

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

2006-07 Executive Summary School Accountability Report Card

Vine Hill Elementary School

Address: 151 Vine Hill School Rd. , Scotts Valley CA 95066-3211 Phone: (831) 438-1090
Principal: Kathy Dunton Grade Span: K - 5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

The Annual School 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. Our staff is dedicated, caring, professional, and talented. Our parents are highly involved in the school, and our students are motivated to learn. Together we celebrate our strengths and support continuous school improvement. The Vine Hill School Community honors excellence in academics and high standards in conduct.

Vine Hill School strives to promote:

- enthusiastic learners who have the academic, social and personal skills necessary to continue learning throughout their lifetime
- the development and strengthening of self-esteem and integrity
- respect for the environment
- appreciation for the world's interrelated inhabitants and cultures
- involvement in, and contributions to, a rapidly changing and culturally diverse society

In reaching our vision, Vine Hill has these goals:

- a learning environment that nurtures and promotes lifelong learning skills
- knowledge in multiple content areas through a thinking, meaning-centered curriculum
- an environment that develops positive personal character and offers opportunities for enhanced self-esteem
- approaches to enable all families to be actively involved in the school community

Student Enrollment

Group	Enrollment
Number of students	603
African American	1 %
American Indian or Alaska Native	0.66 %
Asian	2.99 %
Filipino	0.5 %
Hispanic or Latino	5.97 %
Pacific Islander	0.17 %
White (not Hispanic)	85.74 %
Multiple or No Response	2.99 %
Socioeconomically Disadvantaged	13 %
English Learners	3 %
Students with Disabilities	10 %

Teachers

Indicator	Teachers
Teachers with full credential	32
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

School Facilities

Summary of Most Recent Site Inspection

The district takes great efforts to ensure that Vine Hill is clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. Below is more specific information about the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings:

Vine Hill School has 17 permanent classrooms, 13 portable classrooms, a library, a computer lab, an office and a staff lounge and workroom. The main campus was built in 1959 and was modernized in 1995. Seven portable classrooms were constructed in 1997 for class size reduction.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A web-based work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule:

The district has adopted cleaning standards and the custodians take great pride in providing a safe and clean environment for staff and students. The principal works daily with the custodial staff to develop and adjust cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget:

The district participates in the State School Deferred Maintenance Program, which provides state matching funds to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Repairs Needed:

The district replaced several rugs which became a trip hazard. Replacement was completed during the summer break

Corrective Actions Taken or Planned:

All corrective actions to maintain a safe and clean campus were targeted and were either completed or are in the process of completion for the 2006-2007 school year.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A %
Health	0%
Science Laboratory Equipment	N/A %

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
District	\$4,862
State	\$4,943

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	885
Statewide Rank (from 2007 API Base Report)	10
2007-08 Program Improvement Status (PI Year)	Not in PI

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	70%
English-Language Arts	75%
Science	73%
History-Social Science	

2006-07 School Accountability Report Card Reported (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the schools contact information.

School		District	
School Name	Vine Hill Elementary	District Name	Scotts Valley Unified
Street	151 Vine Hill School Rd.	Phone Number	(831) 438-1820
City, State, Zip	Scotts Valley , CA 95066-3211	Web Site	www.svusd.santacruz.k12.ca.us
Phone Number	(831) 438-1090	Superintendent	Susan Silver
Principal	Kathy Dunton	E-mail Address	svusd@santacruz.k12.ca.us
E-mail Address	kdunton@santacruz.k12.ca.us	CDS Code	44-75432-6049951

School Description and Mission Statement

This section provides information about the school's goals and programs.

The Annual School 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. Our staff is dedicated, caring, professional, and talented. Our parents are highly involved in the school, and our students are motivated to learn. Together we celebrate our strengths and support continuous school improvement. The Vine Hill School Community honors excellence in academics and high standards in conduct.

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 - approaches to enable all families to be actively involved in the school community

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

There are many opportunities for parents to be directly involved at Vine Hill School: the Vine Hill PTA, the School Site Council, Vine Hill Crossing Guards, the Safety Committee, volunteering in the classrooms, library, computer lab, office, and Life Lab Garden. In addition, Vine Hill parents are involved in district activities that support all Scotts Valley schools: District Curriculum Council, G.A.T.E. Advisory Committee, District Health and Wellness Committee, District Budget Advisory Committee, District Facilities Committee, and the Scotts Valley Educational Foundation.

Volunteers are a valuable resource and are most welcome!

