

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Ann Jayne

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Vintage Hills Elementary School

(As it should appear in the official records)

School Mailing Address 1125 Concord Street

(If address is P.O. Box, also include street address.)

City Pleasanton State CA Zip Code+4 (9 digits total) 94566-7236

County Alameda County State School Code Number* 01-75101-6089361

Telephone 925-426-4240 Fax 925-417-7388

Web site/URL

http://vintagehills.pleasantonusd.net E-mail ajayne@pleasantonusd.net

Twitter Handle @Vintage_Hills Facebook Page https://www.facebook.com/VintageHillsEl Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mrs. Parvin Ahmadi

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: pahmadi@pleasantonusd.net

Other)

District Name Pleasanton Unified School District Tel. 925-462-5500

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Valerie Arkin

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 9 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools

15 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 4 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	15	10	25
K	48	36	84
1	39	33	72
2	48	57	105
3	50	56	106
4	51	68	119
5	64	55	119
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	315	315	630

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 26 % Asian
 - 2 % Black or African American
 - 8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 58 % White
 - 6 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1	610
(5) Total transferred students in row (3) divided by total students in row (4)	0.031
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 14 %
91 Total number ELL
 Number of non-English languages represented: 24
 Specify non-English languages: Arabic, Armenian, Bengali, Cantonese, Dutch, Farsi, French, German, Gujarati, Hebrew, Hindi, Hungarian, Indonesian, Japanese, Korean, Mandarin, Marathi, Russian, Spanish, Tamil, Telugu, Thai, Urdu, Vietnamese
8. Students eligible for free/reduced-priced meals: 3 %
 Total number students who qualify: 18

Information for Public Schools Only - Data Provided by the State

The state has reported that 27 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 10 %
61 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>28</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>2</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>9</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>20</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	22
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	14
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 29:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Our goal is to build a school community in which we all develop as responsible, respectful, caring citizens, inspired by a love of learning.

PART III – SUMMARY

Vintage Hills Elementary School is located in the eastern region of Pleasanton, which is a suburban community in the Eastern San Francisco Bay area in California. Vintage Hills opened its doors in 1974, originally as a K – 2 school housing just 250 students. We expanded to a K-5 school of over 780 students in the late 90's, but with the opening of new schools and due to shifting attendance boundaries, we have settled to our present enrollment. Vintage Hills now serves approximately 630 students in Transitional Kindergarten through fifth grade following a traditional calendar. We have one transitional kindergarten class, three kindergartens, three first grades, four second grades, four third grades, three fourth grades, a fourth-fifth grade combination, three fifth grades, and two multi-age moderate to severe special day classrooms specializing in the support and education of students diagnosed with autism. Our English Language Learner population makes up 14% of our school population and represents 24 different languages.

At Vintage Hills, our core instruction is focused on the Common Core Standards and the Next Generation Science Standards. With a commitment to high levels of rigor, our teachers are regularly provided with dedicated collaboration time. Teachers work in professional learning communities to discuss curriculum, plan lessons, and analyze data to meet the diverse needs of our students. We have regular dialogue about student learning, and have systems and routines in place to offer interventions and supports to our struggling students. This team approach allows us to focus on providing a consistent and effective learning experience to every student across our school.

Our goal is to build a school community in which we all develop as responsible, respectful, caring citizens, inspired by a love of learning. With this goal in mind, we strive to provide our students' with a diverse and multi-faceted educational experience. We focus on the Common Core Standards within our core curriculum, but believe that a full education goes far beyond that. We are also committed to providing an education in art, music, and physical education/health. We have highly trained specialists in each of these content areas. With their passion and expertise, we are able to deliver a solid and well rounded educational experience to our students.

Character development and civic responsibility are also important aspects in our students' educational experience. As a community we have engaged in outreach activities to connect our students to the world beyond our city. Vintage Hills has partnered with local charities, like Kids Against Hunger and The Wheelchair Foundation, to help students see themselves as change agents in the world. They have packed food for hungry children around the world, and have also raised money to provide wheelchairs for people with immobilizing disabilities who cannot afford wheelchairs.

