

Pleasanton Unified School District Village High School

Grades 9 through 12
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2010-11 School Accountability Report Card *Published January 2012*

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Principal's Message

Village High School, which opened in 1978, serves as a "new beginning" for students who have not found success at either of the two comprehensive schools. Village High was named a "Model School" for four consecutive terms. Village offers a caring climate that supports student success and creates a desire for continued success. Students thrive in an environment that provides individual attention and instruction, consistency in behavioral and academic expectations, and support for each student and their unique personal needs. Village High School received the maximum six-year term on the recent review by the Western Association of Schools and Colleges in March of 2007. The campus is home to 223 students who are engaged in meeting district graduation standards, as well as exploring career interests and focusing on future goals. Instruction is geared to maximize the learning experience for each individual student, and, with a class size average of 20 to 1, teachers are able to support student learning throughout the curriculum. Partnerships and career education are also an important focus at Village, as staff, parents and students work together to achieve common goals. The Culinary Arts Career Pathway is a comprehensive program designed to create engaged learners who experience hands-on learning as a real business. Students selected for the leadership class will learn responsibility, ethics, and self-discipline. They will be involved in community service, leadership activities and entrepreneurial experiences that prepare them to become active and successful members of society. The pillars of the district's character education program are embedded in both the curriculum and day-to-day activities of Village High School. Rewards for good behavior and attendance combined with consistent and fair consequences for inappropriate actions encourage students to take personal responsibility for their education and behaviors. Overall, academic achievement, technology as a tool for learning, character building and career exploration are all part of the Village High School experience. Students come to Village for a variety of reasons, but they leave with a healthy respect for themselves, the staff, and the community in which they live. The student body and staff work together to continue to create a model school environment which supports student success.

Mission Statement

Village High School fosters educational achievement and character development by providing a student with an alternative atmosphere and educational program that will enable him/her to explore career choices, develop academic and technical skills, and feel successful and succeed if he/she desires to do so.

Students will. . .

- Be able to demonstrate basic skills across the curriculum.
- Become collaborative workers.
- Be able to communicate effectively.
- Be able to demonstrate critical thinking skills.
- Become self-directed learners.
- Be successful in a learning/work environment.

School Profile

Village High School is located in the eastern region of Pleasanton and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2010-11 school year, 216 students were enrolled, including 27% in special education, 11% qualifying for English Language Learner support, and 30% qualifying for free or reduced price lunch. Village High School achieved a 2011 Academic Performance Index (API) score of 624 and met all 2011 Adequate Yearly Progress criteria.

| Student Enrollment by Ethnicity / Grade Level 2010-11 | | | |
|--|---------|-------------|-----|
| Ethnic Group | % | Grade Level | # |
| African-Amer. | 5.56 % | Grade 9 | 6 |
| Amer. Indian or Alaskan Native | 0.93 % | Grade 10 | 28 |
| Asian | 6.48 % | Grade 11 | 51 |
| Filipino | 2.78 % | Grade 12 | 122 |
| Hisp. or Latino | 20.37 % | | |
| Pacific Islander | 0.46 % | | |
| Caucasian | 62.50 % | | |
| Multi-Racial | 0.93 % | | |
| Total Enrollment | | | 207 |

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 Report Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2011 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2011/>.

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 59% of Village High School's tenth grade students who took the test passed the math portion of the exam and 66% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

Physical Fitness

In the spring of each year, Village High School is required by the state to administer a physical fitness test to all students in grade five, grade seven, and grade nine. 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.

