

# Vine Hill Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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

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

#### DataQuest

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

#### Internet Access

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

## About This School

#### Contact Information (School Year 2016-17)

School Contact Information	
<b>School Name</b>	Vine Hill Elementary School
<b>Street</b>	151 Vine Hill School Rd
<b>City, State, Zip</b>	Scotts Valley, California 95066-3211
<b>Phone Number</b>	(831) 438-1820
<b>Principal</b>	Julie Ebert
<b>E-mail Address</b>	<a href="mailto:jebert@scottsvalleysd.org">jebert@scottsvalleysd.org</a>
<b>Web Site</b>	<a href="http://www.vinehill.santacruz.k12.ca.us/">http://www.vinehill.santacruz.k12.ca.us/</a>
<b>CDS Code</b>	44754326049951

District Contact Information	
District Name	Scotts Valley Unified District
Phone Number	(831) 438-1820
Superintendent	Tanya Krause
E-mail Address	tkrause@scottsvalleysd.org
Web Site	www.scottsvalleysd.org

### School Description and Mission Statement (School Year 2016-17)

The Annual Progress Report was established by Proposition 98, an initiative passed by the California voters in November, 1988. The purpose of the report is to provide information to parents and the community about Vine Hill School, the progress of its programs, staffing, materials, procedures, conditions and areas of need. Vine Hill Elementary School has an excellent, dedicated staff that is caring, professional and talented. Our parents are highly involved in the school, and our wonderful students are motivated to learn. Together we provide excellence in education and turn visions of school improvement into realities. The Vine Hill School Community honors excellence in academics and high standards in conduct. Vine Hill strives to create an environment that:

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

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

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

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

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

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	130
Grade 1	74
Grade 2	86
Grade 3	86
Grade 4	101
Grade 5	83
Total Enrollment	560

**Student Enrollment by Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.7
Asian	3
Filipino	0.5
Hispanic or Latino	15
Native Hawaiian or Pacific Islander	0
White	71.1
Two or More Races	9.1
Socioeconomically Disadvantaged	15
English Learners	3.9
Students with Disabilities	8.8
Foster Youth	0.4

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

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

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

**Teacher Credentials**

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	23	25	27	111
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

**Year and month in which data were collected:** September, 2016

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

A list of currently used instructional materials (including textbook titles and publishers) is available upon request.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton-Mifflin State Adopted - Adopted 9/03	Yes	0%
<b>Mathematics</b>	Pearson Investigations 3 Adopted for 2016-17 school year	Yes	0%
<b>Science</b>	MacMillan-McGraw Hill - Adopted 6/08	Yes	0%
<b>History-Social Science</b>	K-4 - Scott Foresman State Adopted - Adopted 6/07 5th - Houghton- Mifflin State Adopted - Adopted 6/07 5th - Harcourt Brace - Adopted 6/07	Yes	0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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

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

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

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

**Age of the School Buildings:** Built in 1959, Vine Hill has 25 classrooms, a library and a computer lab. Eight of the classrooms are portables. The permanent buildings were modernized in 1995.

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

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

**Deferred Maintenance:** The district participates in the State School Deferred Maintenance Program, which provides state matching funds to assist school districts with expenditures for the major repair or replacement of existing school building components. Typically these types of repairs would include roofing, electrical systems, painting, as well as heating, ventilation, air conditioning and floor systems.

#### School Facility Good Repair Status (Most Recent Year)

<b>School Facility Good Repair Status (Most Recent Year)</b> <b>Year and month of the most recent FIT report: 12/16/13</b>				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			Classroom Building 9-12: Increase water pressure on drinking fountain in Rm 12. Evidence of standing water between P1 and room 12.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Evidence of standing water between P1 and room 12. Lower Playground: Tree roots have pushed up the asphalt in several areas around eating area, causing trip hazards. Parking Lot: Entrance to parking lot has multiple cracks. Was slurry sealed in summer 2015. probably good for three years. Portable Classroom P4-P5 Ramps are slippery when wet

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 12/16/13				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

**B. Pupil Outcomes****State Priority: Pupil Achievement**

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	67	61	67	70	44	48
Mathematics	63	62	62	62	34	36

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

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	83	83	100.0	41.0
	4	100	98	98.0	63.3
	5	84	84	100.0	78.6
Male	3	41	41	100.0	29.3
	4	53	52	98.1	55.8
	5	35	35	100.0	77.1
Female	3	42	42	100.0	52.4
	4	47	46	97.9	71.7
	5	49	49	100.0	79.6
Hispanic or Latino	4	19	18	94.7	38.9
White	3	57	57	100.0	40.4
	4	68	67	98.5	70.2
	5	59	59	100.0	86.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	3	12	12	100.0	50.0
	5	12	12	100.0	66.7
Socioeconomically Disadvantaged	4	22	22	100.0	27.3
	5	12	12	100.0	41.7
Students with Disabilities	3	11	11	100.0	18.2
	4	17	16	94.1	12.5
	5	11	11	100.0	54.5