Within the Vintage Hills student body, our students come from countries far and wide, representing 24 different languages! We believe that this diversity is an incredible asset to our community, and we celebrate and welcome it. We have recently organized an annual multi-cultural celebration which offers our students a chance to share their culture as well as learn about the various cultures of their schoolmates. These experiences provide our students with a broader range of life experiences, and better prepare them to become world citizens.

We have a long history of community and school partnerships at Vintage Hills. We believe that this partnership is crucial in creating an effective school. Our parents and other community members work with the school to create a safe and secure environment for all students. We recognize and celebrate the interdependent nature of the relationship between our community and the school. Our goal is to help all parents become active partners in their child's education.

Vintage Hills has been honored three times by the State of California as a recipient of the California Distinguished School Award (2002, 2006, 2014). The California Distinguished School Award is given by the California State Board of Education to public schools within the state that best represent exemplary and quality educational programs. Approximately 5% of California schools are awarded this honor each year. Particular emphasis is placed on a school's progress in narrowing the achievement gap for this award. Additionally, The California Business for Education Excellence "Honor Roll" for Scholar Schools Award

has been bestowed on our school for six consecutive years (2008, 2009, 2010, 2011, 2012, 2013, 2014). This award is given based on a school's demonstrated achievement, growth, and equity as measured by standardized state assessments. While we are proud of each and every accomplishment, we are most proud of our community, and the knowledge that we are only as successful as we are because we got here together.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Vintage Hills Elementary offers many unique opportunities to our students which support our core curriculum. Across the entire school, teachers are focused on the standards based instruction and look for innovative ways to engage our students in higher order thinking skills.

Our district has many systems in place to provide strong instruction in reading and English Language Arts. One innovative practice is the implementation of a “staggered day”. We currently have class sizes of 25:1 in our primary grades (1st–3rd). With the staggered day schedule, only ½ of the students in Kindergarten, first, and second grade classrooms start school at our normal start time of 8:15. For 45 minutes, the teacher is able to work with these students in small groups for differentiated instruction. This time has been specifically designated for literacy instruction, and is focused on guided reading, phonics, and differentiated instruction. At 9:00, the remaining students arrive at school. The class then receives the bulk of their other instruction. At 2:05, our 1st – 2nd graders who arrived at 8:15 go home, leaving those who started at 9:00 to receive their differentiated small group literacy instruction in a small group setting until school ends at 2:50. For students in grades 3 – 5, students attend for an entire instructional day (8:15 – 2:50). Their reading instruction is based heavily in the form of literature circles, close reading, and book studies.

Our school has a cohesive and aligned writing program. All teachers, in all grades, implement our writing curriculum which is delivered through a writer’s workshop model. Within the workshop model teachers teach writing with increasing complexity and sophistication, and develop and refine strategies for writing across the curriculum. The workshop model allows teachers to confer with individual students and help support their specific needs as writers. Teachers use a common academic vocabulary, and teach writing genres (Narrative, Informational, Opinion/Persuasive) at agreed upon intervals throughout the year.

In mathematics, our teachers provide math instruction using instructional materials aligned with Common Core State Standards. Through use of technology, manipulatives and interactive lessons, students are taught to apply math concepts to real world situations. Students are required to explain their thinking, and explore multiple solutions to complex problems in order to build a strong foundation for reasoning and problem-solving at levels 3 and 4 of Webb et al’s Depth of Knowledge (2005). Language standards which focus on speaking and listening are also regularly integrated into mathematics. Students are required to give presentations on specific mathematical concepts or engage in debates to prove or debate answers.

Core instruction in science is presented by both classroom teachers as well as a credentialed science specialist who holds a single subject science authorization. Students in grades 1 – 3 see our science specialist once per week, while fourth and fifth grade students go to the science lab two times per week. In the science lab, students engage in hands-on experiential learning. Our science specialist is well versed in the Next Generation Science Standards (NGSS) and offers our students many exciting opportunities to learn science in a project based, experimental setting. Outside of the classroom, we also offer our students the opportunity to work and explore in our school garden, attend “Star Parties” at our school’s own observatory, engage in environmental activities such as recycling and composting, and in fifth grade, attend a 4 day science camp.

