Vintage High School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Vintage High School
Street	1375 Trower Avenue
City, State, Zip	Napa, CA 94558
Phone Number	(707) 253-3601
Principal	Jessica Hutchinson
Email Address	jessica_hutchinson@nvusd.org
School Website	https://vintagehigh.nvusd.org/
Grade Span	9-12
County-District-School (CDS) Code	28662662830016

2024-25 District Contact Information

District Name	Napa Valley Unified School District
Phone Number	(707) 253-3511
Superintendent	Dr. Rosanna Mucetti
Email Address	rmucetti@nvusd.org
District Website	www.nvusd.org

2024-25 School Description and Mission Statement

Vintage High School has a student body of approximately 1660 students and is a large, fully accredited comprehensive high school with a wide range of academic offerings, athletic opportunities, and student activities. The 50-acre campus is located in the north of Napa. The campus is graced with a beautiful creek, a 10-acre working farm, lush athletic fields, two gyms, and a state-of-the-art aquatic center. We offer a robust selection of electives including CTE courses, music, the fine arts, and the performing arts. With the exception of a small population of students with IEPs, all students are enrolled in college prep level courses. For students looking to be challenged, we offer a variety of honors and AP courses in various subject areas. 16 AP courses are offered and 30% of our student population enrolls in one or more AP classes. We also have a strong AVID

2024-25 School Description and Mission Statement

program designed to support first-generation college-bound students. We have approximately 45 student-led clubs on campus. Over 700 students participate in sports throughout the year. Our school focus is on building community and culturally responsive classrooms and on creating inquiry-based learning (IBL) experiences for all. Some of the highlights of our program include:

- A strong partnership with the Napa County Office of Education to bring Career Technical Education (CTE) pathways to our students. Pathways include culinary, woodshop, agricultural biology, printing and graphics, business, and digital multimedia design.
- Advancement via Individual Determination (AVID) designed to support first-generation college-going students to challenge themselves academically. AVID students are part of a larger AVID family and learn the skills they need to succeed in their classes and earn a GPA that makes them eligible for college.
- A strong visual and performing arts program that includes choral music, instrumental music (band and orchestra), drama, art, and dance. Our band competes on a regular basis, including in international competitions. Our choir students travel internationally and coordinate a musical production every two years. Each facet of the arts programs has a lineage of course offerings leading up to a capstone class.
- A peer support program where students are trained in peer mentoring and support.

Vintage High School focuses on creating inclusive classroom communities with technology-infused inquiry-based learning. Approximately 45% of graduates enroll in a four-year institution after high school. 30% of graduates enroll in a two-year institution, making the total percentage of students enrolling in some kind of post-secondary institution approximately 75%. 96% of students graduate from Vintage High School with a diploma and 52% of students graduate having met the a-g requirements for acceptance into a University of California or California State University.

We also have a strong focus on our CRSH (culturally responsive sustaining and humanizing) work where we focus on building a school-wide community. Students learn about themselves and others and learn to respect and honor the various backgrounds and wealth that each person brings to the community. Every English class across all grade levels focuses its curriculum in this area. Our school board recently approved a number of novels with CRSH focused themes.

Vision:
At Vintage High School, we believe ALL students can learn at high levels inside classrooms that promote an inclusive community and develop proficiency in collaboration, communication, creativity, and critical thinking. Together, we work persistently and passionately to accomplish this goal.

Mission Statement:
We are a professional learning community working together to create a caring, collaborative, culturally responsive and engaging environment that prepares students with 21st-century college and career skills, and ensure that teaching and learning aligns to the schoolwide learner outcomes.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	429
Grade 10	405
Grade 11	426
Grade 12	452
Total Enrollment	1,712

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.2
American Indian or Alaska Native	0.5
Asian	1.3
Black or African American	0.9
Filipino	0.8
Hispanic or Latino	54.3
Native Hawaiian or Pacific Islander	0.1
Two or More Races	2.7
White	39.5
English Learners	12.5
Foster Youth	0.3
Homeless	1.8
Migrant	6
Socioeconomically Disadvantaged	55.3
Students with Disabilities	11

