Vintage High School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

2025-26 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	
County-District-School (CDS) Code	28662662830016

2025-26 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

2025-26 School Description and Mission Statement

Vintage High School has a student body of approximately 1535 students and is a large, fully accredited comprehensive high school with a wide range of academic offerings, athletic opportunities, and student activities. The 40-acre campus is located in the north of Napa. The campus is graced with a beautiful creek, lush athletic fields, two gyms, a state-of-the-art aquatic center, as well as an Agricultural Innovation Center opening in the fall of 2025. 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. 15 AP courses are offered and 31% of our student population enrolls in one or more AP classes. The College Board has awarded VHS Silver Status for college culture, college credit and college optimization. In addition College Board awarded VHS the AP Access Award in 2024 for providing all students the opportunity to take AP classes, including students of underrepresented populations. We have a strong AVID program designed to support first-generation college-bound students. We have approximately 35 student-led clubs on campus. Over 700 students participate in sports throughout the year. Our school focus is on building community, connection, and culturally responsive classrooms. Some of the highlights of our program include:

- Strong Career Technical Education (CTE) pathways for our students. Pathways include culinary,, 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.
- A peer support program where students are trained in peer mentoring and support.

Vintage High School focuses on creating inclusive classroom communities. Approximately 30% of graduates enroll in a four-year institution after high school. 60% of graduates enroll in a two-year institution, making the total percentage of students enrolling in some kind of post-secondary institution approximately 90%. 96% of students graduate from Vintage High School with a diploma and 48% of students graduate having met the a-g requirements for acceptance into a University of California or

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	397
Grade 10	433
Grade 11	399
Grade 12	393
Total Enrollment	1,622

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
Non-Binary	0.1
American Indian or Alaska Native	0.4
Asian	0.8
Black or African American	0.6
Filipino	0.7
Hispanic or Latino	55.4
Native Hawaiian or Pacific Islander	0.1
Two or More Races	3.1
White	38.9
English Learners	12.7
Foster Youth	0.2
Homeless	2.2
Migrant	6
Socioeconomically Disadvantaged	58.6
Students with Disabilities	10.3

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.

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)	73.7	92.55	647.7	88.56	234405.2	84
Intern Credential Holders Properly Assigned	0.2	0.31	5.5	0.76	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.7	0.98	13.4	1.84	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	1.29	22.5	3.08	11953.1	4.28
Unknown/Incomplete/NA	3.8	4.86	42	5.75	15831.9	5.67
Total Teaching Positions	79.6	100	731.4	100	279044.8	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.

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)	71.7	93.48	618.9	87.87	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6	0.86	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.8	1.13	30	4.27	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	1.08	21.2	3.02	11746.9	4.23
Unknown/Incomplete/NA	3.2	4.27	28	3.98	14303.8	5.15
Total Teaching Positions	76.7	100	704.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	66.3	91.06	619.5	86.05	230039.4	100
Intern Credential Holders Properly Assigned	0	0	7.5	1.05	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.1	4.37	43.9	6.11	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	0.37	25.4	3.53	12112.8	4.34
Unknown/Incomplete/NA	3	4.19	23.4	3.26	13705.8	4.91
Total Teaching Positions	72.8	100	719.9	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1.9
Misassignments	0.70	0.8	1.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.70	0.8	3.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.00	0.8	0.2
Total Out-of-Field Teachers	1.00	0.8	0.2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0.3	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	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.