For history, we adhere to state guidelines and standards while integrating music and art into our instruction. Our school works hard to make history meaningful and exciting to our students by providing field trips and simulations. We also connect with specialists and experts through the use of Skype, to make history come alive. Our students are exposed to real world experiences through field-trips and presentations. Our third grade students learn about the history of our city by taking a trip tour historic downtown, and visiting the Pleasanton History Museum. In fourth grade, students travel to the State Capitol and Sutter Fort in Sacramento. They also participate in a living history experience called Walk Through California, and engage in our school sponsored “Gold Rush Days”. Similarly, our fifth grade students participate in Walk Through the American Revolution and an Immigration Simulation. These are just a few examples of how our teachers bring curriculum to life for our students.

Vintage Hills Elementary School has one Transitional Kindergarten (TK) class. Carefully selected, Board-approved materials are used to support students in their first year of a two-year kindergarten program. TK fills the gap in between preschool and kindergarten. We teach developmentally appropriate curriculum that is aligned with the Kindergarten Standards. These areas include: English Language Arts, math, science, social and emotional development and self-help skills. By introducing letters, sounds and numbers we are preparing the students for the curriculum in kindergarten.

We are committed to addressing all areas of core curriculum, and utilize every opportunity to address multiple standards and content areas in a single learning experience.

2. Other Curriculum Areas:

The Pleasanton Unified School District is committed to educating children in all areas, including those that are considered non-core subjects. At Vintage Hills, we go beyond language arts, math, science and history. We also offer regular instruction in physical education, visual and performing arts, and technology.

All students in grades 1 – 5 receive standards based instruction in physical education two times per week from our credentialed and National Board Certified Physical Education Teacher. We provide a learning environment where all children are included and have opportunities to experience success and the joy of movement. The goal of the Vintage Hills physical education program is to develop physically literate students who have the ability to move with confidence and competence in a wide variety of physical activities which include fundamental movement skills, movement concepts, fitness skills and concepts, and personal and social skills. We believe that all children have the right to a quality physical education which will help them create healthy habits for the rest of their lives.

Our students also enjoy the opportunity to attend music class each week with a credentialed music specialist. Our music specialist teaches music theory and appreciation to all students, first through fifth grade. Students learn songs related to each grade's music and history standards as well as character-based songs that are sung at our school wide flag salute/spirit assemblies. Student at each grade level also participate in a yearly curricular based music performance to showcase the songs they have learned. Our fifth grade students have an opportunity to participate in instrumental music as well. Our band and strings program meets weekly and performs at the end of each year.

The staff at Vintage Hills believes in the importance of visual and performing arts as a means of making learning relevant and fun for students. We have dedicated a classroom to the performing arts, which many classroom teachers use so that their students can participate in plays, puppet shows, and other performances. Each year students perform plays based on history, science, and character education. Visual arts also play an important role in the Vintage Hills experience. A professional art docent provides instruction in art history, applications, and works of the masters on a monthly basis. This training helps to provide our students with cultural knowledge, creative thinking, and artistic skills.

Last, but certainly not least, Vintage Hills is committed to technology instruction. Our students are well versed in 21st century skills, and understand the importance of digital citizenship. This has been a great focus as we transitioned over to Common Core Standards. To meet this commitment we have installed a new computer lab that has 34 desktop computers, which each class visits once per week. Students in the early grades begin to learn basic computer skills (such as how to power on and off, using a mouse and keyboard, and proper etiquette). Students in the third through fifth have district issued Google accounts where they have access to Google Drive, Google Presentation and Gmail. All students have a digital portfolio of their writing and presentations that follow them as they move through grades levels.

Beyond the lab, each classroom teacher is equipped with extensive technology as well. Every classroom teacher has a laptop, iPad, LDC projector, document camera and Apple T.V. This set up allows for an interactive classroom experience. Teachers can project lessons from their computers, demonstrate the use of applications including Google Docs., as well as connect with classrooms from around the world through Skype creating a global classroom.