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	72.80	90.67	661.40	87.82	228366.10	83.12
Intern Credential Holders Properly Assigned	0.40	0.50	4.40	0.59	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.70	0.87	30.20	4.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.90	2.43	22.40	2.98	12115.80	4.41
Unknown/Incomplete/NA	4.40	5.51	34.50	4.59	18854.30	6.86
Total Teaching Positions	80.30	100.00	753.20	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	73.70	92.55	647.70	88.56	234405.20	84.00
Intern Credential Holders Properly Assigned	0.20	0.31	5.50	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.70	0.98	13.40	1.84	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	1.29	22.50	3.08	11953.10	4.28
Unknown/Incomplete/NA	3.80	4.86	42.00	5.75	15831.90	5.67
Total Teaching Positions	79.60	100.00	731.40	100.00	279044.80	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	71.70	93.48	618.90	87.87	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.86	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.80	1.13	30.00	4.27	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	1.08	21.20	3.02	11746.90	4.23
Unknown/Incomplete/NA	3.20	4.27	28.00	3.98	14303.80	5.15
Total Teaching Positions	76.70	100.00	704.30	100.00	277698	100

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	2022-23
Permits and Waivers	0.20	0.00	0
Misassignments	0.40	0.70	0.8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.70	0.70	0.8

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.60	0.00	0
Local Assignment Options	1.30	1.00	0.8
Total Out-of-Field Teachers	1.90	1.00	0.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.90	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The State Board approves a list of core curriculum textbooks. In Napa Valley Unified, textbook adoptions are recommended by an Advisory Board of Curriculum and approved by the Board of Trustees. Literature is selected from the core, extended, and recommended state list. Videos, audiotapes, CDs, and software must meet district and digital high school guidelines. There are also numerous supplemental materials that are not listed below. Please reach out to us for questions regarding supplemental materials.

Year and month in which the data were collected	October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature and Language Arts Third Course 9/2007 Holt Literature and Language Arts Fourth Course 10/2007 Edge Reading Writing and Language {Level A}/2011 Rosetta Stone AP Literature and Composition Reading, Writing, Thinking	Yes	0%
Mathematics	Carnegie Learning, Inc. High School Math Solution Mathbook - Integrated 1, 2, and 3 Financial Algebra: Advanced Algebra with Financial Applications by Robert Gerver and Richard Sgroi Precalculus with limits: a graphing approach/ 2001 Stats Modeling the World/ 2010 AP Calculus	Yes	0%
Science	Chemistry in the Earth System/ 2020 The Living Earth/ 2020 Physics of the Universe/ 2020 AP Biology AP College Physics AP Environmental Science Chemistry the Central Science {Nasta}AP Essentials of Human Anatomy and Physiology	Yes	0%
History-Social Science	P World History: History Alive! Economics The Power To Choose Government Alive! Power, Politics, and You/ AP US History - America's History 8th Edition - Henretta	Yes	0%

	AP World History -Ways of the World		
Foreign Language	T'es branché? 1 T'es branché? 2 T'es branché? 3 T'es branché? 4 Que Chevere1/ date Que Chevere 2/ date Que Chevere 3/ date Que Chevere 4 /date Galeria A Galeria B Galeria C MasterASL 1/ 2008 Master ASL 2 Finger Spelling, Numbers, and Glossing / 2008 Master ASL 3 Signing Naturally Unite 7-12/ 2008 AP Spanish Literature AP Spanish Language	Yes	0%
Health	Comprehensive Health Skills for High School	Yes	0%
Visual and Performing Arts		Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

The Vintage High School campus is 51 years old, but site leadership and maintenance and operations teams work hard to ensure that the campus is safe and appealing to students, families, and community members. The campus is very clean of trash/debris and our grounds team ensures the campus is inviting. Adults and students pride themselves in keeping the campus pristine. We are particularly proud of our newer facilities which include a science lab building, swimming center, tennis courts, and practice gym. Even some of our older facilities, our custodial staff prides themselves in keeping the building and areas clean and useable.

Year and month of the most recent FIT report	9/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	49	54	42	40	46	47
Mathematics (grades 3-8 and 11)	18	22	27	28	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	396	382	96.46	3.54	54.07
Female	188	180	95.74	4.26	67.78
Male	206	200	97.09	2.91	41.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	228	220	96.49	3.51	45.66
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	144	140	97.22	2.78	65.00
English Learners	41	37	90.24	9.76	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	24	24	100.00	0.00	54.17
Socioeconomically Disadvantaged	220	211	95.91	4.09	40.48
Students Receiving Migrant Education Services	17	16	94.12	5.88	43.75
Students with Disabilities	46	44	95.65	4.35	6.82

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	394	384	97.46	2.54	21.88
Female	187	183	97.86	2.14	18.58
Male	205	199	97.07	2.93	24.62
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	226	221	97.79	2.21	13.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	144	140	97.22	2.78	32.14
English Learners	40	37	92.50	7.50	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	24	23	95.83	4.17	13.04
Socioeconomically Disadvantaged	219	214	97.72	2.28	11.21
Students Receiving Migrant Education Services	17	17	100.00	0.00	29.41
Students with Disabilities	46	44	95.65	4.35	0.00