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	94
Grade 1	102
Grade 2	99
Grade 3	122
Grade 4	95
Grade 5	91
Ungraded Elementary	0
Total Enrollment	603

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1 %	White (not Hispanic)	85.74 %
American Indian or Alaska Native	0.66 %	Multiple or No Response	2.99 %
Asian	2.99 %	Socioeconomically Disadvantaged	13 %
Filipino	0.5 %	English Learners	3 %
Hispanic or Latino	5.97 %	Students with Disabilities	10 %
Pacific Islander	0.17 %		

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.8	5			19.5	6			19.0	6		
1	19.5	6			19.5	6			20.0	6		
2	19.0	4			18.6	5			19.2	5		
3	17.8	6			19.7	3			19.6	7		
4	27.7		3		29.7		3		31.3		3	
5	27.3		4		27.4		5		30.3		3	
6												
K-3	8.0	1			9.0	1			10.0	1		
3-4												
4-8												
Other												

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive 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 and the School Site Council review 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.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	.01%	.01%	.01%	.04%	.04%	.05%
Expulsions	.00%	.00%	.00%	.01%	.01%	.01%

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Vine Hill School has systems and procedures in place that support the safety of students on school grounds before, during, and after the school day. Signs are posted around the perimeter of the property identifying the regulations appropriate to a safe and clean campus. All visitors and volunteers are directed to sign in at the office and wear an identification badge during their time on campus. All staff members are alert to adults without identification badges and direct individuals to the office for check-in. Students arriving late to school must sign in at the office and receive an admittance pass to the classroom. Students leaving before the end of the day must be signed out in the office by the parent. Students are not released to persons other than those listed on the emergency card. Vine Hill provides daily supervision for students entering and leaving the school grounds. The Vine Hill Crossing Guards, a parent/community volunteer organization that receives training from the Scotts Valley Police Department, provide supervision for students using cross walks in two different campus locations. In the school parking lot students are dropped off and picked up safely by vehicles using a curb lane that delivers students to a sidewalk adjacent to the playground and classrooms. Students are only in the parking lot if accompanied by an adult. Daily adult supervision is provided in the parking lot before and after school. In addition, yard duty personnel are on the grounds before school, during recess and lunch breaks, and after school. The safety of students is the primary responsibility of these supervisors. Close monitoring of students serves as a preventative strategy. Two-way radios are used daily by all yard supervisors, PE assistants, and Life Lab assistants. Yard supervisors receive First Aid, CPR, and Conflict Resolution training. Each classroom is equipped with a backpack containing emergency supplies. Regular fire/earthquake drills are conducted during school hours. Lockdown drills are practiced as an additional safety measure. The Scotts Valley Police Department provides on-going support to staff on issues of campus safety.

Vine Hill has 17 classrooms in permanent buildings and 13 portable classrooms which are all in good repair. All permanent facilities and portable classrooms are linked through a local area network and have access to the Internet. The library was reconfigured a few years ago to include a 32 iMac computer lab. All classrooms have adequate student furniture and instructional equipment including computers. The classrooms, library, computer lab, and office are attractive, comfortable, and have adequate lighting. The staff workroom is equipped with copy machines, a laminator, adequate work and storage space for supplies and materials. The staff lounge is a comfortable place for teacher breaks. The school maintains an outdoor Life Lab to provide experiential learning opportunities. Three years ago an ADA ramp was installed to make the Life Lab accessible to all students. There is an outdoor amphitheater large enough to hold the entire student body for assemblies and events. The campus has three distinct playground areas: a kindergarten only

area with a relatively new play structure that meets current safety standards; a playground area containing play structures, swings, bars, sand, wallball boards and painted asphalt game area; an area that contains basketball courts, tetherball courts, a grass play area, and a baseball diamond. Recesses and lunch periods are staggered to limit the number of students on the playground thus ensuring more effective supervision of students. The Vine Hill PTA annually provides funding to keep playground equipment up to date and well stocked.

Vine Hill School provides a safe, clean, and maintained facility for learning. In 1995 Vine Hill School completed a \$1.7 million modernization project that significantly improved the classrooms and school facility. The modernization included new carpets, cabinets, sinks, walls, lights, furnaces, electrical outlets, and a communication system. In addition, the student and staff restrooms, library, staff lounge, workroom, and office areas were remodeled. The campus (inside and out) is lit with motion-sensor devices. Major maintenance projects are identified throughout the year and completed during summer months. The exterior of the school was painted five years ago. Broken, damaged equipment, furniture, windows, doors, etc. is repaired or replaced in a timely manner. Playground grade sand is replenished on the playgrounds as needed. The plan for graffiti abatement (even though there is very little throughout the year) is immediate removal. Regular safety inspections are conducted on the playground and in the buildings. Any identified areas of concern are corrected or improved. A system is in place for all staff to notify the principal of any areas on the campus that need attention. Custodial staff consists of one daytime custodian and a nightly cleaning service. They perform basic cleaning operations in all rooms. Student and staff restrooms are thoroughly cleaned nightly. All restrooms are checked throughout the day for cleanliness and adequate supplies (towels, soap, tissue). Weekly support is provided by the district maintenance staff to keep weeds down, lawns mowed, trees trimmed, and to help keep the facilities and grounds clean and in good working order. Vine Hill implements a recycling program in the classrooms and during lunch. Vine Hill students eat lunch outside in good weather. The lunch tables and the immediate grounds are washed down every day. A rigorous yellow-jacket abatement program has been instituted to control the number of yellow-jackets and the negative impact they have on the safety and well-being of students.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation		X		Continued work to reduce squirrel population
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	30	32	32	137
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District		
Low-Poverty Schools in District	100.0	0.0

