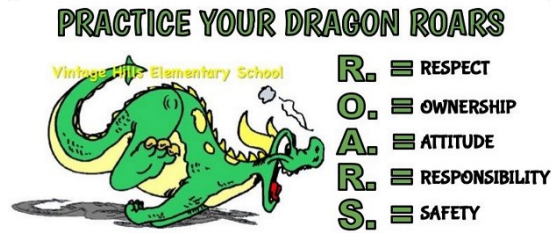


# Vintage Hills Elementary School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

## 2023-24 School Contact Information

<b>School Name</b>	Vintage Hills Elementary School
<b>Street</b>	1125 Concord Street
<b>City, State, Zip</b>	Pleasanton, CA 94566
<b>Phone Number</b>	PH: (925) 426-4240
<b>Principal</b>	Carole Stothers
<b>Email Address</b>	cstothers@pleasantonusd.net
<b>School Website</b>	<a href="https://vintagehills.pleasantonusd.net/">https://vintagehills.pleasantonusd.net/</a>
<b>County-District-School (CDS) Code</b>	01 75101 6089361

## 2023-24 District Contact Information

<b>District Name</b>	Pleasanton Unified School District
<b>Phone Number</b>	(925) 462-5500
<b>Superintendent</b>	David Haglund, Ed.D.
<b>Email Address</b>	dhaglund@pleasantonusd.net
<b>District Website</b>	www.pleasantonusd.net

## 2023-24 School Description and Mission Statement

Vintage Hills Elementary School is located in the eastern region of Pleasanton, California and is one of nine elementary schools out of a total of fifteen schools. Pleasanton is an upper middle class community in the San Francisco Bay Area that places great emphasis on academic achievement and devotes available resources to benefit all students. It serves students in transitional kindergarten through fifth grade following a traditional calendar. At the beginning of the 2023/2024 school year, 516 students were enrolled. Our campus also houses a Kids Club program for before and after school day care. Our school encompasses talented students, a dedicated staff, and a supportive community. Collaboratively, these stakeholders help to make Vintage Hills a wonderful place to learn. Vintage Hills' Annual School Accountability Report Card provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and exceptional staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in the continuous improvement of our quality academic program. Our goal is to provide a continuous learning environment and opportunities for each student to thrive academically, socially, and emotionally. We work continuously to achieve our mission to build a school community in which we all develop as responsible, respectful, caring citizens, inspired by a love of learning.

At Vintage Hills we are focused on increasing levels of learning through engaging instruction, student collaboration, and appropriate interventions. Our school provides a warm, stimulating environment where students are actively involved in learning academics, as well as, positive values. We help students learn expected behaviors through our Positive Behavior Interventions and Supports, including the use of a district-approved social and emotional learning curriculum, Second Step. Our monthly R.O.A.R.S. assemblies celebrate students who exemplify the R.O.A.R.S. focused traits of Respect, Ownership, Attitude, Responsibility, and Safety. Students receive a standards-based, rigorous curriculum delivered by a dedicated professional staff based on individual student needs. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. We strive to be an inclusive community and several general education classes serve as "buddy classes" for our moderate-severe Special Day Class students, joining them in recess and some class activities.

We are very fortunate to have such strong partnerships with the parents of our students and members of our community. Parents are vital to our team approach philosophy. They can be seen volunteering on campus and in classrooms, supporting our enrichment programs, serving on school committees, and actively involved in special programs. Our success can be attributed to the invaluable partnerships between students, staff, parents, and community.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	95
Grade 2	72
Grade 3	100
Grade 4	95
Grade 5	95
Total Enrollment	538

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1%
Male	50.9%
American Indian or Alaska Native	0.2%
Asian	51.5%
Black or African American	0.9%
Filipino	0.7%
Hispanic or Latino	6.5%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	8.6%
White	29.9%
English Learners	16%
Socioeconomically Disadvantaged	4.8%
Students with Disabilities	10%

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

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.10	96.17	572.20	89.80	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.40	0.22	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	3.83	57.00	8.95	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	6.40	1.02	12115.80	4.41
<b>Unknown</b>	0.00	0.00	0.00	0.00	18854.30	6.86
<b>Total Teaching Positions</b>	26.10	100.00	637.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.80	91.61	551.00	90.32	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	4.30	0.72	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	4.19	11.70	1.92	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	4.70	0.78	11953.10	4.28
<b>Unknown</b>	1.00	4.19	38.10	6.25	15831.90	5.67
<b>Total Teaching Positions</b>	23.80	100.00	610.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	1.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.3	6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	5.4

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Vintage Hills Elementary School are currently being aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Thursday, September 28th, 2023, the Pleasanton Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution 2023-2024.07, which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 school year, Pleasanton Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Year and month in which the data were collected

