

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Vintage High School	District Name	Napa Valley Unified School District
Street	1375 Trower Avenue	Phone Number	707.253.3511
City, State, Zip	Napa, CA 94558-2420	Web Site	www.nvUSD.k12.ca.us/
Phone Number	707.253.3601	Superintendent	Patrick J. Sweeney
Principal	Craig Lewis	E-mail Address	psweeney@nvUSD.k12.ca.us
E-mail Address	clewis@nvUSD.k12.ca.us	CDS Code	28662662830016

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

Vintage High School 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. Buildings are single story set in a grove of native California oaks. The campus is graced with a beautiful creek, a working farm, lush athletic fields, two gyms, and a state-of-the-art swimming center.

Our Mission: We exist to uphold a caring, collaborative, and engaging academic environment that is relevant to the students' lived experiences, supports the search for meaning and identity, and promotes the integrity of the individual. Our Goals: We have established three schoolwide goals that drive and direct all school improvement efforts: 1) Create personalized learning structures for students and staff. These structures included 9th & 10th grade Houses, AVID, and College/Career Pathways, among others; for teachers, we are dedicated to the model of Professional Learning Communities. 2) Improve strategic and intensive support programs for struggling students. 3) Improve college and career readiness for each and every student. These goals are pursued within the overall context of inculcating 21st Century skills in our students, which we define as 1) the ability to communicate effectively in any medium; 2) the ability to collaborate and work with others; 3) the ability to think critically about the world and ourselves; and 4) the ability to integrate and apply elements of communication, collaboration, and critical thinking in creatively expressive ways.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

There are a variety of avenues for parent involvement at Vintage High School ranging from participating in governance and decision-making on our School Site Council to supporting academics, music, and athletics through active membership in our Academic, Music, and Athletic Booster Clubs. Parents of second language learners maintain a close relationship with the school through our English Learner Advisory Committee (ELAC). Parents also support a variety of student activities through their participation in club and organizational events, e.g. chaperoning dances, field trips, concert tours, etc. Parents are kept abreast of school activities via school mailers, parent nights and open houses. For further information on parent involvement opportunities, please contact Craig Lewis, Principal at 707-253-3601.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 9	539
Grade 10	393
Grade 11	595
Grade 12	592
Total Enrollment	2,119

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.4	White	41
American Indian or Alaska Native	1.1	Two or More Races	3.9
Asian	1.7	Socioeconomically Disadvantaged	33.3
Filipino	6.4	English Learners	24.8
Hispanic or Latino	43.1	Students with Disabilities	10.4
Native Hawaiian/Pacific Islander	0.3		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.2	43	35	29	19.0	54	40	5	25	27	35	27
Mathematics	28.3	13	36	24	22.0	30	32	4	25.4	27	22	23
Science	28.7	10	27	22	24.0	71	51	35	28	7	23	13
Social Science	29.6	12	34	33	21.0	43	31	21	29.9	8	26	30

* Number of classes indicates how many classrooms 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.

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Vintage is dedicated to building strong 9th grade and 10th grade "houses" in an effort to create a more personalized and academically supportive environment. 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. The School District and the site maintenance staff are equally committed to a physical environment which 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. Evacuation and Lockdown drills are held twice each year. All athletic coaches are certified in Cardio Pulmonary Resuscitation and First Aid through the American Red Cross.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	16.49	14.83	7.74	9.66	8.88	7.33
Expulsions	2.22	0.89	0	0.79	0.65	0.14

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected:

Vintage High School is in excellent condition. We are particularly proud of upgrades to our facilities completed for the 2009-2010 school year including remodeling one of our existing buildings to include four new laboratory science classrooms, a new parking lot and frontage landscape and lighting, and the accessibility improvements to our theater.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	110	108	94	819
Without Full Credential	3	1	2	6
Teaching Outside Subject Area of Competence	10	6	13	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	97.41	2.59
All Schools in District	98	2
High-Poverty Schools in District	97.67	2.33
Low-Poverty Schools in District	97.41	2.59

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	4	---
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Other		---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 9/2011

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. Specific subject areas and core textbooks are too numerous to mention. Please contact the school for information on instructional materials used in specific classes.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature and Language Arts Third Course 9/2005 Holt Literature and Language Arts Fourth Course 10/2005 Bedford Reader With 2009 MLA Update/2010 Edge Fundamentals/2011 Edge Reading Writing and Language {Level A}/2011 Edge Reading Writing and Language {Level B}/2011	Yes	0%
Mathematics	Algebra 1 {Ca}/ 2008 Algebra and Trigonometry Structure and Method Book 2/ 2002 Geometry: concepts, skills and problem solving {Ca}/ 2007 Pacemaker Basic Mathematics/ 2004 Precalculus with limits: a graphing approach/ 2001 Stats Modeling the World/ 2010	Yes	0%
Science	Modern Biology/2009 Chemistry in the Community/ 1997 Chemistry Matter and Change/ 2007 Conceptual Physics/ 2001 Physics Principles and Problems {Ca}/ 2008	Yes	0%
History-Social Science	Modern World History/ 2006 American Anthem/ 2006 Economics Principles in Action/ 2001 Government Alive! Power, Politics, and You/	Yes	0%
Foreign Language	Bon Voyage 1/2006 Bon Voyage 2/ 2006 Bon Voyage 3/ 2006 Buen Viaje 1/ 2000 Buen Viaje 2/ 2000 Buen Viaje 3/ 2001 Encuentros Maravillosos (A)/ 2002 El Espanol para Nosotros Level 1/ 2008 El Espanol Para Nosotros Level 2/ 2008 Komm Mit 1/ 1998 Komm Mit 2/ 1998 Komm Mit 3/ 1998 Sendas Literarias 1/ 2002 Sendas Literarias 2/ 2002	Yes	0%
Health	Glencoe Health/ 2001	Yes	0%
Visual and Performing Arts		Yes	0%
Science Laboratory Equipment (grades 9-12)		Yes	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$4,840	\$392	\$4,448	\$65,780
District	---	---	\$4,719	\$69,022
Percent Difference: School Site and District	---	---	6%	5%
State	---	---	\$5,681	\$66,478
Percent Difference: School Site and State	---	---	28%	1%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