** To protect confidentiality scores are not shown when the number of students tested is 10 or less

| STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels | | | | | | | | | |
|---|---------------------|-------|-------|----------|-------|-------|------------|-------|-------|
| | Village High School | | | District | | | California | | |
| | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 |
| Language Arts | 24 | 16 | 22 | 81 | 83 | 82 | 50 | 52 | 54 |
| Math | 7 | 4 | 5 | 71 | 72 | 72 | 46 | 48 | 50 |
| Science | 10 | 9 | 19 | 83 | 87 | 86 | 50 | 54 | 57 |
| Social Science | 27 | 28 | 31 | 77 | 78 | 79 | 41 | 44 | 48 |

| STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11 | | | | | | | | |
|--|---------------------|--------------------------------|-------|-----------|----------|-----------------|--------------|------------------|
| | Village High School | | | | | | | |
| | African-Amer. | Amer. Indian or Alaskan Native | Asian | Caucasian | Filipino | Hisp. or Latino | Multi-Racial | Pacific Islander |
| Language Arts | 45 | * | * | 22 | * | 8 | * | * |
| Math | * | * | * | 9 | * | * | * | * |
| Science | * | * | * | 27 | * | 8 | * | * |
| Social Science | 45 | * | * | 38 | * | 8 | * | * |

| STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2010-11 | | | | | | | | |
|---|------|---------------------|------|--------|------------------|----------------------------|----------------------------|---------------|
| | PUSD | Village High School | | | | | | |
| | All | All | Male | Female | English Learners | Economically Disadvantaged | Students with Disabilities | Migrant Educ. |
| Lang. Arts | 82 | 22 | 19 | 26 | * | 7 | 5 | |
| Math | 72 | 5 | 8 | * | * | * | * | |
| Science | 86 | 19 | 15 | 25 | * | 8 | * | |
| Social Science | 79 | 31 | 41 | 17 | * | 11 | 5 | |

| California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2010-11 | | | | | | |
|---|----------------|------------|----------|----------------|------------|----------|
| | English | | | Math | | |
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students | 61 | 32 | 8 | 69 | 21 | 10 |
| Male | 59 | 30 | 11 | 64 | 21 | 14 |
| Female | 64 | 36 | * | 82 | 18 | * |
| African-Amer. | * | * | * | * | * | * |
| Amer. Indian or Alaskan Native | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * |
| Filipino | * | * | * | * | * | * |
| Hisp. or Latino | * | * | * | * | * | * |
| Pacific Islander | * | * | * | * | * | * |
| Caucasian | 57 | 35 | 9 | 61 | 22 | 17 |
| Multi-Racial | * | * | * | * | * | * |
| English Learners | * | * | * | * | * | * |
| Economically Disadvantaged | 82 | 9 | 9 | 91 | 9 | * |
| Migrant Educ. | * | * | * | * | * | * |
| Students with Disabilities | * | * | * | * | * | * |

* To maintain confidentiality, scores are not disclosed when fewer than 10 students are tested.

| California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels | | | | | | | | | |
|--|---------------------|-------|-------|-------|-------|-------|------------|-------|-------|
| | Village High School | | | PUSD | | | California | | |
| | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 |
| Language Arts | 43 | 23 | 39 | 83 | 84 | 89 | 52 | 54 | 59 |
| Math | 23 | 23 | 31 | 84 | 84 | 86 | 53 | 53 | 56 |

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of Proficient is different from the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the Proficient or above category.

| Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11 | | | |
|---|--------------------------|-------------|------------|
| Grade Tested | Number of Standards Met: | | |
| | Four of Six | Five of Six | Six of Six |
| Fifth | N/A | N/A | N/A |
| Seventh | N/A | N/A | N/A |
| Ninth | ** | ** | ** |

| Alternative School Accountability Model (ASAM) | | |
|--|-------------------------|-------------------------------|
| Performance Indicators | Actual Performance Rate | Performance Standard Achieved |
| Student Persistence | 100% | Sufficient |
| Credit Completion | 8.8 credits | Sufficient |

Alternative School Accountability Model

Schools that cannot participate in the API due to student population size may apply to participate in the Alternative School Accountability Model (ASAM). Village High School has adopted ASAM, which is based on the results of standardized tests and other state board- and district-approved performance indicators. Alternative schools, like all schools, must seek to meet state standards of learning and achievement. Schools serving a majority of students who are at high risk for behavioral or educational failure, expelled or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts must also meet the challenge of addressing personal and social issues that confront students and interfere with their abilities to reach grade level standards. ASAM accurately reflects the growth of students enrolled in alternative schools based on multiple indicators of progress including academic performance as well as other aspects of growth.