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	.8	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0	N/A
Other: Counselor	.5	N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Excellent: Houghton-Mifflin State Adopted-Excellent Condition – Adopted 9/03	0
Mathematics	Excellent: Houghton-Mifflin State Adopted - Excellent Condition – Adopted 9/02	0
Science	Excellent: K-3 Houghton Mifflin State Adopted-Excellent Condition – Adopted 9/02 4-5 McGraw Hill State Adopted – Excellent Condition – Adopted 9/02	0
History-Social Science	Good: Current materials were State Adopted, but no longer published. New State Adopted Scott-Foresman for K-4 and Harcourt Brace for 5 th adopted this year and will be implemented in 2007-08	0

VII. School Finances

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

A comprehensive educational program for kindergarten through fifth grade students, including Special Education, English Language Development and Gifted and Talented Education is provided. Federal, state and private grant funding sources are aggressively sought to supplement our educational programs. State and federal funds are also used to educate students on the dangers of drug use.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35343	\$36572
Mid-Range Teacher Salary	\$52244	\$55815
Highest Teacher Salary	\$68688	\$70985
Average Principal Salary (Elementary)	\$91018	\$86995
Average Principal Salary (Middle)	\$89822	\$90820
Average Principal Salary (High)	\$93009	\$96447
Superintendent Salary	\$131712	\$128495
Percent of Budget for Teacher Salaries	\$41.2	\$39.3
Percent of Budget for Administrative Salaries	5.1 %	5.8 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	66	70	70	66	71	69	40	42	43
Mathematics	75	75	76	56	55	54	38	40	40
Science	59	73	74	49	48	54	27	35	38
History-Social Science				57	49	46	32	33	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native	*	*	*	
Asian	*	*	*	
Filipino	*	*	*	
Hispanic or Latino	39	33	*	
Pacific Islander	*	*		
White (not Hispanic)	71	78	75	
Male	66	75	81	
Female	74	78	62	
Economically Disadvantaged	55	58	50	
English Learners	0	18	*	
Students with Disabilities	61	61	*	
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	64	70	65	71	71	73	41	42	42
Mathematics	79	73	80	77	78	83	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian	*	*
Filipino	*	*
Hispanic or Latino	*	*
Pacific Islander		
White (not Hispanic)	68	78
Male	64	82
Female	66	77
Economically Disadvantaged	53	73
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pfi/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	Vine Hill: 63% Brook Knoll: 69.2
7	52.7
9	54.6

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	9	9	10
Similar Schools	4	4	8

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	29	18	-6	885
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	34	14	0	890
Socioeconomically Disadvantaged				
English Learners	N/A	N/A		
Students with Disabilities	N/A	N/A		

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

For the 2005-2006 and the 2006-07 school years, the district provided two staff development Buyback Days for certificated staff prior to the first day of school. The content of the days included the following: review and analysis of student performance data (STAR and local measures) to identify areas of strength and needed improvement for instruction; standards-based curriculum and reporting (standards-based report cards); development and alignment of benchmark assessments to grade level state standards and K-12 alignment of curriculum and instruction. Throughout the year additional staff development occurred through the following: upper grade teachers attended training on work and research done by Marzano and Pickering titled "Classroom Instruction that Works"; three new teachers received professional development through participation in the New Teacher Project; fourth grade teachers received training in working with EL learners in writing. All certificated staff meet weekly (built into the schedule) for Professional Development/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. Staff development needs are identified as a result of student achievement performance. For the 2006-07 year an emphasis was on analysis of student work and strategies to address the needs of students not meeting standards. The weekly professional development time provides opportunities for cross grade level collaboration.

Vine Hill participates in the New Teacher Project and the Peer Coaching Project in collaboration with UCSC. The purpose of these programs is to assist beginning and experienced teachers in becoming more effective with management and teaching strategies.