50	57	43	40	5	22				

Conclusions based on this data:

1. Students are making progress to achieve their CELDT goals. All students are Early Intermediate, Intermediate, Early Advanced, and Advanced.
2. Principal and ELD teacher should analyze the data of students at the intermediate level to determine if any students at this level are LTELs-Long Term English Learners.
3. CELDT data should be analyzed to determine how many students have moved up one level or more during from the prior year.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Basic Services
LEA/LCAP GOAL:
Goal 1: SVUSD will fully implement Common Core State Standards (CCSS). Teachers will be trained and provided with appropriate, aligned materials and technology integration.
SCHOOL GOAL #1:
Teachers will participate in professional development to become proficient in implementation of Writer's and Reader's Workshop and the Investigations 3 Math Adoption. Student test scores overall in ELA and Math will improve by 3%.
Data Used to Form this Goal:
CAASPP Data, Fountas and Pinnel Data, CELDT Data, Lexia, and teacher and parent surveys.
Findings from the Analysis of this Data:
In reviewing Vine Hill's data, it is apparent that the grade levels will need to target specific strategies in order to assure that all students succeed. There are specific grade levels that met or exceeded this target and the school has the resources to bring all grade levels to the target.
How the School will Evaluate the Progress of this Goal:
The groups will use the data and templates to monitor and evaluate the data. Data will be collected and analyzed 3 times a year. Illuminate data will be entered and discussed biannually. Teacher surveys following professional development will be evaluated.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math Professional Development training.	Start Date : 8/24/2016 Completion Date : 6/8/2017	Principal	Professional Development			5000
All new elementary teachers will be supported in specific strategies and skills to ensure that all students succeed.	2016-17 School Year	Principal	Included in Funding Above			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All teachers will receive ongoing training in the implementation of Reader's and Writer's Workshop to further develop the components of a balanced literacy program.		Principal District Coaches	Funding in LCAP			
Some teachers will participate in ongoing SVMl training. All teachers will use the strategies and MARS tasks in their classrooms.		Director of Curriculum, Instruction, and Assessment	Funding provided through S4C County Grant.			
Vine Hill's Subject Level mentor will focus on math and math strategies.						

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Pupil Achievement
LEA/LCAP GOAL:
Goal 2: SVUSD will provide comprehensive programs to improve student performance and address needs of all students.
SCHOOL GOAL #2:
Schoolwide performance on all assessments will increase by 3%.
Data Used to Form this Goal:
Lexia K-2, local assessments 3-5. CAASPP 3-5.
Findings from the Analysis of this Data:
In reviewing Vine Hill's data, it is apparent that grade levels will need to target specific strategies in order to assure that all students succeed and perform adequately on local and state measures. Third grade teachers will analyze CAASPP data to determine improvement goals for English Language Arts. Fourth and Fifth grade will look at cohort data.
How the School will Evaluate the Progress of this Goal:
Students will complete classwork, homework, and common assessments. This data will be evaluated during professional time to monitor effectiveness of instruction and student achievement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers meet a minimum of once a week to collaborate regarding student achievement.	2016-17 School Year	All staff Intervention team Principal	No cost to site			
EL Students receive in class and after school support to develop academic skills.			EL Teacher		LCFF - Supplemental	32,5000
					District Funded	25000
All grade levels will participate in daily intervention and enrichment	Start Date : 8/16/15 Completion	All K-5 staff Intervention staff	Support Staff and materials		Title I	36,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
periods which allow for differentiation and increased support on specific standards.	Date : 6/10/2016				LCFF - Supplemental	23,000
Third through fifth grade teachers will analyze CAASPP data to determine improvement goals for English Language Arts.						
Third grade teachers will collaborate on professional goals in order to leverage resources. They will focus on potential barriers that have impacted their test scores such as test taking strategies and technology skills.						

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Course Access
LEA/LCAP GOAL:
Goal 3: All students will be college and career ready.
SCHOOL GOAL #3:
Students at all grade levels will be given access to technology and will develop skills needed to succeed. The library clerk and computer lab aide will collaborate with teachers to offer students in 4th and 5th grades the opportunity to participate in career education. Teachers who are on the district Tech Force will share strategies with the rest of the staff.
Data Used to Form this Goal:
Student participation in surveys.
Findings from the Analysis of this Data:
This is a new program. We do not yet have data.
How the School will Evaluate the Progress of this Goal:
Technology skills development, analysis of surveys.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students to complete surveys in computer lab.	2016-17 School Year	Teachers, computer lab aide, library clerk	Training & materials for staff, fees for surveys,		LCFF - Supplemental	2000
Site members to participate in District Tech Force, then create opportunity to share/train site members.	2016-17 School Year	Director of Curriculum and Instruction, Principal, Teachers, Network Specialist	No additional costs.			
All students will participate in the annual Read-a-Thon that highlights community readers who represent a	2016-17 School Year	Principal and PTA Read-a-Thon Chair	No additional cost/Fundraiser!			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
variety of careers.						
4th grade students will participate in the S4C college Commitment at Cabrillo College	2016-17 School Year	Principal and 4th Grade teachers	Transportation		LCFF - Supplemental	1500
5th grade students research career options and write essays about this.						

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LEA/LCAP GOAL:
Goal 4: SVUSD will provide a safe and engaging environment for students.
SCHOOL GOAL #4:
To ensure a safe learning environment to maximize student learning, Vine Hill will implement PBIS and incorporate Mindfulness into classrooms.
Data Used to Form this Goal:
School Site Council Survey Data, Suspension rate, participation in school programs and activities, chronic absentee data, Healthy Kids Survey, SST data, IEP Counseling referrals.
Findings from the Analysis of this Data:
Vine Hill School continues to thrive with the support of our staff, parents, and students. Our continued interest is to support a positive learning environment. In addition, through the SST/IEP process, we have found an increased need for counseling service, the building of pragmatic skills, and the need to reduce stress for students.
How the School will Evaluate the Progress of this Goal:
School Site Council and Vine Hill Staff will analyze data from annual school survey. Staff will analyze data from Healthy Kids Survey. Principal and PBIS team will evaluate effectiveness of PBIS based upon office referrals related to conflicts on the playground. A survey will be developed to analyze effectiveness of Mindfulness in classrooms.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development for staff to support the social/emotional well-being of students. Implement PBIS. Use of Mindfulness in classrooms.	2016-17 school year	Principal and Site Leadership	Funding for Social Emotional Curriculum for PBIS.		District Funded	5250.00
			Provide individual and small group based counseling		District Funded	7000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide materials and/or strategies that help support a safe learning environment to maximize student learning.			Continue/Implement Unfrogettables, Counseling services, and Capturing Kids Hearts Strategies, Harmony Curriculum, and PBIS. Use the Foster Youth toolkit to increase communication for our foster youth			

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Julie Ebert	X				
Jessica Bretzing		X			
Mary Dettle		X			
Jane Hoffman		X			
Maria Gauthier			X		
Jackie De Santos				X	
Megan Prather		X			
Jamie Dewitt				X	
Katie Blue		X			
Erica Taylor				X	
Matt Hoey				X	
Joyce Masongsong-Ray				X	
Leah Selding				X	
Julie Ross		X			
Numbers of members of each category:	1	6	1	6	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/26/15.

Attested:

Julie Ebert

Typed Name of School Principal

Signature of School Principal

Date

Joyce Masongsong-Ray

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date