2025-26 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill School Education, Study Sync 9-12 HMH Education Company Read 180 Vista Higher Learning, Engage 9-12 Vista Higher Learning, Get Ready 9-12 Vista Higher Learning, Avanza Boost 9-12 for newcomers AP Literature and Composition Reading, Writing, Thinking	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	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	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 AP World History -Ways of the World	0%

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	0%
Health	Comprehensive Health Skills for High School	0%
Visual and Performing Arts		0%
Science Laboratory Equipment (grades 9-12)		0%

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

School Facility Conditions and Planned Improvements

The Vintage High School campus is 52 years old, established in 1972, Our site leadership in collaboration with NVUSD 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. Our team works with students as they transition into high school as well as every day instilling in them responsibility and pride in our facility and their part in keeping it clean. We are particularly excited to have received the new facade and paint which has made our buildings look more uniform and updated. We are in the process of building a new Agricultural Innovation Center which will house our CTE Programs - Culinary and Agriculture. This facility will be open in the fall of 2025. In addition, we will receive other facility upgrades as a result of Measure B including HVAC, modernizing our classrooms, and general facility repairs. We are looking forward to these upgrades along with the removal of many of our outdated portable classrooms no longer in use over the summer of 2026.

Year and month of the most recent FIT report	9/13/2025

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			

School Facility Conditions and Planned Improvements

External: 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.

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	54	54	40	44	47	48
Mathematics (grades 3-8 and 11)	22	21	28	29	35	37

2024-25 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	382	364	95.29	4.71	54.40
Female	197	185	93.91	6.09	63.24
Male	185	179	96.76	3.24	45.25
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	203	194	95.57	4.43	43.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	15	78.95	21.05	66.67

White	150	145	96.67	3.33	66.90
English Learners	45	41	91.11	8.89	4.88
Foster Youth	0	0	0	0	0
Homeless	11	8	72.73	27.27	--
Military	21	19	90.48	9.52	36.84
Socioeconomically Disadvantaged	209	202	96.65	3.35	41.58
Students Receiving Migrant Education Services	24	23	95.83	4.17	30.43
Students with Disabilities	40	38	95.00	5.00	18.42

2024-25 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	382	368	96.34	3.66	21.20
Female	197	189	95.94	4.06	20.63
Male	185	179	96.76	3.24	21.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	203	199	98.03	1.97	11.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	17	89.47	10.53	35.29
White	150	142	94.67	5.33	32.39
English Learners	45	44	97.78	2.22	0.00
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	27.27
Military	21	20	95.24	4.76	5.00

Socioeconomically Disadvantaged	209	205	98.09	1.91	11.22
Students Receiving Migrant Education Services	24	24	100.00	0.00	4.17
Students with Disabilities	40	38	95.00	5.00	5.26

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	18.97	18.53	23.7	24.5	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	382	373	97.64	2.36	18.50
Female	181	175	96.69	3.31	20.57
Male	200	197	98.50	1.50	16.24
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	217	211	97.24	2.76	12.80
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	142	140	98.59	1.41	24.29
English Learners	33	32	96.97	3.03	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	25	25	100.00	0.00	16.00
Socioeconomically Disadvantaged	224	218	97.32	2.68	8.26
Students Receiving Migrant Education Services	22	22	100.00	0.00	0.00
Students with Disabilities	45	42	93.33	6.67	2.38

2024-25 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, agricultural biology, veterinary science, and printing & graphics. In addition, the school has created a full array of college & career pathways 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, yearbook, and veterinary science. NVUSD is building an Agricultural Innovation Center as part of Measure B campus improvements. This state of the art facility will house our Agricultural and Culinary courses.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	714
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	61.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	20

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	98.22
Graduates Who Completed All Courses Required for UC/CSU Admission	48.42

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.

2024-25 California Physical Fitness Test Participation Rates

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	98.13	98.67	99.47	99.73	98.40

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.