Village High School's performance indicators used to evaluate progress are Student Persistence and Credit Completion. Collection of data to create baseline reports for comparison with other schools began in the 2001-02 school year. The ASAM table in this report illustrates the actual performance rates of Village High School's students in each category and corresponding performance rating (2010-11 results were not available at the time this report was published). A "Commendable" or "Sufficient" performance rating indicates a school met or exceeded expectations. "Growth Plan" indicates that the school is making obvious efforts to improve performance. For more information on ASAM, visit the state's website at www.cde.ca.gov/ta/ac/am/.

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 2010-11 AYP cycle, high schools must achieve a 66.7% or higher proficiency rate in English/Language Arts and 67.1% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 710 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 90%.

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

| Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2010-11 | | |
|--|-----|------|
| <i>Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?</i> | | |
| AYP Indicator | VHS | 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 | Yes | Yes |

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 2010-11, Village High School qualified for Title I Targeted Assistance funding and is subject to comply with Title I program requirements.

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/.

| Title I Program Improvement (PI) Status | | |
|--|-----------|-----------|
| | VHS | PUSD |
| PI Status | Not in PI | Not in PI |
| Implementation Year | N/A | N/A |
| Year in PI | N/A | N/A |
| 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 website, the school bulletin board, Facebook, and the "Village Newsletter" via email. Contact the principal at (925) 426-4260 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
Guest Speakers
Greenhouse and Garden

Committees

School Site Council

School Activities

Back to School Night
Pasta Feed
Village Parent Group
Hume Center Parent Support Group

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. Village High School's original facilities were built in 1955; 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 administrator 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 Village High 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:

- Office area cleaning
- Restroom cleaning

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

| Campus Description | |
|----------------------|--------|
| Year Built | 1955 |
| Acres | 11.65 |
| Square Footage | 23,702 |
| Quantity | |
| Permanent Classrooms | 16 |
| Portable Classrooms | 0 |
| Restrooms (sets) | 2 |
| Computer Lab(s) | 1 |
| Science Lab(s) | 1 |
| Staff Lounge(s) | 1 |
| Multipurpose Room(s) | 1 |
| Cisco Networking Lab | 1 |
| Greenhouse | 1 |
| Professional Kitchen | 1 |
| RSP Classroom | 1 |
| SDC Classroom | 1 |

Deferred Maintenance

Village High 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 2010-11 school year, Village High School received a portion of \$269,264 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing
- Plumbing
- Heating/Air Conditioning Systems
- Floor Systems
- Other Systems

Facilities Inspection

The district's maintenance department inspects Village High School on an annual basis in accordance with Education Code §17592.72(c)(1). Village High 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 Wednesday, October 05, 2011. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2010-11, all restrooms were fully functional and available for student use.

| School Facility Good Repair Status | | | |
|---|---------------|------|------|
| Most Recent Inspection: Wednesday, October 05, 2011 | | | |
| 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 & Playground - Parking lots and other asphalt areas need resurfacing |

| 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 principal, vice principal, and teachers patrol the campus, entrance areas, and designated common areas. The principal and vice principal monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the principal, vice principal, and teachers monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner. To enhance two-way routine communication and facilitate an immediate response to urgent situations, the principal, vice principal, and office staff carry hand-held radios while on campus.

Village High 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 Village High 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 Fall 2011.

Classroom Environment

Discipline & Climate for Learning

Village High 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 | | | |
|--------------------------|-------------------|---------|---------|
| | VHS | | |
| | 08-09 | 09-10 | 10-11 |
| Suspensions (#) | 129 | 104 | 102 |
| Suspensions (%) | 63.86 % | 45.22 % | 47.22 % |
| Expulsions (#) | 2 | 5 | 7 |
| Expulsions (%) | 0.99 % | 2.17 % | 3.24 % |
| | PUSD High Schools | | |
| | 07-08 | 08-09 | 09-10 |
| Suspensions (#) | 397 | 321 | 278 |
| Suspensions (%) | 7.84 % | 6.29 % | 5.47 % |
| Expulsions (#) | 18 | 21 | 13 |
| Expulsions (%) | 0.36 % | 0.41 % | 0.26 % |