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	83	83	100.0	63.4
	4	100	99	99.0	62.6
	5	84	84	100.0	59.5
Male	3	41	41	100.0	61.0
	4	53	53	100.0	58.5
	5	35	35	100.0	57.1
Female	3	42	42	100.0	65.8
	4	47	46	97.9	67.4
	5	49	49	100.0	61.2
Hispanic or Latino	4	19	19	100.0	10.5
White	3	57	57	100.0	64.3
	4	68	67	98.5	74.6
	5	59	59	100.0	64.4
Two or More Races	3	12	12	100.0	75.0
	5	12	12	100.0	50.0
Socioeconomically Disadvantaged	4	22	22	100.0	13.6
	5	12	12	100.0	25.0
Students with Disabilities	3	11	11	100.0	36.4
	4	17	17	100.0	11.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	11	11	100.0	27.3

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	89	80	80	88	85	80	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

#### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	84	84	100.0	79.8
<b>Male</b>	35	35	100.0	77.1
<b>Female</b>	49	49	100.0	81.6
<b>White</b>	59	59	100.0	81.4
<b>Two or More Races</b>	12	12	100.0	83.3
<b>Socioeconomically Disadvantaged</b>	12	12	100.0	50.0
<b>Students with Disabilities</b>	11	11	100.0	72.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

#### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

#### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12	20.5	59

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2016-17)

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

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	0.7	0.7	0.7	1.8	1.8	2.1	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

#### School Safety Plan (School Year 2016-17)

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

## D. Other SARC Information

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

#### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	Not In PI
<b>First Year of Program Improvement</b>		
<b>Year in Program Improvement*</b>		
<b>Number of Schools Currently in Program Improvement</b>	N/A	0
<b>Percent of Schools Currently in Program Improvement</b>	N/A	.0

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26	1	3		24	1	3		24	1	3	
1	25		3		22		3		22		3	
2	27		3		25		3		25		3	
3	25		3		25		4		25		4	
4	29		3		31		2		31		2	
5	26	1	2	1	31		3	1	31		3	1
Other					16	1	1		16	1	1	

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

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.49	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.20	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,912	\$1,381	\$4,531	\$69,478.75
District	N/A	N/A	\$5777	\$64,374.85
Percent Difference: School Site and District	N/A	N/A	-21.6	7.9
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	-20.2	3.2

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

### Types of Services Funded (Fiscal Year 2015-16)

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

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$42,063
Mid-Range Teacher Salary		\$64,823
Highest Teacher Salary		\$84,821
Average Principal Salary (Elementary)		\$101,849
Average Principal Salary (Middle)		\$107,678
Average Principal Salary (High)		\$115,589
Superintendent Salary		\$169,152
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	7%	6%

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

**Professional Development (Most Recent Three Years)**

The District provides two staff development days each year. Content of days has included the following: review and analysis of student performance data (CAASPP and local measures) to identify areas of strength and needed improvement for instruction; standards based curriculum and reporting through standards based report cards; development and alignment of benchmark assessments to grade level state standards, K-12 alignment of curriculum and instruction, training in using data systems, Social Emotional Learning Curriculum, technology training, and review of research-based best practices (i.e. GLAD strategies, Silicon Valley Math Institute training, Reader's and Writer's Workshop training).

Teams of teaching staff and administration attend ongoing training with SVMII (Silicon Valley Math Initiative), the Santa Cruz County professional development offerings in Common Core Awareness, GLAD (Guided Language Acquisition and Design), IB (International Baccalaureate) training in specific subjects, and Special Education topics including compliance, behavior analysis and strategies. Additionally, teachers at Vine Hill are receiving ongoing training from Momentum in Teaching to implement Lucy Calkins Readers and Writers Workshop. Teachers are also receiving ongoing training to support Social Emotional curriculum through implementation of Mindfulness in the Classroom and Harmony. Common Core Math training has occurred this year as we are in Year 1 of implementation of our math textbook adoption of Pearson Investigations 3.

In addition, all certificated staff meet weekly in a restructured day schedule, in order to have Professional Development and Collaboration. The weekly work centers around district goals to increase student achievement and the site Single School Plan for Student Achievement. Our plan identifies specific goals for school improvement in reading, writing and math. These goals are part of the outcome of staff and School Site Council analysis of student achievement data, as well as feedback from parent and student surveys. Staff development needs are identified as a result of student achievement performance. During the past several years, emphases were given to learning strategies appropriate to English Learners, analysis of student work, and strategies to address needs of students not meeting standards.

Vine Hill School participates in the New Teacher Project for first and second year teachers.