Students have access to additional technology as well. TK through fifth grade classrooms have a minimum of 6 iPads for student use. TK through second grade students use iPads in centers for word work and spelling patterns as well as math practice, while the upper grades use iPads to demonstrate their learning in creative ways through presentations. The classroom iPads foster a collaborative learning environment for all students. With the help of our PTA, Vintage Hills currently has a student to Chromebook ratio of 2:1 in all third through fifth grade classes. Overall, Vintage Hills effectively integrates technology into all aspects of school life. It allows teachers to connect with their students while giving them incredible opportunities to learn and grow. Not only does technology dramatically increase student learning and achievement, but it allows teachers to be more effective in their instruction and connect our school to our wonderful community.

3. Instructional Methods and Interventions:

At Vintage Hills, teachers utilize many effective teaching practices to ensure the success of all students. Our day is designed so that all kindergarten through second grade students have a 1:13 teacher/student ratio for 45 minutes each day. This is instrumental for small group reading instruction as well as one on one interventions for struggling students. Interventions are taught by teachers as well as instructional aides using research based programs and strategies. Teachers measure and report student progress regularly. If students are not progressing, we intervene with a Student Improvement Plan where measurable goals are written with specific strategies are implemented for how those goals will be met. Students are monitored closely to ensure growth.

In grades kindergarten through 5th grade, teachers have been utilizing the workshop model in writing, reading and math to improve students' learning and higher order thinking. During this model our teachers select one of four instructional approaches: direction instruction, inquiry, guided practice and demonstration. Moreover, the workshop model has three basic components: the mini-lesson (10 minutes approx.); students composing/teacher conferring (30 minutes approx.); and sharing/reflection (5 minutes approx.). Providing the workshop model regularly has helped students to internalize the rituals and routines of the workshop. This consistency of structure for lessons has allowed students to expend more energy on higher level thinking and learning. Observational data gathered at our recent Instructional Rounds indicated that students were working at the higher levels of Depth of Knowledge (Webb et. al, 2005) and actively involved within the workshop model. Additionally, in the workshop model our students are composing/practicing for two thirds of the lesson while our teachers are using formative assessment and conferring to enhance students' learning in an individualized way. As a staff, we have worked during staff meetings and professional development days to improve how we use the workshop model across the curriculum.

Another way we have enhanced our instruction and individualized teaching for our students is by integrating technology into the classroom. In the primary grades, students have been using iPads and computers to develop phonics, phonemic awareness, fluency and comprehension. The upper grades teachers have involved students in project learning with technology. Students create digital artifacts (such as movies, book trailers and eBooks) and present their learning to their classmates and via video-conferencing to their peers in other schools. These collaborative projects and presentations deepen students' knowledge and advance their interpersonal and technology skills.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

We have seen consistently high rates of student success on our state STAR Tests, which are conducted each spring. Over the past 3 years, we have seen some changes in our demographics which have brought us some new instructional challenges. Specifically, the number of students identified as socio-economically disadvantaged (SED), which has not traditionally been considered statistically or numerically significant at our school, has grown. In 2010-2011, we began to see an increase in the number of students in this category, and the gap between our identified SED students and our school as a whole was a disappointment to us. That year 53% of our SED population received a score of proficient or above in both ELA and math, as compared to our overalls cool scored of 84% proficiency in ELA and 86% proficiency in mathematics. While our school was doing quite well overall, we were not satisfied with this 30%+ achievement gap.

Unsatisfied by this discrepancy, we began to utilize the Cycle of Inquiry process. The Cycle of Inquiry is a systematic way to analyze multiple sources of data, identify student needs, and provide specific targeted support and interventions. By the spring of 2013, our SED population jumped to 59% proficiency in ELA (school-88%) and 71% proficiency in math (school-89%). While the gap still remains, we are thrilled to see the increase from 53% to 59% proficiency in ELA, and from 53% to 71% proficiency in mathematics for our SED identified students.