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.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, 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.

| Teaching Load Distribution Departmentalized Instruction | | | | |
|--|-----------------|----------------------|-------|-----|
| Subject | 2008-09 | | | |
| | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ |
| English | 19.0 | 10 | 1 | 1 |
| Math | 10.9 | 7 | * | * |
| Science | 16.7 | 6 | * | * |
| Social Science | 22.2 | 6 | 4 | * |
| Subject | 2009-10 | | | |
| | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ |
| English | 14.2 | 13 | * | * |
| Math | 14.9 | 7 | * | 1 |
| Science | 15.8 | 5 | * | * |
| Social Science | 24.8 | 6 | 1 | 1 |
| Subject | 2010-11 | | | |
| | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ |
| English | 12.9 | 25 | 4 | 3 |
| Math | 8.8 | 18 | * | * |
| Science | 20.1 | 7 | 7 | * |
| Social Science | 25.9 | 10 | 7 | 11 |

Dropouts

Village High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include independent study and referral to an alternative high school setting. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2009-10 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

| Graduation & Dropout Rates | | | |
|----------------------------|------------|-------|-------|
| | VHS | | |
| | 07-08 | 08-09 | 09-10 |
| Dropout Rate | 7.6% | 5.4% | 9.4% |
| Graduation Rate | 87.3% | 94.7% | 97.7% |
| | PUSD | | |
| | 07-08 | 08-09 | 09-10 |
| Dropout Rate | 0.5% | 0.4% | 0.9% |
| Graduation Rate | 97.9% | 97.8% | 97.7% |
| | California | | |
| | 07-08 | 08-09 | 09-10 |
| Dropout Rate | 4.4% | 3.9% | 4.6% |
| Graduation Rate | 80.6% | 80.2% | 80.4% |

Graduation Requirements

Students must accumulate 230 course credits, pass the math portion of CAHSEE, pass the language arts portion of CAHSEE, and earn a passing grade in Algebra 1 to receive a high school diploma from Village High School. Alternative methods of acquiring a diploma are available through the Continuation School and Adult school for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Village High School. The following table illustrates the percentage of students graduating from Village High School who have met both CAHSEE and district graduation requirements.

| Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2009-10** | | |
|--|--------|------------|
| Village High School | PUSD | California |
| 97.7 % | 97.7 % | 80.4 % |

Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment

* The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published
** Most current information available

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Village High School revolve around the California State Standards and Frameworks. During the 2010-11 school year, Village High School held staff development devoted to:

- Data Analysis
- First Aide
- OARS Training
- EQUITY Training
- Student Health Issues: Suicide, Depression
- Professional Learning Communities

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. Village High School supports ongoing professional growth throughout the year on minimum days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need.

Village High 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 | | |
|--|---------|---------|
| 2008-09 | 2009-10 | 2010-11 |
| 3 | 3 | 1 |

