

# Pleasanton Unified School District Vintage Hills Elementary School

Grades K through 5  
Melissa Theide, Principal



1125 Concord Street  
Pleasanton, CA 94566  
PH: (925) 426-4241 FAX: (925) 417-7388

## 2011-12 School Accountability Report Card

Published January 2013

Pleasanton Unified School District  
4665 Bernal Avenue  
Pleasanton, CA 94566-7498  
(925) 462-5500

### Website Address

www.pleasantonusd.net

### 2012-13 Board of Trustees

Jeff Bowser  
President

Valerie Arkin  
Vice-President

Chris Grant  
Member

Jamie Hintzke  
Member

Joan Laursen  
Member

### District Administration

Parvin Ahmadi  
Superintendent

Luz T. Cazares  
Deputy Superintendent,  
Business Services

Odie J. Douglas, Ed.D.  
Assistant Superintendent,  
Educational Services

Bill Faraghan, Ed.D.  
Assistant Superintendent,  
Human Resources

### Contents

Principal's Message  
Mission Statement  
School Profile  
Student Achievement  
Parent Involvement  
School Facilities & Maintenance  
Classroom Environment  
Curriculum & Instruction  
Professional Staff  
District Expenditures  
SARC Data

PLEASANTON UNIFIED SCHOOL DISTRICT  
STRATEGIC PLAN



## Principal's Message

Welcome to Vintage Hills Elementary School! Our school encompasses talented students, a dedicated staff, and a supportive community. Collaboratively, these stakeholders help to make Vintage Hills a wonderful place to learn. I invite you to explore Vintage Hills' Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in the continuous improvement of our quality academic program.

Vintage Hills provides a warm, stimulating environment where students are actively involved in learning academics, as well as, positive values. Students receive a standards-based, challenging curriculum delivered by a dedicated professional staff based on individual student needs. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. We are very fortunate to have such strong partnerships with the parents of our students and members of our community. Parents are vital to our team approach philosophy. They can be seen daily in classrooms, as instructors in our Enrichment Cluster program, serving on school committees, and actively involved in special programs. Our success can be attributed to the invaluable partnerships between students, staff, parents, and community.

At Vintage Hills, staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are proud of our school and welcome all to join in our efforts to create successful, responsible citizens.

## Mission Statement

Our mission is to build a school community in which we all develop as responsible, respectful, caring citizens, inspired by a love of learning.

Our Goals. . .

- Continue to present curriculum that meets students' individual talents and learning styles.
- Enhance school-wide enrichment for all students and differentiate instruction in the classroom
- Maintain our clear and defined set of school-wide ethical core concepts of Responsibility, Respect, Caring, and a Love of Learning
- Continue to encourage strong ties to the community

## School Profile

Vintage Hills Elementary School is located in the eastern region of Pleasanton and serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2011-12 school year, 651 students were enrolled, including 13% in special education, 12% qualifying for English Language Learner support, and 5% qualifying for free or reduced price lunch. Vintage Hills Elementary School achieved a 2012 Academic Performance Index (API) score of 927 and met all 2012 Adequate Yearly Progress criteria.

Student Enrollment by Ethnicity / Grade Level 2011-12			
Ethnic Group	%	Grade Level	#
African-Amer.	1.84 %	Kindergarten	82
Amer. Indian or Alaskan Native	0.00 %	Grade 1	104
Asian	30.72 %	Grade 2	100
Filipino	0.92 %	Grade 3	129
Hisp. or Latino	5.84 %	Grade 4	117
Pacific Islander	0.31 %	Grade 5	119
Caucasian	56.84 %		
Multi-Racial	3.53 %		
Total Enrollment			651

## Student Achievement

### Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2012 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/star2012infpkt.doc>.

### Physical Fitness

In the spring of each year, Vintage Hills Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Vintage Hills Elementary School			District			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Language Arts	87	83	84	82	82	84	52	54	56
Math	89	85	84	72	72	73	48	50	51
Science	94	91	90	87	86	89	54	57	60
Social Science				78	79	80	44	48	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12								
	Vintage Hills Elementary School							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	*		87	84	*	74	*	*
Math	*		90	83	*	64	*	*
Science	*		89	91	*	*	*	*
Social Science	*		*	*	*	*	*	*

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12								
	PUSD	Vintage Hills Elementary School						
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	84	84	83	86	38	57	71	
Math	73	84	85	82	50	52	72	
Science	89	90	90	89	*	*	*	
Social Science	80	*	*	*	*	*	*	

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2011-12			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	13.40%	31.90%	32.80%
Seventh	N/A	N/A	N/A
Ninth	N/A	N/A	N/A

## Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

**Growth Targets:** For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

**Statewide Rank:** All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

**Similar Schools Rank:** School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2009	2010	2011
Statewide Rank	10	10	10
Similar Schools Rank	3	2	2