Encouraged by the progress we have seen, we are committed to the work we have begun. While we are proud of the growth we have made, we still have a lot of work to do. We know that we are on the right path and dedicate ourselves every day to continuing to reduce that gap until it no longer exists.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

At Vintage Hills, we work together to analyze data from many different sources to determine how to best meet the needs of all of our students. Data is taken from State summative assessments, District Benchmark interim assessments, and classroom formative assessments.

Every fall, before the first day of school, we meet together as a school team and analyze our State (STAR) test results. As a school we critically analyze the data in terms of subgroups as well as subtests. When discussing subgroups, we look at many different areas such as ethnicity, socio-economic status, language proficiency, and disability. When looking at subtests, we look at each content area and try to identify strengths and weaknesses within each. While looking at this data is an important part of our reflection, it is only one piece of a much larger puzzle. It does not give us any information on the younger students who do not participate in STAR Testing (The California STAR test assesses students in grades 2 – 5).

Once the school year begins, students at Vintage Hills, and throughout the District, participate in Benchmark assessments in Reading/Language Arts and Math. Initial (beginning of the year) assessments as well as assessments at the end of each trimester are administered. The results of these assessments are then discussed at Cycle of Inquiry meetings. During cycles of inquiry, teachers work in grade level teams with the principal to analyze achievement data, identify individual student needs, discuss strategies, and then plan interventions for students. These meetings happen at the end of the first and second trimester.

Within the classroom, teachers also perform ongoing formative assessments such as exit tickets and “on demand” writing assessments. These informal, frequent assessments provide immediate feedback to teachers to help guide their instruction.

Using this approach of utilizing multiple measures allows us to gather a better understanding of each student. This, in turn, allows us to provide differentiated instruction which supports the needs of our students as individual learners.

Part VI School Support

1. School Climate/Culture

Vintage Hills has a positive, caring and safe environment. We are actively engaged in implementing a Positive Behavior Intervention System (PBIS). The principal visits each class at the beginning of the year to teach a mini-lesson on our three school rules: Be Safe, Be Respectful, Be Responsible. These rules are reinforced throughout the year in a variety of ways. Students lead character education by modeling appropriate behaviors through Dragon TV, which is a weekly student led news broadcast that is created by students for our school community. Additionally, we have a school-wide reward system called Braggin' Dragon that emphasizes responsibility, safety and respect. Students are also honored for their positive behavior at District Board Meetings, tri-annual flag salutes and spirit assemblies, which foster a sense of community among our school.

At Vintage Hills we believe in a strong partnership with our community to expand learning opportunities for all students. Through ongoing collaboration with our PTA we provide several enrichment events during the school year including: Multi-cultural Celebration, Lego Robotics, Technology Projects, Cardboard Challenge, Art Club, Taekwondo, and Book Clubs. Our science teacher also holds Star Parties during the school year for students and their families to enjoy astronomy using our observatory.

Our parents and business community have supported us in several endeavors over the years. When we decided that we needed to provide our students more opportunities in technology, our community did not hesitate. We held fundraisers such as our Dragon Ball & Auction, and Fun Run. Local business owners and families provided very generous sponsorships, funding, and donation items to help us raise the funds we needed to bring our students and teachers into the 21st century by purchasing technology and professional development.

Our district motto is that “Our students will make a better world.” We take this to heart and feel that it is important to help our students see the world beyond the boundaries of our school. We want our students to see themselves as change agents, and make that motto a reality. As such, our entire school gets involved with local charities to support those in need. We organize school events to raise funds for a charity which purchases wheelchairs for those who cannot afford them. We also participate in an annual food packing event to provide food for hungry children around the world.

These are some of the ways teachers, parents and community come together to help our children grow personally, socially and academically.

2. Engaging Families and Community

Vintage Hills Elementary School has a long history of community and school partnerships. Collaboration with families, our Parent Teacher Association (PTA), and Pleasanton Partners in Education (PPIE) are crucial to the success of the academic and social program that we provide. This partnership allows Vintage Hills the ability to offer needed intervention, teacher support, and extension activities to our learning community.