Instructional Materials

All textbooks used in the core curriculum at Village High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Tuesday, September 13, 2011, 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. 2011.12.01 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, (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, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2011-12 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 |
| History-Social Science | | |
| 2007 | Glencoe/McGraw-Hill, <i>World Geography and Cultures</i> | 0 % |
| 2007 | Holt McDougal, <i>Holt American Anthem</i> | 0 % |
| 2007 | McGraw Hill, <i>American History</i> | 0 % |
| 2007 | Pearson Prentice Hall, <i>Economics: Principles in Action</i> | 0 % |
| 2007 | Pearson Prentice Hall, <i>Magruder's American Government</i> | 0 % |
| 2007 | Pearson Prentice Hall, <i>World History: The Modern World</i> | 0 % |
| Language Arts | | |
| 1998 | Harcourt, <i>Elements of Literature</i> | 0 % |
| 1998 | Holt, Rinehart and Winston, <i>World Literature</i> | 0 % |
| 1999 | Pearson Prentice Hall, <i>Timeless Voices, Timeless Themes</i> | 0 % |
| 2007 | Pearson Prentice Hall, <i>Writing & Grammar Communication (Ruby Edition)</i> | 0 % |
| Math | | |
| 2003 | Glencoe/McGraw Hill (Sopris West), <i>Algebra Concepts and Applications</i> | 0 % |
| 2003 | Glencoe/McGraw-Hill, <i>Algebra 2</i> | 0 % |
| 2003 | Glencoe/McGraw-Hill, <i>Geometry</i> | 0 % |
| 2003 | Glencoe/McGraw-Hill, <i>Geometry: Concepts and Applications</i> | 0 % |
| 2005 | Glencoe/McGraw-Hill, <i>Mathematics with Business Applications</i> | 0 % |
| 2007 | Key Curriculum Press, <i>Problem Solving Strategies</i> | 0 % |
| 2003 | McDougal Littell, <i>Geometry</i> | 0 % |
| 2001 | Pearson, <i>Calculus</i> | 0 % |
| 2003 | Pearson Prentice Hall, <i>Algebra 2</i> | 0 % |
| 2003 | Pearson Prentice Hall, <i>Algebra 1</i> | 0 % |
| 2003 | Saxon, <i>Algebra 2</i> | 0 % |
| 2007 | W. H. Freeman, <i>For All Practical Purposes</i> | 0 % |
| Science | | |
| 2001 | Addison Wesley, <i>Conceptual Physics</i> | 0 % |
| 2008 | Glencoe/McGraw Hill (Sopris West), <i>Physics, Principles and Problems</i> | 0 % |
| 2006 | Glencoe/McGraw-Hill, <i>Glencoe Health</i> | 0 % |
| 2008 | McDougal Littell, <i>Biology</i> | 0 % |
| 2008 | Pearson Prentice Hall, <i>Chemistry</i> | 0 % |
| 2009 | Pearson Prentice Hall, <i>Conceptual Physics</i> | 0 % |
| 2008 | Prentice Hall, <i>Biology</i> | 0 % |

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

School Leadership

The administrative team is comprised of the principal and vice principal, who work closely with teachers, parents, and school staff.

Principal Greg Giglio is responsible for the day-to-day operations of the school and overall instructional program. The principal and vice principal work as a team to fulfill the many responsibilities associated with running an effective educational program.

Principal Greg Giglio has been in the educational field for 14 years and serving Village High School for five years (as of 2010-11). Previous positions held in other schools include: vice principal and classroom teacher. Principal Greg Giglio holds a bachelor's degree in Journalism and a master's degree in Educational Leadership.

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

| Students Enrolled in UC/CSU Courses 2009-10* | |
|---|------|
| | % |
| Students enrolled in courses required for UC/CSU admission | 50.5 |
| Graduates who completed all courses required for UC/CSU admission | 0 |

*Most current data available

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Village High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Village High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- Regional Occupational Programs
- Workability
- Career/Partnership Academies
- Career Pathways
- Vocational Education Courses

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects
- On-the-job observation
- Classroom observation

Work experience students are partnered with local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

Regional Occupational Programs (ROP) are offered in partnership with the Tri-Valley Regional Occupational Program. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

Village High School's career/partnership academies are a "school within a school";

program components include rigorous academics with a career focus, a team of teachers, and active business involvement. During the 2010-11 school year, Village High School offered the following career academy programs:

- Information Technology
- Hospitality, Tourism, and Recreation

Students enrolled in the career/partnership academies are enrolled in core classes where instructional content is more closely related to the student's chosen field of study. Core curriculum teachers and partnership academy teachers collaborate regularly to ensure three-year terms and coursework are in alignment with state standards and students' needs.

