

Pleasanton Unified School District Village High School

Grades 10 through 12
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2011-12 School Accountability Report Card

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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 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 next WASC visit is scheduled to occur in March 2013. The campus is home to approximately 200 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. . .

- Become lifelong learners.
- Utilize essential skills in current and future situations
- Strengthen personal character.
- Promote active citizenship in concerns for others.

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 2011-12 school year, 192 students were enrolled, including 31% in special education, 12% qualifying for English Language Learner support, and 29% qualifying for free or reduced price lunch. Village High School achieved a 2012 Academic Performance Index (API) score of 619.

Student Enrollment by Ethnicity / Grade Level
2011-12

Ethnic Group	%	Grade Level	
			#
African-Amer.	6.70 %	Grade 10	18
Amer. Indian or Alaskan Native	1.68 %	Grade 11	62
Asian	5.03 %	Grade 12	98
Filipino	1.12 %		
Hisp. or Latino	30.17 %		
Pacific Islander	0.00 %		
Caucasian	59.22 %		
Multi-Racial	3.35 %		
Total Enrollment			178

PLEASANTON UNIFIED SCHOOL DISTRICT
STRATEGIC PLAN



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>.

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; 69% of Village High School's tenth grade students who took the test passed the math portion of the exam and 80% 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.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Village High School			District			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Language Arts	16	22	27	82	82	84	52	54	56
Math	4	5	11	72	72	73	48	50	51
Science	9	19	17	87	86	89	54	57	60
Social Science	28	31	33	79	79	80	44	48	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12								
	Village High School							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	*	*	*	25		32		*
Math	*	*	*	12		8		*
Science	*	*	*	21		*		*
Social Science	*	*	*	28		36		*

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12								
	PUSD	Village High School						
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	84	27	28	25	*	21	29	
Math	73	11	12	9	*	11	21	
Science	89	17	31	*	*	*	*	
Social Science	80	33	40	24	*	10	13	

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2011-12						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	53	33	13	69	13	19
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African-Amer.	*	*	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hisp. or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Caucasian	45	36	18	55	18	27
Multi-Racial	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
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		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Language Arts	23	39	47	84	89	87	54	59	56
Math	23	31	31	84	86	87	54	56	58

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.

Academic Performance Index

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

Due to its small population and unique demographics, Village High School participates in the Alternative School Accountability Model (ASAM) as its measurement tool to determine schoolwide growth in academic proficiency. More information on the ASAM is provided in the following section of this report.

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

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	28	16	-5
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	*	*	*
Multi-Racial	N/A	N/A	*
Pacific Islander	*	*	*
Caucasian	*	*	*
Other Subgroups			
Students with Disabilities	*	*	*
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		969	905
Filipino		916	869
Hisp. or Latino	615	816	740
Pacific Islander		806	775
Caucasian	606	906	853
Multi-Racial			849
Economically Disadvantaged	517	777	737
English Learners		869	716
Students with Disabilities	459	746	607
All Students	619	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, high schools must achieve a 77.8% or higher proficiency rate in English/Language Arts and 77.4% 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 740 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 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	VHS	PUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	Yes	No
Math	No	No
API Score	No	Yes
Graduation Rate	Yes	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, 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	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, 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
Hume Center Parent Groups

Committees

School Site Council

School Activities

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

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
Acreage	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 2011-12 school year, Village High School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

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, November 07, 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: Wednesday, November 07, 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
(4)	Bldg 500 Classrooms - Two rooms sustained water damage from roof leak in 10/12; all repairs nearing completion.
(13)	Grounds & Playground - Parking lots and other asphalt areas need resurfacing.
(14)	Bldg 500 Classrooms - Two rooms sustained water damage from roof leak in 10/12; all repairs nearing completion.

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 monitor 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 2012.