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	25.78	18.97	25.38	23.70	30.29	30.73

2023-24 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
All Students	444	431	97.07	2.93	18.79
Female	213	206	96.71	3.29	19.90
Male	228	222	97.37	2.63	17.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	231	225	97.40	2.60	7.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	184	178	96.74	3.26	29.21
English Learners	41	40	97.56	2.44	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	26	25	96.15	3.85	16.00
Socioeconomically Disadvantaged	247	242	97.98	2.02	10.74
Students Receiving Migrant Education Services	28	27	96.43	3.57	0.00
Students with Disabilities	61	60	98.36	1.64	5.00

2023-24 Career Technical Education Programs

Vintage High School offers a number of CTE classes, including courses in the culinary arts, digital media design and criticism, business marketing, woodshop, agricultural biology, veterinary science, and printing & graphics. In addition, the school has created a full array of college & career pathways for 11th & 12th graders, to help guide students in their course selection at Vintage and prepare them for college and the world of work. Our Pathways include the following: culinary arts, printing & graphics, business management, digital media design and criticism, and veterinary science.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	755
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	42.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.49
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	48.2

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.

2023-24 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 requires only participation results 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 9	97.8	98.1	99.3	86.8	98.6

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.

2024-25 Opportunities for Parental Involvement

There are a variety of avenues for parent involvement at Vintage High School ranging from participating in our Parent Faculty Community Club (PFCC) to supporting academics, music, and athletics through active membership in our music and athletic booster clubs. Parents of second language learners maintain a close relationship with the school through our Voces de los Padres group which also serves as our English Learner Advisory Committee (ELAC). These groups meet monthly with school representatives to keep the parents up to date on what is going on at Vintage High School. Vintage High School also offers a parent education workshop four times per year on topics of interest to parents. Topics include how to raise adolescents, tobacco/drug awareness, course registration, and the college application process. Parents also support a variety of student activities through their participation in club and organizational events, e.g. chaperoning dances, field trips, helping with music concerts, etc. The PFCC also supports the work of the school through fundraisers and community outreach. Parents are kept abreast of school activities via school mailers, email, phone calls, website messages, parent nights, and open houses. For further information on parent involvement opportunities, please contact the school at 707-253-3601.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	1.4	2.9	2.6	3.0	4.3	5.5	7.8	8.2	8.9
Graduation Rate	96.9	95.2	96.3	93.6	92.4	93.0	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	458	441	96.3
Female	216	213	98.6
Male	238	225	94.5
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	11	11	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	237	227	95.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	190	183	96.3
English Learners	64	61	95.3
Foster Youth	--	--	--
Homeless	22	21	95.5
Socioeconomically Disadvantaged	294	284	96.6
Students Receiving Migrant Education Services	36	35	97.2
Students with Disabilities	63	57	90.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1773	1737	321	18.5
Female	861	844	157	18.6
Male	906	888	162	18.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	22	0	0.0
Black or African American	17	17	5	29.4
Filipino	13	13	0	0.0
Hispanic or Latino	969	948	190	20.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	53	49	7	14.3
White	689	678	118	17.4
English Learners	240	229	58	25.3
Foster Youth	--	--	--	--
Homeless	42	38	15	39.5
Socioeconomically Disadvantaged	1021	996	216	21.7
Students Receiving Migrant Education Services	118	115	23	20.0
Students with Disabilities	212	198	72	36.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	5.17	4.86	5.75	3.67	3.96	4.05	3.17	3.60	3.28
Expulsions	0.05	0.00	0.00	0.13	0.06	0.07	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.75	0.00
Female	3.25	0.00
Male	8.17	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	4.55	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.43	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.89	0.00
White	4.06	0.00
English Learners	9.58	0.00
Foster Youth	0.00	0.00
Homeless	7.14	0.00
Socioeconomically Disadvantaged	7.15	0.00
Students Receiving Migrant Education Services	7.63	0.00
Students with Disabilities	9.43	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Vintage is a campus with many buildings spread across a number of acres tied together by a communications system that is the first and most important piece in a school safety plan designed to respond quickly and efficiently to a variety of emergency situations. A uniformed School Resource Officer (SRO) is a regular member of the school staff. Administrators and teachers are committed to the creation of a safe and supportive learning environment. We have four campus supervisors who support school safety throughout the day. The School District and the site maintenance staff are equally committed to a physical environment that is kept clean and in good repair. Our Comprehensive School Safety Plan (CSSP) is reviewed and updated annually. All staff members receive an Emergency Phone Tree in September and emergency procedures are reviewed. Staff members are to keep emergency procedures in their roll books and emergency evacuation maps are posted at every exit on campus. All athletic coaches are certified in Cardio Pulmonary Resuscitation (CPR) and First Aid through the American Red Cross. Our School Site Safety Plan was presented to and approved by Site Council Members on October 25 2024.