November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance/2017, University of Florida Learning Institute(UFLI) Phonics/2022, Benchmark Advance Intervention/2017, Benchmark Advance ELD, Lucy Calkins-Units of Study for Teaching Reading/2017, Lucy Calkins-Units of Study for Teaching Writing/2017	Yes	0
<b>Mathematics</b>	2015 Eureka Math	Yes	0
<b>Science</b>	Twig Education, Inc. 2019	Yes	0
<b>History-Social Science</b>	Teachers' Curriculum Institute, California 2021	Yes	0
<b>Visual and Performing Arts</b>	Spotlight on Music Song Anthology, McGraw Hill 2017	Yes	

## School Facility Conditions and Planned Improvements

### School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Vintage Hills Elementary School's original facilities were built in 1975; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

In the summer of 2022 Vintage Hills Elementary School received new roofing and air conditioning for the administrative building, the 4th/5th wing, the MPR and the 1st grade wing. In the Fall of 2021, exterior steel fences and gates were installed around the school perimeter as well as a new play structure for the playground. Recent improvements were made to include new perimeter lighting, complete sport field restoration, and hydration stations. A new outdoor paint job for the entire site was done the in Fall of 2020. Plans in the measure I bond recently past call for a new MPR, additional TK classrooms and playground as well as a new outdoor classroom, covered outdoor eating area and expanded parking.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Vintage Hills Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Groundskeeping
- Office area cleaning
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

### Deferred Maintenance

Vintage Hills Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems.

### Facilities Inspection

The district's maintenance department inspects Vintage Hills Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1).

**Year and month of the most recent FIT report**

8/10/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<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>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

## School Facility Conditions and Planned Improvements

<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			

## Overall Facility Rate

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	76	76	78	78	47	46
<b>Mathematics</b> (grades 3-8 and 11)	73	76	73	74	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	291	288	98.97	1.03	76.04
<b>Female</b>	148	146	98.65	1.35	80.14
<b>Male</b>	143	142	99.30	0.70	71.83
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	146	144	98.63	1.37	86.81
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	21	21	100.00	0.00	23.81
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	31	31	100.00	0.00	67.74
<b>White</b>	90	89	98.89	1.11	73.03
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	13	13	100.00	0.00	46.15
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	38	37	97.37	2.63	27.03

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	290	286	98.62	1.38	75.52
<b>Female</b>	148	145	97.97	2.03	76.55
<b>Male</b>	142	141	99.30	0.70	74.47
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	146	143	97.95	2.05	88.11
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	21	21	100.00	0.00	23.81
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	31	31	100.00	0.00	80.65
<b>White</b>	89	88	98.88	1.12	65.91
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	13	13	100.00	0.00	46.15
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	37	36	97.30	2.70	19.44

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	68.99	66.30	63.15	62.89	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	95	94	98.95	1.05	64.89
<b>Female</b>	42	42	100.00	0.00	61.90
<b>Male</b>	53	52	98.11	1.89	67.31
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	43	42	97.67	2.33	80.95
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	38	38	100.00	0.00	60.53
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.8%	97.8%	--	97.8%	97.8%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

##### Parent Involvement

Parents are encouraged to be involved in their child's learning environment either by volunteering on campus, participating in decision-making groups/committees, or simply attending school events. At Vintage Hills, staff and parents work together to create a learning environment that promotes academic, social and emotional development, teaches responsibility and pride, and models learning as a lifelong adventure. We are proud of our school and welcome all to join in our efforts to create successful, responsible citizens.

Parents stay informed on upcoming events and school activities through our electronic school marquee, our school website, eConnection, the PTA website, PTA's Dragon Digest Virtual Flyer, emailed Messages from the Principal, Monthly Dragon Tales Newsletters from the principal, and ParentSquare as well as classroom updates from students' teachers. Parents can contact our main office or check out our website for more information on how to become involved in their child's learning environment.

##### Opportunities to Volunteer

- -----  
Chaperon Field Trips  
Classroom Helper/Volunteer  
Room Parent/Classroom event support  
School Wide Activities (District/Site/PTA Coordinated)  
Involvement in the PTA  
Involvement in PPIE  
Library support  
Before & After School Enrichment Activities  
Guest Speaking  
Playground supervision support  
Multicultural Lunch demonstrations

##### Committees

## 2023-24 Opportunities for Parental Involvement

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English Learner Advisory Council  
Parent Teacher Association (PTA)  
Auction Committee  
Fun Run Committee  
Fall Festival Committee  
School Site Council  
Multicultural Activities  
School Smarts  
Yearbook Committee  
Various School Activities