Results generated from 2009, 2010, and 2011 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2009-10	2010-11	2011-12
Schoolwide - All Students	12	-6	-1
<b>Ethnic Subgroups</b>			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	-3	3	-20
Filipino	*	*	*
Hisp. or Latino	*	*	*
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	18	-5	1
<b>Other Subgroups</b>			
Students with Disabilities	11	*	*
Economically Disadvantaged	*	*	*
English Learners	*	*	*

Results generated from 2010, 2011, and 2012 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2012 Growth API		
	School	District	State
African-Amer.		823	710
Amer. Indian or Alaskan Native		856	742
Asian	950	969	905
Filipino		916	869
Hisp. or Latino	857	816	740
Pacific Islander		806	775
Caucasian	925	906	853
Multi-Racial			849
Economically Disadvantaged	815	777	737
English Learners	897	869	716
Students with Disabilities	840	746	607
All Students	927	915	788

## Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2011-12 AYP cycle, elementary and middle schools must achieve a 78.4% or higher proficiency rate in all subgroup populations for English/Language Arts and 79% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 740 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2011-12		
<i>Did the school and district meet or exceed 2012 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	VHES	PUSD
Overall Results	Yes	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	Yes	No
Math	Yes	No
API Score	Yes	Yes
Graduation Rate	N/A	No

Reported data based upon performance of all subgroups for each of the areas listed

## No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2011-12, Vintage Hills Elementary School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

Title I Program Improvement (PI) Status		
PI Status	VHES	PUSD
	Not in PI	In PI
Implementation Year	N/A	2012-2013
Year in PI	N/A	Year 1
No. of Schools Currently in PI		2
% of Schools Currently Identified for PI		13.3%

## Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, the school marquee, the school website, eConnection, the PTA website, weekly FYI newsletters, and "Dragon Tale" newsletter. Contact the PTA President at (925) 426-4241 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Chaperone Field Trips  
Classroom Helper  
School Wide Activities  
Involvement in the PTA

### Committees

English Learner Advisory Council  
Parent Teacher Association  
School Site Council

## School Activities

Back to School Night  
 PTA Family Fun Nights  
 Back to School Movie Night  
 Red Ribbon Week  
 Fall Carnival  
 Fall Book Fair  
 Family Bingo Night  
 PTA Spring Fundraiser  
 Spring Book Fair  
 Ice Cream Social  
 Science Fair

## School Facilities & Maintenance

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

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

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

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

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

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

Campus Description	
Year Built	1975
Acreage	9.71
Square Footage	50,425
Quantity	
Permanent Classrooms	32
Portable Classrooms	0
Restrooms (sets)	4
Multipurpose Room(s)	1
Library	1
Day Care	1
School Garden	1
Science Room	1

## Deferred Maintenance

Vintage Hills Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2011-12 school year, Vintage Hills Elementary School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

## Facilities Inspection

The district's maintenance department inspects Vintage Hills Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Vintage Hills Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, October 11, 2012. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2011-12, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Thursday, October 11, 2012			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(13)	Grounds and Main Playground - Rubber playground surface needs to be resurfaced. Not hazardous at present. Some repaving also needed.

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✓			

## Rating Description

*Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.*

## Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the administrator and teachers are strategically assigned to designated entrance areas and the playground. During recess, teachers supervise playground activity. The administrator and lunch supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the administrators and teachers monitor student behavior to ensure a safe and orderly departure. Vintage Hills Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

## School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Vintage Hills Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in September 2012.

## Classroom Environment

### Discipline & Climate for Learning

Vintage Hills Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.



Suspensions & Expulsions			
	VHES		
	09-10	10-11	11-12
Suspensions (#)	8	15	1
Suspensions (%)	1.32 %	2.27 %	0.15 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
PUSD Elementary Schools			
Suspensions (#)	86	81	85
Suspensions (%)	1.39 %	1.28 %	1.34 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.*

### Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes				
Grade	2009-10			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.6	5		
1	19.6	5		
2	19.7	7		
3	19.2	6		
4	33.0			3
5	32.3		3	1
Grade	2010-11			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	24.3		4	
1	21.7	1	5	
2	23.2	1	5	
3	25.3		4	
4	33.0			3
5	28.6	1	1	3
Grade	2011-12			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	22.3	1	3	
1	25.0		5	
2	24.0		5	
3	22.5	1	5	
4	33.0			3
5	33.0			4

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Vintage Hills Elementary School revolve around the California State Content Standards and Frameworks. During the 2011-12 school year, Vintage Hills Elementary School held staff development devoted to:

- Data Analysis (STAR)
- Equity Training (Examining the Achievement Gap)
- Mathematics
- Reading, Writing, Spelling, and Vocabulary
- Technology

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, district benchmark results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Vintage Hills Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2011-12 school year, Vintage Hills Elementary School's teachers attended the following events hosted by the Pleasanton Unified School District:

- Bay Science Champions
- Best Practices in Teaching Leadership
- Distinguished Speaker Series
- Envision Learning Partners
- Integrated Learning Specialist Program
- Kids Challenge Pilot Project
- SMART Board Training
- STEM (Science, Technology, Engineering and Math) Training
- Super School Science
- Teacher Action Research