Additionally, Vintage High School is implementing MTSS (Multi-Tiered Systems of Support) campus-wide. Both administration and teachers receive training in MTSS strategies. As part of this initiative, VHS faculty and staff focus on using restorative practices to change student behavior. Administrators push students to reflect on their behavior and do what needs to be done to repair relationships that were damaged as a result of their behavior. Students and adults regularly participate in community circles to help restore damaged relationships and to think through and process challenging and controversial issues. These circles are led by administrators, counselors, teacher leaders, and student leaders. We have two staff members who serve as restorative justice coordinators. Their role includes facilitating conflict mediation circles with students, helping smooth over conflicts between students and teachers, and serving as a resource on classroom community building for teachers.

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	22	34	20
Mathematics	27	13	31	19
Science	26	11	27	6
Social Science	26	16	10	29

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	16	34	18
Mathematics	27	14	25	19
Science	27	9	24	10
Social Science	26	15	19	23

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	17	19	29
Mathematics	28	12	22	23
Science	27	11	12	18
Social Science	24	17	19	21

2023-24 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
Pupils to Academic Counselor	285.33

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
School Site	$7,648	$92	$7,556	$107,954
District	N/A	N/A	$6,297	$96,897
Percent Difference - School Site and District	N/A	N/A	18.2	10.8
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-35.1	9.9

Fiscal Year 2023-24 Types of Services Funded

All of our funding comes from LCAP base and LCAP supplemental funding and all our special programs are designed to support our school and district in meeting LCAP goals. Programs include:

- After-school support for students behind in mastering essential learning outcomes in various math courses.
- Peer tutoring for students who are English Language Learners and who are struggling in various courses
- Our peer support program includes partnerships with outside agencies and individuals
- Credit Recovery Courses
- Staffing in the form of a parent liaison, social worker, and a fifth intervention counselor
- Collaboration between consultants and our CRSH work developed school-wide in developing and implementing their own community-responsive curriculum in conjunction with Ecosystem of Carino.
- The support of a consultant who specializes in Restorative practices to support our restorative justice coordinators
- Community Ambassadors, CRSH Leaders, and Student Government to build diverse leadership capacity among students
- - "Link Crew" - a program to support 9th graders where upperclassmen are partnered with 9th graders to mentor them during their freshman year.

Fiscal Year 2023-24 Types of Services Funded

- Advancement Via Individual Determination (AVID)
- We opened our Wellness Center in October, 2022 as a space for student to go to who need extra social emotional support..

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
Beginning Teacher Salary	$63,179	$59,551
Mid-Range Teacher Salary	$88,572	$93,855
Highest Teacher Salary	$115,266	$120,219
Average Principal Salary (Elementary)	$147,747	$151,525
Average Principal Salary (Middle)	$158,298	$158,215
Average Principal Salary (High)	$161,042	$171,087
Superintendent Salary	$350,819	$300,043
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	5%	5%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	27.7

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	9
Fine and Performing Arts	3
Foreign Language	5
Mathematics	3
Science	4
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	31

Professional Development

Currently, there are 2.5 professional days built into the school calendar.

PLC leaders are trained to support their content teams through the PLC cycle. This is done through monthly PLC leader meetings and coaching between the PLC leaders and administrators. PLC leaders are trained to look at the 4 essential PLC questions: 1) What do students really need to know and be able to do? 2) How do we know if they have accomplished the essentials? 3) What do we do if they have not accomplished the essentials? 4) What do we do if they have accomplished the essentials? PLC leaders also work with teachers on their team to strategically plan forTargeted Learning Time (TLT)time twice per week. During TLT time, teachers work with students who have not met essential standards by providing additional instruction and scaffolding. This year we are working on Learning Sprints in all content areas.

Additionally, the administrative team provides in-service training surrounding data and provides release days for individual PLCs, as needed, to go deeper into their PLC work. The focus is on helping PLCs move through the PLC cycle and supporting teachers in addressing the common core standards, Social-emotional learning, and integrating technology as a deeper learning tool.

We have two faculty meetings a month. We are able to spend time on PLC related topics or work as well as other areas of focus for our site including interventions and CRSH (Ecoysystems of Carino).

Much of the school's focus is on developing systems across the campus to help increase students' skills in literacy. The STAR E reading assessment is administered three times per year and the student data is used to spark conversations on instructional strategies that will help improve students' reading abilities. Focusing on increasing students' STAR scores will also increase our redesignation rate for English Language Learners.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5