Our PTA has been a strong network for families, teachers, and students. They have been instrumental in our implementation of a technology centered site, which supports the transition to the new Common Core Standards. The PTA is a continuous supporter of lifelong learning for our staff. They provide the funds which allow teachers to attend professional conferences and technology trainings, and purchase necessary supplies to perfect their craft. Our PTA has funded two Instructional Aides who support our teachers in meeting the need of our at-risk students. In addition, we have many before and after school activities like art classes, LEGO workshops, chess club and book clubs that are run by our PTA.

Vintage Hills has a very active parent volunteer population. Volunteers have supported our primary grades by providing small group support in phonics and research based reading program. They are actively

engaged in many of our upper grade classrooms by running weekly math centers, literature groups, and day-to-day supports like correcting and project preparation. Volunteers are also engaged in many social functions that we offer to our school community. They help us run our 100 Mile Challenge and Fit Friday programs where parents set up music and encourage the children to run or walk a mile during lunch recess. Our annual Halloween Carnival, Fun Run, and Science Fair are other school-wide events which are run by hundreds of parent and community volunteers.

PPIE is a non-profit partnership of local business, community, and education. They have been providing funding to support critical programs that have faced budget shortfalls since 1987. The Vintage Hills community has been active in their fundraising efforts through participation in Run for Education and Bon Appétit Galas. As a result, our students have directly benefited from Educational Grants received through this foundation which support technology in the classrooms, Program Specialists, and classroom furniture and supplies.

3. Professional Development

The professional development of our teachers is a priority at Vintage Hills and the Pleasanton Unified School District. As research states, the skill and knowledge of the classroom teacher is the number one indicator for student success. The majority of the professional development we offer to our teachers is job-embedded. As research also indicates, when professional learning is grounded in teachers' daily work with students, it will likely transfer to the classroom and positively impact the students. Learning opportunities for our teachers come from three main sources: district, school site, and individual teachers.

At the district level, training is provided for all teachers through our two district wide staff development days and three job embedded trainings. Participation in both of these staff development experiences are required duties for all of our teachers in the Pleasanton Unified School District. These trainings are used to develop educators' knowledge of specific curriculum and instructional models. Our district also has eight "instructional coaches" who serve as content area experts in literacy, writing, math and technology. These coaches lead district and site based trainings, and also perform model lessons for teachers within their own classrooms. Coaches work collaboratively with teachers and administrators to provide teachers with knowledge and resources to make them more effective in the classroom. There is also a third model of professional development that our district provides through learning cohorts. Cohorts consist of teams of teachers from across the district who work collaboratively to increase their knowledge and improve their craft in the areas of reading and writing, Common Core Standards, science, mathematics, and other content areas.

At the school site, professional learning opportunities are provided for teachers to meet the diverse needs of our student population. Professional development at our school often supports the learning that happens at the district level, but is also determined by student data as well as teacher surveys. We offer teachers training in effective use of technology, instructional strategies, and curriculum. Additionally, we implement instructional rounds, which allow teachers to learn from each other by observing each other's classrooms. This practice helps to validate teachers' practices and share effective teaching across our school.

There are also individualized learning opportunities for teachers based on specific areas of need and interests. Many of our teachers have sought out personalized learning experiences by attending conferences for technology, mathematics, writing, reading, grade level approaches, strategies for English Language Learners, equity and diversity training, and many others. When teachers engage in this type of individualized training, they always come back to the school to share their learning with others at our site.

We are proud to support our teachers in being lifelong learners, so they can inspire their students to do the same.

4. School Leadership

At Vintage Hills, students come first. Shared decision making is a cornerstone in our leadership philosophy, and we work hard to involve all stakeholders in the decision making process. We believe that a strong connection between the school, home, and community is essential in creating a healthy and productive learning environment. There are several teams that work together to lead our school to success. The three main decision making bodies are our school-based leadership team, our School Site Council (SSC), and PTA Executive Board.

Our school-based leadership team consists of 8 teachers and our site administrators. The teachers are representatives from each of our six grade levels, special education, and our content area specialists (science, music, PE). As a team, we discuss items directly affecting our entire school community. Decisions made in this team are then shared out with the rest of the staff to reach consensus. If the decision of the group involves making a purchase, we also seek input and approval from our School Site Council and/or PTA Executive Board.

