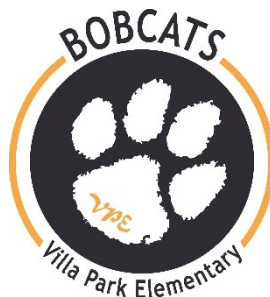# Villa Park Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview 	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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest 	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. 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).
California School Dashboard 	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2022-23 School Contact Information

School Name	Villa Park Elementary School
Street	10551 Center Drive
City, State, Zip	Villa Park, CA 92861
Phone Number	(714) 997-6281
Principal	Martha I. Arceo
Email Address	marceo@orangeusd.org
School Website	https://www.orangeusd.org
County-District-School (CDS) Code	30-66621-6029979

2022-23 District Contact Information

District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	ghansen@orangeusd.org
District Website Address	www.orangeusd.org

2022-23 School Overview

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials and facilities along with staff information. Information about the Orange Unified School District is also provided.

Villa Park Elementary School, a Gold Ribbon School, is one of (27) elementary schools in the Orange Unified School District. The school, which was built in 1951, is located on Center Drive, south of Villa Park Road in the city of Villa Park. Approximately 620 students are enrolled in grades kindergarten through sixth grade. The school draws from the local community as well as attracting many families from the broader OUSD community who are seeking academic excellence for their students. Villa Park Elementary has a tradition of outstanding instruction, producing high academic achievement, with over 70% of all students meeting or exceeding state academic targets. Further we work in partnership with our parents and community including our Home and School League, Dad's Club, Villa Park Women's League, and Rotary Club to enrich our student experience with such programs as K-4 music, supports our art program, science assemblies, Camp Bobcat, hands on STEM challenges, and a Makerspace including 21st century tools such as robotics and 3D printing.

Our staff strives to provide rigorous instruction with appropriate challenges and supports to facilitate growth for all learners each year. Core instructional strategies include close reading of nonfiction text, use of Thinking Maps, Write from the Beginning, mathematical problem solving and practices, integration of technology, and school wide STEM Challenges. Our Positive Behavioral Intervention System, as well a social-emotional learning curriculum at all grade levels, foster the development of the whole child and a positive campus climate. Our instructional program includes multi-tiered systems of support for all students including English Language Learners, students with disabilities, Hispanic and Socially Disadvantaged Students and Foster Youth. Our vision at Villa Park Elementary School is to provide all our students with access to 21st Century Learning in the Core curriculum and beyond and teach them the essential standards that are necessary for their successful next step in the educational continuum, middle school. In addition to these academic goals, we also envision sending our students forward with a sense of who they are and how their actions determine what others think of them.

The mission of VPE is to:
- Promote growth in all academic areas
- Provide a safe and nurturing environment
- Foster school as a place of community
- Encourage responsibility, fairness, trustworthiness, integrity and respect
- Promote tolerance and acceptance

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	109
Grade 1	94
Grade 2	87
Grade 3	88
Grade 4	85
Grade 5	84
Grade 6	90
Total Enrollment	637

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.6
American Indian or Alaska Native	0.0
Asian	12.7
Black or African American	0.6
Filipino	1.4
Hispanic or Latino	29.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	4.6
White	49.8
English Learners	5.3
Foster Youth	0.2
Homeless	0.2
Migrant	0.0
Socioeconomically Disadvantaged	13.8
Students with Disabilities	10.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.40	99.53	968.20	89.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.09	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	5.50	0.51	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	28.50	2.65	12115.80	4.41
Unknown	0.10	0.43	74.80	6.94	18854.30	6.86
Total Teaching Positions	23.50	100.00	1078.10	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 12-22-23 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on September 8, 2022.

Year and month in which the data were collected	September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Science	Amplify Science was adopted in 2019 for grades K-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
History-Social Science	TCI (Teacher's Curriculum Institute) California Social Studies Alive (grades K-5) and TCI California History Alive (Grade 6) was adopted in 2021 and selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. It was selected from the most recent list of standards based materials adopted by the State Board of Education consistent with the textbook adpotion cycle. Fully available to all students.	Yes	N/A

School Facility Conditions and Planned Improvements

Maintaining the appearance, safety and functionality of VPE is important. According to our 2022 FIT report we score an overall "good". A system of on-line work orders provides VPE and all other schools in our district the opportunity to request, repair or replace equipment and facilities in a timely manner. A full time plant manager and a full time night custodian maintain school facilities. The OUSD Maintenance and Operation Department also support our site with major improvements and repairs. Currently we also have an integrated pest management plan monitored by the facilities department which includes weekly inspection of the campus by pest control professionals. Quarterly safety inspections are conducted by the site principal and custodian and are recorded with the district. Our Home and School League works in conjunction with our OUSD facilities department to raise funds for upgrades to the school property that benefit students.