School Library Improvement Program (SLIP), Economic Impact Aid/Limited English Proficient (EIA/LEP), Economic Impact Aid/State Compensatory Education (EIA/SCE) Resource (RSP), Speech and Language, and Gifted and Talented Education (GATE), U.S. Department of Education's Smaller Learning Community (SLC) program.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,164	\$41,035
Mid-Range Teacher Salary	\$66,120	\$65,412
Highest Teacher Salary	\$86,048	\$84,837
Average Principal Salary (Elementary)	\$112,834	\$106,217
Average Principal Salary (Middle)	\$113,158	\$111,763
Average Principal Salary (High)	\$123,429	\$121,538
Superintendent Salary	\$210,156	\$197,275
Percent of Budget for Teacher Salaries	44%	39%
Percent of Budget for Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	52	53	54	53	53	53	49	52	54
Mathematics	25	24	22	48	50	48	46	48	50
Science	58	50	57	53	52	52	50	54	57
History-Social Science	49	44	45	43	45	45	41	44	48

* Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	53	48	52	45
All Student at the School	54	22	57	45
Male	50	23	56	47
Female	58	21	59	43
Black or African American	57	15	0	56
American Indian or Alaska Native	60	21	0	0
Asian	74	59	0	69
Filipino	65	23	0	62
Hispanic or Latino	39	15	42	32
Native Hawaiian/Pacific Islander	0	0	0	0
White	65	28	72	54
Two or More Races	72	36	0	59
Socioeconomically Disadvantaged	38	15	45	32
English Learners	10	8	16	9
Students with Disabilities	16	11	20	6
Students Receiving Migrant Education Services	26	0	0	17

* Scores are not shown 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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	60	58	54	59	58	58	52	54	59
Mathematics	56	52	56	57	54	58	53	54	56

* Scores are not shown 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.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	42	26	32	42	39	19
All Students at the School	46	31	23	44	43	13
Male	52	30	18	41	42	16
Female	39	32	28	46	44	10
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	62	28	10	54	39	7
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	29	34	37	37	47	17
Two or More Races	38	31	31	25	50	25
Socioeconomically Disadvantaged	62	26	13	55	35	10
English Learners	100	0	0	96	0	4
Students with Disabilities	94	6	0	91	9	0
Students Receiving Migrant Education Services	0	0	0	0	0	0

* Scores are not shown 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	22.7	21	32.4

* Scores are not shown 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.

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	7	7	5
Similar Schools	8	7	3

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	12	-14	13
Black or African American			
American Indian or Alaska Native			
Filipino	-13	10	
Hispanic or Latino	9	-6	19
Native Hawaiian/Pacific Islander			
White	21	-27	25
Two or More Races	N/D		
Socioeconomically Disadvantaged	9	3	24
English Learners	-12	-7	4
Students with Disabilities	1	-31	20

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,420	750	13,133	778	4,683,676	778
Black or African American	28	718	304	720	317,856	696
American Indian or Alaska Native	15	697	86	780	33,774	733
Asian	21	843	260	879	398,869	898
Filipino	70	800	782	867	123,245	859
Hispanic or Latino	642	700	6,689	718	2,406,749	729
Native Hawaiian/Pacific Islander	5		61	751	26,953	764
White	582	795	4,289	843	1,258,831	845
Two or More Races	57	811	574	837	76,766	836
Socioeconomically Disadvantaged	484	696	5,945	709	2,731,843	726
English Learners	372	629	4,768	676	1,521,844	707
Students with Disabilities	144	511	1,478	588	521,815	595

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	14
Percent of Schools Currently in Program Improvement	---	43.8

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (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 webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	1.8	3.6	1.6	4.1	4.7	3.4	4.9	5.7	4.6
Graduation Rate	92.0	85.51	90.29	82.0	80.07	82.80	80.21	78.59	80.44

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	91.5%	85.8%	N/D
Black or African American	100%	96%	N/D
American Indian or Alaska Native	91%	76%	N/D
Asian	95%	97%	N/D
Filipino	97%	96%	N/D
Hispanic or Latino	100%	89%	N/D
Native Hawaiian/Pacific Islander	62%	64%	N/D
White	95%	94%	N/D
Two or More Races			N/D
Socioeconomically Disadvantaged	96%	91%	N/D
English Learners	82%	70%	N/D
Students with Disabilities	97%	85%	N/D

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Vintage High School offers a number of CTE classes, including courses in Culinary Arts, Hospitality, Graphics, Green Energy/Engineering, Fashion Merchandising, Virtual Enterprise, Agricultural Science, and Veterinary Science. 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: Visual Arts, Performing Arts, Engineering, Construction Technology, Government & International Relations, Global Economics, Science, Health Education, Agricultural Science, Culinary Arts & Hospitality, and Psychology & Human Relations.

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	852
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	1 course – we are

Courses for University of California and/or California State University Admission (School Year 2009-10)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	75.3
Graduates Who Completed All Courses Required for UC/CSU Admission	36.8

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	2	---
Fine and Performing Arts	1	---
Foreign Language	3	---
Mathematics	2	---
Science	8	---
Social Science	7	---
All courses	23	4.8

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Currently there are no professional days built into the school calendar due to budget matters.