2025-26 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 multilingual 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

2025-26 Opportunities for Parental Involvement

representatives to keep the parents up to date on what is going on at Vintage High School. ELAC topics include academic support services, attendance, 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 Parent Square, the school newsletter, email, phone calls, website messages, social media, 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	2.9	2.6	0.5	4.3	5.5	3.3	8.2	8.9	8
Graduation Rate	95.2	96.3	96.9	92.4	93	92.8	86.2	86.4	87.5

2024-25 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	386	374	96.9
Female	186	183	98.4
Male	199	190	95.5
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	219	211	96.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	144	141	97.9
English Learners	44	38	86.4
Foster Youth	--	--	--
Homeless	23	19	82.6
Socioeconomically Disadvantaged	252	242	96.0
Students Receiving Migrant Education Services	24	22	91.7
Students with Disabilities	49	43	87.8

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1663	1644	274	16.7
Female	807	797	143	17.9
Male	853	845	130	15.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	1	7.7
Black or African American	--	--	--	--
Filipino	12	12	0	0.0
Hispanic or Latino	928	916	162	17.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	51	50	8	16.0
White	641	635	95	15.0
English Learners	220	214	52	24.3
Foster Youth	--	--	--	--
Homeless	60	56	12	21.4
Socioeconomically Disadvantaged	1013	998	195	19.5
Students Receiving Migrant Education Services	107	105	22	21.0
Students with Disabilities	185	182	57	31.3

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.86	5.75	3.49	3.96	4.05	3.9	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.24	0.06	0.07	0.14	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.49	0.24
Female	2.11	0.12
Male	4.81	0.35
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.09	0.32
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.92	0.00
White	2.50	0.16
English Learners	5.91	0.45
Foster Youth	0.00	0.00
Homeless	8.33	0.00
Socioeconomically Disadvantaged	4.74	0.39
Students Receiving Migrant Education Services	6.54	0.93
Students with Disabilities	4.86	1.08

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.

2025-26 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. This year we have implemented Centegix, a badge system that allows staff to click 3 times for campus support and continuously click for a school wide emergency requiring a response from law enforcement. A uniformed School Resource Officer (SRO) is a regular member of the school staff, on site Monday - Thursday. 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 8, 2025.

Additionally, Vintage High School has MTSS (Multi-Tiered Systems of Support) campus-wide. Both academic and mental health services are available to students via this team. Both administration and teachers receive training in MTSS strategies. As part of this program, 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.

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	21	16	29
Mathematics	27	14	20	21
Science	27	8	9	16
Social Science	25	16	21	20

2024-25 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	342.4

2024-25 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)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$8,383	$3,128	$18,734	$107,690
District	N/A	N/A	$6,297	$104,358
Percent Difference - School Site and District	N/A	N/A	-66%	10.6
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	54.0	9.7

Fiscal Year 2024-25 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:

- Interventions targeting math and English needs before and after school.
- Peer Support & Academic Mentoring Program targeting academic achievement and social emotional support.
- Learning Walks (substitutes) for teachers to engage in professional learning.
- Flex time support for teachers to plan and collaborate around the new platform, Securly Flex.
- Special Education support for planning and leading professional learning.
- AVID Program support.
- MLL Program support.
- College and Career support in the form of professional learning.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$68,233	$62,783
Mid-Range Teacher Salary	$95,658	$97,783
Highest Teacher Salary	$124,487	$128,020
Average Principal Salary (Elementary)	$159,954	$160,224
Average Principal Salary (Middle)	$168,226	$166,992
Average Principal Salary (High)	$176,731	$180,971
Superintendent Salary	$378,644	$313,465
Percent of Budget for Teacher Salaries	29.97%	30.05%
Percent of Budget for Administrative Salaries	5.07%	5%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	30.5

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	0
English	8
Fine and Performing Arts	1
Foreign Language	5
Mathematics	3
Science	5
Social Science	8
Total AP Courses Offered Where there are student course enrollments of at least one student.	49

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, administrators, and the new PLC Coach. 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 for Targeted Learning Time (TLT or Flex) time twice per week. During TLT time, teachers work with students who have not met essential standards by providing additional instruction and scaffolding.

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 priority standards and assessments.

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 ad campus safety.

Much of the school's focus is on developing systems across the campus to help increase students' skills in literacy. The STAR 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5