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Back to School Night  
SCORE  
Student Leadership  
PTA Family Fun Nights  
Movie Nights  
Thematic Spirit Days  
Various Clubs  
Walk & Roll to School  
Ancestry Day  
ROARS Character Assemblies/Flag Salutes  
School Sponsored Field Trips  
Red Ribbon Week  
Fall Festival  
Cardboard Challenge  
Fall Book Fair  
Outdoor Education Program  
Read-A-Thon  
Open House  
Dragon Ball Fundraiser  
Before & After School Enrichment Activities  
Fall & Spring Book Fair  
Ice Cream Social  
Science Fair  
Parent Coffee with the Principal  
Multicultural Lunch Recess Activities  
STEM recess activities with the Science Specialist  
Library recess activities with the librarian  
Fun Run  
Lunch Bunch  
Go Green

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	574	562	73	13.0
Female	283	275	34	12.4
Male	291	287	39	13.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	297	291	25	8.6
Black or African American	10	8	4	50.0
Filipino	4	4	0	0.0
Hispanic or Latino	38	38	10	26.3
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	46	46	4	8.7
White	167	164	30	18.3
English Learners	98	98	15	15.3
Foster Youth	0	0	0	0.0
Homeless	1	0	0	0.0
Socioeconomically Disadvantaged	36	34	7	20.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	68	67	15	22.4

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.14	0.00	0.11	1.91	1.65	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.06	0.02	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Vintage Hills Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, emergency evacuation drills, procedures for safe arrival and departure from school, sexual harassment policy, and bullying policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in the Fall 2022, and continually throughout the school year.

## D. Other SARC Information Information Required in the SARC

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



## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3	2	
1	18	2	3	
2	19	1	4	
3	23		4	
4	32		3	
5	31		4	
Other	9	2		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	10		
1	21	1	2	
2	15	2	4	
3	19	1	4	
4	23	1	3	
5	44	1		3
Other	6	4		

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	7	1	0
1	12	8	0	0
2	23	0	3	0
3	24	0	4	0
4	31	0	3	0
5	31	0	3	0
6	0	0	0	0
Other	5	3	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	6658	307	6351	110696
<b>District</b>	N/A	N/A	6590	\$100,390
<b>Percent Difference - School Site and District</b>	N/A	N/A	-3.7	12.7
<b>State</b>	N/A	N/A	\$7,607	\$90,632
<b>Percent Difference - School Site and State</b>	N/A	N/A	-3.8	22.4

## Fiscal Year 2022-23 Types of Services Funded

FY20-21

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2020-2021 school year, the district received categorical, special education, and support program funds for:

- Adult Education
- Pandemic
- Special Education
- State Lottery: Instructional Materials
- Supplemental Funding through LCFF/Local Control Accountability Plan
- Title I
- Title II
- Title III
- Title IV
- Vocational Programs

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$66,800	\$55,550
<b>Mid-Range Teacher Salary</b>	\$96,938	\$84,645
<b>Highest Teacher Salary</b>	\$118,844	\$111,284
<b>Average Principal Salary (Elementary)</b>	\$153,163	\$139,860
<b>Average Principal Salary (Middle)</b>	\$161,905	\$146,440
<b>Average Principal Salary (High)</b>	\$170,673	\$158,447
<b>Superintendent Salary</b>	\$340,068	\$278,268
<b>Percent of Budget for Teacher Salaries</b>	39.4%	32.21%
<b>Percent of Budget for Administrative Salaries</b>	6.71%	4.89%

## Professional Development

Vintage Hills Elementary School staff attend training and development activities to support students' academic, behavioral, and social needs. Decisions concerning selection of staff development activities are performed by the site leadership team using varied information such as teacher input, district benchmark results, data analysis, and district direction to determine the focus areas. Vintage Hills Elementary School supports ongoing professional growth throughout the year and each Wednesday through collaboration sessions. During collaboration and release time teachers meet in grade level teams to analyze student data to identify areas of need with the assistance of our Intervention Specialist and administration.

Teaching staff are encouraged to participate in district sponsored staff development workshops or training sessions to supplement to site based staff development, to reinforcement previous training, and for training on newly implemented programs/curricula. Our paraprofessional staff attends in person and online training to enhance their skills in supporting students. All staff are encouraged to attend professional workshops and conferences. Support is provided to new and veteran teachers through peer coaching and mentoring. Classified support staff receive job related training from district representatives,

## Professional Development

and are encouraged to attend paid training on staff development workdays.

During the 23 - 24 school year staff participated in all district required trainings, our choice based district wide Fall staff development day focused on effective instruction as well as site Safety. Additionally many staff participated in optional district trainings as well virtually based trainings to on a variety of educational topics and curricula to support students.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3