During the 2010-11 school year, Village High School offered the following career technical education programs as elective courses:

- Agriculture and natural resources
- Education, child development, and family services
- Hospitality, tourism, and recreation
- Information technology
- Marketing, sales and service
- Transportation

Village High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Village High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

| Career Technical Education (CTE) Program Participation 2010-11 | |
|---|---------|
| Total number of students participating in CTE programs | 118 |
| Percentage of students completing CTE program and earning a high school diploma | 100.0 % |
| Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 54.0 % |

Professional Staff

Counseling & Support Staff

Village High 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 Village High 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) 2010-11 | | |
|---|--------------|-----|
| | No. of Staff | FTE |
| Counselor | 1 | 1.0 |
| Health Clerk | 1 | 0.2 |
| Nurse | 1 | * |
| Psychologist | 1 | 0.5 |
| School Resource Officer | 1 | * |
| Speech Therapist | 1 | * |

* as needed

FTE = Full-Time Equivalent

Teacher Assignment

During the 2010-11 school year, Village High School had 18 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 2010-11 | | |
|---------------------------------------|-----------------------------------|---------------------------------------|
| | Taught by NCLB-Compliant Teachers | Taught by non-NCLB-Compliant Teachers |
| Village High School | 100.0 % | 0.0 % |
| District Totals | | |
| All Schools | 99.7 % | 0.3 % |
| High-Poverty | 100.0 % | 0.0 % |
| Low-Poverty | 99.7 % | 0.3 % |

| Teacher Credentials & Assignments | | | | |
|---|-------|-------|-------|-------|
| | VHS | | | PUSD |
| | 08-09 | 09-10 | 10-11 | 10-11 |
| Total Teachers | 19 | 16 | 18 | 715 |
| Teachers with full credentials | 19 | 16 | 18 | 711 |
| Teachers without full credentials | 0 | 0 | 0 | 4 |
| 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 | 1 | 0 | 0 | 0 |

| Teacher Credentials & Assignments (cont'd) | | |
|---|-------|-------|
| | VHS | PUSD |
| | 11-12 | 11-12 |
| 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 2010-11 | | |
|--|--------|--------|
| | VHS | PUSD |
| Doctorate | 0.0 % | 0.7 % |
| Master's degree plus 30 or more semester hours | 6.3 % | 2.6 % |
| Master's degree | 43.8 % | 30.2 % |
| Bachelor's degree plus 30 or more semester hours | 50.0 % | 62.5 % |
| Bachelor's degree | 0.0 % | 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: 2009-10 salary comparison data was the most recent data available at the time this report was published.)

| Salary Comparison 2009-10 | | |
|---|-----------|---|
| | PUSD | State Average of Districts in Same Category |
| Beginning Teacher Salary | \$54,744 | \$41,035 |
| Mid-Range Teacher Salary | \$79,443 | \$65,412 |
| Highest Teacher Salary | \$96,455 | \$84,837 |
| Superintendent Salary | \$229,952 | \$197,275 |
| Average Principal Salaries: | | |
| High School | \$141,715 | \$121,538 |
| Percentage of General Fund Expenditures for: | | |
| Teacher Salaries | 41% | 39% |
| Administrative Salaries | 4% | 5% |

Expenditures Per Student

For the 2009-10 school year, Pleasanton Unified School District spent an average of \$7,599 of total general funds to educate each student (based on 2009-10 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/ and 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 2009-10 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)
- English Language Acquisition Program, Teacher Training & Student Assistance
- K-12 Service Learning Initiative (CalServe)
- Lottery: Instructional Materials
- State Lottery
- Title I
- Title II
- Title III
- Title IV
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

| Expense of Education Per Pupil 2009-10 | | | | | |
|--|---------------------------|----------|------------------------|-----------------------------|------------------------|
| | Dollars Spent per Student | | | | |
| | VHS | PUSD | % Diff. School & Dist. | State Avg., Dist. Same Type | % Diff. School & State |
| | | | | | |
| ADA* | 125 | 14213 | N/A | N/A | N/A |
| Total** | \$10,164 | \$5,062 | 200.80 | N/A | N/A |
| Restr.† | \$885 | \$478 | 185.25 | N/A | N/A |
| Unrestr.†† | \$9,279 | \$4,584 | 202.42 | \$5,455 | 170.09 |
| Avg. Teacher Salary | \$85,718 | \$82,958 | 103.33 | \$57,163 | 149.95 |

* 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 Village High 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 Village High School's SARC and access the internet at any of the county's public libraries. The closest public library to Village High 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 2011.