The School Site Council (SSC) is a committee made up of the school administrator, teachers, other school personnel, and parents. The SSC directly oversees the school based coordinated plan, and the expenditure of state and federal funds. While the SSC is the official decision making body for expenditures, they seek information and feedback from all stakeholders before final decisions are made.

The third and final group to contribute to the leadership of our school is the PTA Executive Board. The PTA Executive Board is made up of parents, the school principal, and a teacher representative. Our PTA Executive Board regularly surveys our staff to understand their needs in the classroom. They then tirelessly engage our community in fundraising efforts to provide teachers with the tools they need. Their efforts have directly resulted in increased technology for staff and students, staff development opportunities, field trips, instructional materials, community events, and valuable educational assemblies.

We are fortunate to have this team approach to leadership at Vintage Hills. While each part of the team serves a very different function, we are united in our desire to provide a rich learning experience for all of our students.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>STAR Test</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Educational Testing Services (ETS)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	89	82	90	81	85
Advanced	63	60	62	52	56
Number of students tested	104	129	105	100	122
Percent of total students tested	99	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	87	68			
Advanced	55	45			
Number of students tested	31	38			
2. Students receiving Special Education					
Proficient and above	78	70	91	78	76
Advanced	44	43	48	44	38
Number of students tested	18	23	21	18	29
3. English Language Learner Students					
Proficient and above	90	62	100	83	50
Advanced	90	54	93	58	20
Number of students tested	10	13	14	12	10
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	94	88	97	93	96
Advanced	88	71	82	73	71
Number of students tested	32	48	33	30	45

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	87	81	87	78	85
Advanced	57	55	56	48	55
Number of students tested	62	73	63	59	60
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Participated in SBAC Field Testing in the 2013-2014 school year. Data in above referenced table is from school years 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013.

In 2009-2010, 2010-2011, 2011-2012 our students in Sub-group 1 (Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students) comprised less than 10% of our total enrollment. Therefore no scores are reported for this subgroup in those years.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>STAR Test</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Educational Testing Services (ETS)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	86	89	81	95	86
Advanced	65	70	55	64	68
Number of students tested	133	117	112	118	105
Percent of total students tested	100	100	99	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	64	85			
Advanced	41	65			
Number of students tested	39	40			
2. Students receiving Special Education					
Proficient and above	66	86	75	88	64
Advanced	42	50	50	50	40
Number of students tested	26	22	16	32	25
3. English Language Learner Students					
Proficient and above	77	87	87	71	91
Advanced	46	80	60	57	64
Number of students tested	13	15	15	7	11
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	91	91	94	94	97
Advanced	80	77	79	75	79
Number of students tested	46	35	33	47	38
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	86	90	78	98	80
Advanced	59	68	46	62	63
Number of students tested	76	68	63	58	51
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Participated in SBAC Field Testing in the 2013-2014 school year. Data in above referenced table is from school years 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013.

In 2009-2010, 2010-2011, 2011-2012 our students in Sub-group 1 (Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students) comprised less than 10% of our total enrollment. Therefore no scores are reported for this subgroup in those years.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>STAR Test</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Educational Testing Services (ETS)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	89	71	80	82	84
Advanced	55	45	54	54	49
Number of students tested	116	119	125	108	133
Percent of total students tested	100	100	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	79	65			
Advanced	25	35			
Number of students tested	24	34			
2. Students receiving Special Education					
Proficient and above	79	53	66	54	76
Advanced	21	24	38	29	24
Number of students tested	19	17	29	24	21
3. English Language Learner Students					
Proficient and above		81		70	
Advanced		44		40	
Number of students tested		16		10	
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	94	86	89	87	76
Advanced	82	69	77	69	24
Number of students tested	34	36	47	39	34
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	87	69	87	82	76
Advanced	46	36	48	47	40
Number of students tested	63	67	62	55	82
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Participated in SBAC Field Testing in the 2013-2014 school year. Data in above referenced table is from school years 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013.