Vintage Hills Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2009-10	2010-11	2011-12
3	3	3

### Instructional Materials

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

On Tuesday, September 11, 2012, the Pleasanton Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2012-2013.05 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2012-13 school year, Pleasanton Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>History-Social Science</b>		
2006	Scott Foresman, Addison Wesley History-Social Science	0 %
<b>Language Arts</b>		
2003	Houghton Mifflin, California Reading	0 %
<b>Math</b>		
2009	Pearson Scott Foresman, Scott Foresman - Addison Wesley enVisionMath California	0 %
2009	Scott Foresman, California Mathematics	0 %
<b>Science</b>		
2007	Macmillan/McGraw-Hill, Macmillan/McGraw-Hill California Science	0 %

*The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.*

## School Leadership

The principal works closely with the school's Leadership Team to provide a well-balanced, rigorous core curriculum aligned with state standards. Principal Melissa Theide is responsible for the day-to-day operations of the school and overall instructional program. Coordinating efforts with the principal is the Leadership Team, comprised of the principal, designated specialists, and certificated and classified staff representatives. The Leadership Team meets monthly to maintain beliefs of the school, present new ideas, and make decisions regarding the school.

Principal Melissa Theide has been serving the Vintage Hills Elementary School for two years as of 2012-13.

## Professional Staff

### Counseling & Support Staff

Vintage Hills Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Vintage Hills Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2011-12		
	No. of Staff	FTE
Counselor	1	0.5
Health Clerk	1	0.4
Nurse	1	*
Psychologist	1	0.5
Reading Specialist	1	1.0
Speech & Language Specialist	1	1.0

\* as needed  
FTE = Full-Time Equivalent

### Teacher Assignment

During the 2011-12 school year, Vintage Hills Elementary School had 27 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal

program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2011-12		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Vintage Hills Elementary School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	99.7 %	0.3 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	99.7 %	0.3 %

Teacher Credentials & Assignments				
	VHES			PUSD
	09-10	10-11	11-12	11-12
Total Teachers	32	35	27	662
Teachers with full credentials	32	35	27	656
Teachers without full credentials	0	0	0	6
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	VHES	PUSD
	12-13	12-13
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2011-12		
	VHES	PUSD
Doctorate	0.0 %	0.7 %
Master's degree plus 30 or more semester hours	9.4 %	2.6 %
Master's degree	18.8 %	30.2 %
Bachelor's degree plus 30 or more semester hours	62.5 %	62.5 %
Bachelor's degree	9.4 %	3.9 %
Less than Bachelor's degree	0.0 %	0.0 %

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2010-11 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2010-11		
	PUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$54,142	\$40,932
Mid-Range Teacher Salary	\$78,570	\$65,424
Highest Teacher Salary	\$95,395	\$84,596
Superintendent Salary	\$216,367	\$204,089
<b>Average Principal Salaries:</b>		
Elementary School	\$125,361	\$106,806
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	42%	39%
Administrative Salaries	4%	5%

### Expenditures Per Student

For the 2010-11 school year, Pleasanton Unified School District spent an average of \$7,543 of total general funds to educate each student (based on 2010-11 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2010-11 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Class Size Reduction, Grades K-3 (optional)
- Economic Impact Aid (EIA)
- K-12 Service Learning Initiative (CalServe)
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Transportation

- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2010-11					
	Dollars Spent per Student				
	VHES	PUSD	% Diff. School & Dist.	State	% Diff. School & State
				Avg., Dist. Same Size & Type	
ADA*	649	14318	N/A	N/A	N/A
Total**	\$1,863	\$4,971	37.47	N/A	N/A
Restr.†	\$184	\$188	97.46	N/A	N/A
Unrestr.††	\$1,679	\$4,782	35.11	\$5,455	30.78
Avg. Teacher Salary	\$83,683	\$82,367	101.60	\$68,488	122.19

\* Average Daily Attendance

\*\* Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

## SARC Data

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Vintage Hills Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

### Public Internet Access Location

Parents may access Vintage Hills Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Vintage Hills Elementary School is Pleasanton Public Library.

Address: 400 Old Bernal Ave., Pleasanton

Phone Number: (925) 931-3400

WebSite:

<http://www.ci.pleasanton.ca.us/library.html>

Number of Computers Available: 24

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Pleasanton Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in November 2012.

### Nondiscrimination

The District's programs and activities shall provide equal access to and shall not unlawfully discriminate based on actual race, color, ancestry, national origin, ethnic group identification, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics and against students who are members of special populations. Special populations include, but are not limited to, students with disabilities; students from economically disadvantaged families, including foster youth; students preparing for nontraditional fields; single parents and single pregnant females; displaced homemakers; and students with limited English proficiency. (20 USC 2302, 2354, 2373)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Uniform Complaint Procedures)