

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

2007-08 School Accountability Report Card Report (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 [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2008-09)

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	ssilver@santacruz.k12.ca.us
E-mail Address	kdunton@santacruz.k12.ca.us	CDS Code	44-75432-6049951

School Description and Mission Statement (School Year 2007-08)

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.

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

Opportunities for Parental Involvement (School Year 2007-08)

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, ELAC (English Language Advisory Council), Vine Hill Crossing Guards, Safety Committee, volunteering in the classrooms, library, computer lab, office, and Life Lab Garden. In addition, Vine Hill parents are involved in district and community activities that support all Scotts Valley schools: District Strategic Planning Committee, G.A.T.E. Advisory Committee, District Health and Wellness Committee, District Fiscal 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 (School Year 2007-08)

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

Grade Level	Number of Students
Kindergarten	97
Grade 1	97
Grade 2	98
Grade 3	95
Grade 4	110
Grade 5	90
Ungraded Elementary	0
Total Enrollment	587

Student Enrollment by Group (School Year 2007-08)

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
African American	0.34 %
American Indian or Alaska Native	0.51 %
Asian	3.58 %
Filipino	0.51 %
Hispanic or Latino	6.81 %
Pacific Islander	0.17 %
White (not Hispanic)	84.16 %
Multiple or No Response	3.92 %

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	2005-06			2006-07			2007-08					
	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	19.5	5			19.0	5			19.4	5.0		
1	19.5	6			20.0	5			18.5	5.0		
2	18.6	5			19.2	6			19.0	5.0		
3	19.7	5			19.6	5			18.5	6.0		
4	29.7		3		31.3		3		27.8		4.0	
5	27.4		5		30.3		3		30.0		3.0	
6												
K-3	10.0	1			10.0	1			10.0	1.0		
3-4												
4-8												
Other												

III. School Climate

School Safety Plan (School Year 2007-08)

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 Fall.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0.0	0.8	0.0	1.1	2.0	0.6
Expulsions	0.0	0.0	0.0	0.2	0.1	0.3

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2007-08)

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 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 PC 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, and 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. An ADA ramp allows all students to have access to the Life Lab. 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. A dirt area was converted into a second baseball diamond/play area. 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. 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 six years ago. Broken, damaged equipment, furniture, windows, doors, etc. are 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.

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 2007-2008 school year.

School Facility Good Repair Status (School Year 2007-08)

This table displays the results of the most recently completed school site inspection performed on October 17, 2007 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			
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 (School Year 2007-08)

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		

V. 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 [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	32	32	30	127
Without Full Credential	1	0	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	2006-07	2007-08	2008-09
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 (School Year 2007-08)

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 [NCLB](#) Web site.

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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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)	1.0	N/A
Other	.5	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2007-08)

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	Excellent: Scott-Foresman State Adopted for K-4-Excellent Condition – Adopted 6/07 implemented 2007-08 Harcourt Brace State Adopted Reflections for 5 th Grade-Excellent Condition – Adopted 6/07 implemented 2007-08	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,539.18	\$869.57	\$4,669.61	\$57,169.00
District	\$7,449.68	\$2,281.04	\$5,168.64	\$55275
Percent Difference – School Site and District	-25.6%	-61.9%	-9.7%	1.8%
State	N/A	N/A	\$5300	\$59271
Percent Difference – School Site and State	N/A	N/A	-5.5%	-3.5%

Types of Services Funded (Fiscal Year 2007-08)

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 2007-08)

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 on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37179	\$37916
Mid-Range Teacher Salary	\$54665	\$58151
Highest Teacher Salary	\$71678	\$75396
Average Principal Salary (Elementary)	\$93969	\$91086
Average Principal Salary (Middle)	\$91619	\$95220
Average Principal Salary (High)	\$94869	\$101661
Superintendent Salary	\$136229	\$136091
Percent of Budget for Teacher Salaries	39.9 %	38.5 %
Percent of Budget for Administrative Salaries	4.9 %	5.8 %

IX. 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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	70	70	75	71	69	72	42	43	46
Mathematics	75	76	82	55	54	58	40	40	43
Science	73	74	83	48	54	65	35	38	46
History-Social Science				49	46	54	33	33	36

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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	82	91	*	
Filipino	*	*		
Hispanic or Latino	56	52	*	
Pacific Islander	*	*		
White (not Hispanic)	78	85	89	
Male	73	81	76	
Female	78	83	90	
Economically Disadvantaged	52	63	69	
English Learners	31	33	*	
Students with Disabilities	53	58	56	
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

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 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 on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	55.1%

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

X. 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 [API](#) Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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	2005	2006	2007
Statewide	9	10	9
Similar Schools	5	8	7

"N/A" means a number is not applicable or not available due to missing data.

""** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 6049951

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	18	-6	18	899
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	14	0	22	909
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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 [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

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 (School Year 2007-08)

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 [AYP](#) Web page.

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	

XII. Instructional Planning and Scheduling

Professional Development

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

For the past three years, 2006, 2007, 2008, the district has provided two staff development days each year through AB 835 funding. 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 has 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. In addition, 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 2007-08 year, emphasis was given to learning strategies appropriate to English Learners, analysis of student work and strategies to address the needs of students not meeting standards, and beginning the identification of grade level essential standards for History/Social Science. The weekly professional development time provides opportunities for cross grade level collaboration. Vine Hill participates in the New Teacher Project for first and second year teachers. The purpose of the program is to assist beginning teachers in becoming more effective with management and teaching strategies.