



Village High School

4645 Bernal Avenue • Pleasanton, CA 94566 • PH: (925) 426-4260 FAX: (925) 426-8394 • Grades 9-12

Dana Chavez, Principal

dchavez@pleasantonusd.net

<http://www.villagehighschool.com>

2014-15 School Accountability Report Card Published During the 2015-16 School Year

Pleasanton Unified School District

4665 Bernal Ave.

Pleasanton, CA 94566-7498

(925) 462-5500

www.pleasantonusd.net

District Governing Board

Jamie Hintzke, President

Mark Miller, Vice President

Valerie Arkin, Member

Joan Laursen, Member

Chris Grant, Member

District Administration

Jim Hansen, Interim Superintendent
Superintendent

Luz T. Cazares

**Deputy Superintendent,
Business Services**

Odie J. Douglas, Ed.D

**Assistant Superintendent,
Educational Services**

Dianne Howell

**Assistant Superintendent,
Human Resources**

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 2013. The campus is home to approximately 150 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. Village High has several programs designed to create engaged learners and provide hands-on learning experiences. The pillars of the district's character education program are embedded in both the curriculum and day-to-day activities of Village High School. 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 that 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 ten through twelve following a traditional calendar. At the beginning of the 2013-14 school year, 97 students were enrolled, including 34.7% in special education, 5.1% qualifying for English Language Learner support, and 7.1% qualifying for free or reduced price lunch.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at PH: (925) 426-4260 FAX: (925) 426-8394 or the district office.

2014-15 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	13
Grade 11	32
Grade 12	79
Total Enrollment	124

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	8.9
American Indian or Alaska Native	0.8
Asian	6.5
Filipino	0.8
Hispanic or Latino	30.6
Native Hawaiian or Pacific Islander	0.8
White	47.6
Two or More Races	4
Socioeconomically Disadvantaged	36.3
English Learners	9.7
Students with Disabilities	25.8
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Village High School	13-14	14-15	15-16
With Full Credential	12	14	13
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Pleasanton Unified School District	13-14	14-15	15-16
With Full Credential	◆	◆	653
Without Full Credential	◆	◆	9
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School

Village High School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.1	0.9
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	99.1	0.9

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

All textbooks used in the core curriculum at Village High School are currently being aligned to the Common Core State Standards.

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, November 18, 2014, 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 2014-2015.08 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 2014-15 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 and Instructional Materials

Year and month in which data were collected: November 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	1999 Harcourt School Publishers, Adventures in English Literature 2007 Holt McDougal, Holt Elements of Literature 2007 Pearson Prentice Hall, Timeless Voices, TimelessThemes 2007 Pearson Prentice Hall, Writing and Grammar Communication in Action The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2015 HMH Algebra 1 2015 HMH Algebra 2 2015 HMH Geometry 2007 Key Curriculum Press, problem Solving Strategies 2007 Pearson, Calculus The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2008 Glencoe/McGraw Hill (Sopris West), Physics, Principles and Problems 2006 Glencoe/McGraw-Hill, Glencoe Health 2008 McDougal Littell, Biology 2008 McDougal Littell, World of Chemistry 2008 Pearson, Biology 2001 Pearson Prentice Hall, Biology, The Web of Life 2008 Pearson Prentice Hall, Chemistry The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2007 Glencoe/McGraw-Hill, Economics: Principles and Practices 2007 Glencoe/McGraw-Hill, World Geography and Cultures 2007 Holt McDougal, Holt American Anthem, Modern American History 2007 Houghton Mifflin, Earth and It's People 2007 McGraw Hill, American History 2007 Pearson Prentice Hall, Economics Principles in Action 2007 Pearson Prentice Hall, Magruder's AmericanGovernment 2007 Pearson Prentice Hall, World History: The Modern World The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

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 inspect 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.

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.

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 December 29, 2015. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: December 29, 2015

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	35	80	44
Math	3	72	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	16	30	42	87	88	86	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	86
All Student at the School	42
Male	58
Female	--
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	64
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	41	34	82.9	29	32	26	9
Male	11		20	48.8	25	40	20	10
Female	11		14	34.1	36	21	36	7
Black or African American	11		1	2.4	--	--	--	--
Asian	11		3	7.3	--	--	--	--
Hispanic or Latino	11		8	19.5	--	--	--	--
White	11		22	53.7	23	27	32	14
Socioeconomically Disadvantaged	11		12	29.3	42	25	25	0
English Learners	11		1	2.4	--	--	--	--
Students with Disabilities	11		8	19.5	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics								
Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	41	35	85.4	83	14	3	0
Male	11		21	51.2	86	10	5	0
Female	11		14	34.1	79	21	0	0
Black or African American	11		1	2.4	--	--	--	--
Asian	11		4	9.8	--	--	--	--
Hispanic or Latino	11		8	19.5	--	--	--	--
White	11		22	53.7	73	23	5	0
Socioeconomically Disadvantaged	11		13	31.7	92	8	0	0
English Learners	11		1	2.4	--	--	--	--
Students with Disabilities	11		9	22.0	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parent Involvement

Parents are encouraged to get involved by participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, the school's website, the school bulletin board, and frequent email "blasts". Contact the principal at (925) 426-4260 for more information on how to become involved.