In 2009-2010, 2010-2011, 2011-2012 our students in Sub-group 1 (Free and Reduced price Meals/Socio-Economic/Disadvantaged Students) comprised less than 10% of our total enrollment. Therefore no scores are reported for this subgroup in those years.

In In 2009-2010, 2011-2012, 2013-2014 our students in Sub-group 3 (English Language Learner Students) comprised less than 10% of our total enrollment. Therefore no scores are reported for this subgroup in those years.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>STAR Test</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Educational Testing Services (ETS)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	81	69	77	70	77
Advanced	46	35	32	34	38
Number of students tested	105	129	105	101	122
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	71	65			
Advanced	45	21			
Number of students tested	31	38			
2. Students receiving Special Education					
Proficient and above	67	65	67	61	66
Advanced	39	22	29	28	31
Number of students tested	18	23	21	18	29
3. English Language Learner Students					
Proficient and above	90	46	86	67	
Advanced	60	23	50	42	
Number of students tested	10	13	14	12	
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	88	77	82	93	89
Advanced	63	48	42	50	44
Number of students tested	32	48	33	30	45
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	78	67	79	67	75
Advanced	41	27	30	30	37
Number of students tested	63	73	63	60	60
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Participated in SBAC Field Testing in the 2013-2014 school year. Data in above referenced table is from school years 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013.

In 2009-2010, 2010-2011, 2011-2012 our students in Sub-group 1 (Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students) comprised less than 10% of our total enrollment. Therefore no scores are reported for this subgroup in those years.

In 2009-2010, our students in Sub-group 3 (English Language Learner Students) comprised less than 10% of our total enrollment. Therefore no scores are reported for this subgroup in those years.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>STAR Test</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Educational Testing Services (ETS)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	87	94	89	95	91
Advanced	65	74	66	72	70
Number of students tested	133	117	112	118	105
Percent of total students tested	100	100	99	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	39	40			
Advanced	67	65			
Number of students tested	39	85			
2. Students receiving Special Education					
Proficient and above	62	86	94	94	80
Advanced	35	64	56	50	48
Number of students tested	26	22	16	32	25
3. English Language Learner Students					
Proficient and above	85	87	93	86	73
Advanced	54	87	73	43	64
Number of students tested	13	15	15	7	11
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	91	89	94	94	95
Advanced	76	77	88	70	84
Number of students tested	46	35	33	47	38
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	87	96	89	97	88
Advanced	65	75	62	76	65
Number of students tested	76	68	63	58	51
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Participated in SBAC Field Testing in the 2013-2014 school year. Data in above referenced table is from school years 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013.

In 2009-2010, 2010-2011, 2011-2012 our students in Sub-group 1 (Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students) comprised less than 10% of our total enrollment. Therefore no scores are reported for this subgroup in those years.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>STAR Test</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Educational Testing Services (ETS)</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	91	89	89	88	91
Advanced	68	62	68	63	56
Number of students tested	116	119	125	108	133
Percent of total students tested	100	100	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	83	77			
Advanced	63	47			
Number of students tested	24	34			
2. Students receiving Special Education					
Proficient and above	90	65	76	67	91
Advanced	68	41	55	38	52
Number of students tested	19	17	29	24	21
3. English Language Learner Students					
Proficient and above		81		70	
Advanced		50		40	
Number of students tested		16		10	
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	91	92	94	95	94
Advanced	71	81	83	77	68
Number of students tested	34	36	47	39	34
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	94	90	94	87	92
Advanced	71	60	68	82	54
Number of students tested	63	67	62	55	82
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: Participated in SBAC Field Testing in the 2013-2014 school year. Data in above referenced table is from school years 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013.

In 2009-2010, 2010-2011, 2011-2012 our students in Sub-group 1 (Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students) comprised less than 10% of our total enrollment. Therefore no scores are reported for this subgroup in those years.

In 2009-2010, 2011-2012, 2013-2014 our students in Sub-group 3 (English Language Learner Students) comprised less than 10% of our total enrollment. Therefore no scores are reported for this subgroup in those years.