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		
	09-10	10-11	11-12
Suspensions (#)	104	102	79
Suspensions (%)	45.22 %	47.22 %	41.15 %
Expulsions (#)	5	7	4
Expulsions (%)	2.17 %	3.24 %	2.08 %
	PUSD High Schools		
Suspensions (#)	321	278	373
Suspensions (%)	6.29 %	5.47 %	7.40 %
Expulsions (#)	21	13	4
Expulsions (%)	0.41 %	0.26 %	0.08 %

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	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
2010-11				
Subject	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
2011-12				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	13.8	25	*	3
Math	10.0	15	3	*
Science	21.8	9	2	6
Social Science	15.9	23	3	3

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, 2010-11 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		
	08-09	09-10	10-11
Dropout Rate	7.6%	5.4%	2.0%
Graduation Rate	87.3%	94.7%	95.7%
PUSD			
	08-09	09-10	10-11
Dropout Rate	0.5%	0.4%	2.0%
Graduation Rate	97.9%	97.8%	95.7%
California			
	08-09	09-10	10-11
Dropout Rate	4.4%	3.9%	14.4%
Graduation Rate	80.6%	80.2%	76.3%

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* 2010-11**		
Village High School	PUSD	California
95.7 %	95.7 %	76.3 %
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 Content Standards and Frameworks. During the 2011-12 school year, Village High School held staff development devoted to:

- Data Analysis
- First Aid
- 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. 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, Village High School's teachers attended the following events hosted by the Pleasanton Unified School District:

- Best Practices in Teaching Leadership
- Distinguished Speaker Series
- Envision Learning Partners
- Integrated Learning Specialist Program
- Real World Science
- SMART Board Training
- STEM (Science, Technology, Engineering and Math) Training
- Teacher Action Research

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		
2009-10	2010-11	2011-12
3	3	3

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 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, (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 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
History-Social Science		
2007	Glencoe/McGraw-Hill, <i>Economics: Principles and Practices</i>	0 %
2007	Glencoe/McGraw-Hill, <i>World Geography and Cultures</i>	0 %
2007		0 %

	Holt McDougal, <i>Holt American Anthem, Modern American History</i>	
2007	Houghton Mifflin, <i>Earth and It's People</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		
1999	Harcourt School Publishers, <i>Adventures in English Literature</i>	0 %
2007	Holt McDougal, <i>Holt Elements of Literature</i>	0 %
2007	Pearson Prentice Hall, <i>Timeless Voices, Timeless Themes</i>	0 %
2007	Pearson Prentice Hall, <i>Writing and Grammar Communication in Action</i>	0 %

Math		
2003	Glencoe/McGraw-Hill, <i>Algebra 2</i>	0 %
2003	Glencoe/McGraw-Hill, <i>Algebra: Concepts and Applications</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 %
2003	Glencoe/McGraw-Hill, <i>Pre-Algebra</i>	0 %
2007	Key Curriculum Press, <i>Problem Solving Strategies</i>	0 %
2003	McDougal Littell, <i>Algebra 2</i>	0 %
2003	McDougal Littell, <i>Geometry</i>	0 %
2007	Pearson, <i>Calculus</i>	0 %
2003	Pearson Prentice Hall, <i>Algebra 2</i>	0 %
2003	Pearson Prentice Hall, <i>Algebra 1</i>	0 %
2003	Pearson/Addison Wesley, <i>Precalculus</i>	0 %

Science		
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	McDougal Littell, <i>World of Chemistry</i>	0 %
2008	Pearson, <i>Biology</i>	0 %
2001	Pearson Prentice Hall, <i>Biology, The Web of Life</i>	0 %
2008	Pearson Prentice Hall, <i>Chemistry</i>	0 %
2009	Pearson Prentice Hall, <i>Conceptual Physics</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 the vice principal, who work closely with teachers, parents, and school staff. Principal

Dana Chavez 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 Dana Chavez is serving her first year as principal of Village High in the 2012-13 school year.

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 2010-11*	
	%
Students enrolled in courses required for UC/CSU admission	92
Graduates who completed all courses required for UC/CSU admission	1.1

*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 setting 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 2011-12 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 2011-12 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/>.

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) 2011-12		
	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 2011-12 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 2011-12		
	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
	09-10	10-11	11-12	11-12
Total Teachers	16	18	18	662
Teachers with full credentials	16	18	18	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)		
	VHS	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		
	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: 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
Average Principal Salaries:		
High School	\$136,192	\$120,858
Percentage of General Fund Expenditures for:		
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/ 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 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				
	VHS	PUSD	% Diff. School & Dist.	State Avg., Dist.	% Diff. School & State
				Same Size & Type	
ADA*	119	14318	N/A	N/A	N/A
Total**	\$11,566	\$4,971	232.70	N/A	N/A
Restr.†	\$921	\$188	489.04	N/A	N/A
Unrestr.††	\$10,645	\$4,782	222.60	\$5,455	195.15
Avg. Teacher Salary	\$91,741	\$82,367	111.38	\$68,488	133.95

* 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 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)