Opportunities to Volunteer

- Chaperoning field trips
- Greenhouse and Garden
- Hume Center Parent Groups

Committees

- School Site Council

School Activities

- Back to School Night
- Hume Center Parent Support Group Prom

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

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 Spring 2015.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	13.45	19.50	21.08
Expulsions Rate	0.58	1.26	0.54
District	2012-13	2013-14	2014-15
Suspensions Rate	2.09	2.16	1.74
Expulsions Rate	0.03	0.07	0.03
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2014-2015	2012-2013
Year in Program Improvement	Year 1	Year 2
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	100.0	

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	10	9	11	14	15	13						
Math	11	9		6	5							
Science	12	14	10	7	6	7						
SS	15	15	15	9	8	7	1	1	4			

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	0.2
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Professional Development provided for Teachers

Staff Development

All training and curriculum development activities at Village High School revolve around the Common Core State Standards. During the 2014-2015 school year, Village High School held staff development devoted to:

- Data Analysis
- Equity Training
- Common Core State Standards Teaching Strategies

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.

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.

FY 2013-14 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,202	\$43,062
Mid-Range Teacher Salary	\$81,560	\$67,927
Highest Teacher Salary	\$99,990	\$87,811
Average Principal Salary (ES)	\$126,795	\$110,136
Average Principal Salary (MS)	\$136,504	\$115,946
Average Principal Salary (HS)	\$140,916	\$124,865
Superintendent Salary	\$223,844	\$211,869
Percent of District Budget		
Teacher Salaries	49%	39%
Administrative Salaries	6%	5%

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

Types of Services Funded

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received categorical, special education, and support programs funds for:

- State Lottery: Instructional Materials
- Common Core State Standards
- Local Control Accountability Plan for Local Control Funding Formula: Technology, Instructional Materials, additional services for the disadvantaged
- Other Local: Locally defined
- Special Education
- Title I
- Title II
- Title III
- Vocational Programs

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$14,588	\$475	\$14,113	\$89,149
District	♦	♦	\$5,126	\$85,593
State	♦	♦	\$5,348	\$71,529
Percent Difference: School Site/District			175.3	4.2
Percent Difference: School Site/ State			163.9	24.6

* Cells with ♦ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	14	19	67	11	34	55
All Students at the School	60	20	20	57	40	3
Male	64	18	18	45	50	5
White	44	28	28	50	44	6

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAHSEE Results for All Students - Three-Year Comparison
Percent of Students Scoring at Proficient or Advanced**

Village High School	2012-13	2013-14	2014-15
English-Language Arts	45	28	40
Mathematics	55	39	43
Pleasanton Unified School District	2012-13	2013-14	2014-15
English-Language Arts	86	86	59
Mathematics	89	87	62
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Village High School	2011-12	2012-13	2013-14
Dropout Rate	2.10	2.10	2.00
Graduation Rate	95.67	95.25	95.65
Pleasanton Unified School District	2011-12	2012-13	2013-14
Dropout Rate	2.10	2.10	2.00
Graduation Rate	95.67	95.25	95.65
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Completion of High School Graduation Requirements

Group	Graduating Class of 2014		
	School	District	State
All Students	49.09	94.32	84.6
Black or African American	25	78.95	76
American Indian or Alaska Native		100	78.07
Asian	25	98.81	92.62
Filipino	50	93.75	96.49
Hispanic or Latino	33.33	81.67	81.28
Native Hawaiian/Pacific Islander		66.67	83.58
White	57.58	95.01	89.93
Two or More Races	100	90.91	82.8
Socioeconomically Disadvantaged	37.5	73.39	61.28
English Learners		47.37	50.76
Students with Disabilities	160	88	81.36
Foster Youth	--	--	--

**Courses for University of California (UC)
and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	93.55
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2014-15 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English		◆
Fine and Performing Arts		◆
Foreign Language		◆
Mathematics		◆
Science		◆
Social Science		◆
All courses		

* Where there are student course enrollments.

Career Technical Education Programs

College & Career Readiness:

Students in grades ten through twelve receive counseling from school personnel regarding career paths and courses of study. 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
- 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 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.

During the 2014-2015 school year, Village High School offered the following career technical education programs as elective courses: Horticulture / Farm to Fork.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.