Year and month of the most recent FIT report	9/24/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			MPR: 2: Thermostat broken P62: 2: AC vents covered 10: Fire extinguisher not found P63: 2: AC vents covered P64: 2: AC vents covered 4: Items hanging from ceiling 12: Siding damage
Interior: Interior Surfaces	X			P64: 2: AC vents covered 4: Items hanging from ceiling 12: Siding damage
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Computer Lab: 7: Electrical panel blocked Room 23: 7: Electrical outlet covered and marked as Do Not Use Room 33: : Electrical cord stretched/suspended in the air Room 44: 7: Electrical panels blocked 11: Chemicals under sink
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			CARES: 9: Sink loose Room 34: 9: Drinking fountain not working
Safety: Fire Safety, Hazardous Materials	X			Library: 10: Room overly cluttered, exit door access blocked 11: Chemicals under sink P62: 2: AC vents covered 10: Fire extinguisher not found Room 2: 11: Paint and Primer found under sink Room 4: 11: Chemicals found under sink Room 44: 7: Electrical panels blocked 11: Chemicals under sink Room 51: 11: Chemicals under sink Room 52: 11: Chemicals behind teacher's desk Room 53: 11: Multiple chemicals found in room Room 6: 11: Chemicals under sink
Structural: Structural Damage, Roofs	X			P64: 2: AC vents covered 4: Items hanging from ceiling 12: Siding damage
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/Doors/Gates/Fences			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students 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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	72	N/A	54	N/A	47
Mathematics (grades 3-8 and 11)	N/A	63	N/A	39	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	341	338	99.12	0.88	72.49
Female	158	156	98.73	1.27	76.28
Male	183	182	99.45	0.55	69.23
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	42	42	100.00	0.00	90.48
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	108	108	100.00	0.00	57.41
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	15	15	100.00	0.00	86.67
White	172	169	98.26	1.74	75.74
English Learners	14	14	100.00	0.00	21.43
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	49	49	100.00	0.00	57.14
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	50	48	96.00	4.00	41.67

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	341	338	99.12	0.88	63.02
Female	158	156	98.73	1.27	60.90
Male	183	182	99.45	0.55	64.84
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	42	42	100.00	0.00	80.95
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	108	108	100.00	0.00	40.74
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	15	15	100.00	0.00	80.00
White	172	169	98.26	1.74	71.01
English Learners	14	14	100.00	0.00	14.29
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	49	49	100.00	0.00	46.94
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	50	48	96.00	4.00	37.50

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	53.01	34.95	32.07	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	83	83	100	0	53.01
Female	34	34	100	0	55.88
Male	49	49	100	0	51.02
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	26	26	100	0	34.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	43	100	0	58.14
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100	0	41.18

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	91%	88.8%	88.8%	88.8%	91%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

The partnership between parents and staff at VPE is exemplary. New families are invited to attend an orientation before the first day of school. Parents are welcomed back to school each year with our annual Back to School Night where parents meet their child's teacher and get acquainted with the curriculum and classroom expectations. A large cadre of classroom parent volunteers enhance teachers' ability to provide small group instruction and assistance to students throughout the school day. We have several parent organizations who are actively involved in both programming decisions and fundraising for activities that enrich and support students' experience. These organizations include our Home and School League, Dad's Club, School Site Council, and English Language Learner Advisory Council. All parents are welcome to participate in these groups. The Home and School League and SSC Committee each provide regular parent meetings that include a parent education component to keep parents up to date on student learning and enhance understanding of how parents can support their students at home. Meeting times for each organization are posted and updated regularly on the calendar at the Villa Park Elementary School website. The Home and School League and Dad's Club Club also provide many social opportunities such as Family Fun Night, Carnival, and Camp Bobcat so families can get to know each other throughout the school year. Information can be found on our H&SL website: http://www.vpe-hsl.org/. The staff annually provides parent education opportunities, which are also posted on the website, related to areas of instructional focus such as science, technology, and behavior management.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	653	648	104	16.0
Female	310	307	53	17.3
Male	343	341	51	15.0
American Indian or Alaska Native	0	0	0	0.0
Asian	84	83	11	13.3
Black or African American	4	4	2	50.0
Filipino	9	9	0	0.0
Hispanic or Latino	190	188	27	14.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	29	29	4	13.8
White	327	325	59	18.2
English Learners	34	34	9	26.5
Foster Youth	1	1	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	98	98	17	17.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	83	81	16	19.8

C. Engagement	State Priority: School Climate

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.16	2.03	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.15	0.19	2.37	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.15	0.00
Female	0.00	0.00
Male	0.29	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.53	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.20	0.00

2022-23 School Safety Plan

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, update their Safe School Plan. Each school forwards its Safe School Plan to the district through the Student Services Community (SCS) Office. The SCS provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public. The school plan was updated and reviewed by the staff and School Site Council in February, 2022. The staff is trained annually at the start of the school year. We continue to revisit and adjust the plan as need.

Providing a safe environment for our students is of paramount concern here at VPE and a comprehensive disaster plan is in effect. In compliance with SB 187, the School Site Council has prepared a Safe School Plan, which is on file in the school office and is available upon request. Villa Park Elementary is continually refining its disaster preparedness throughout the year. Annually, emergency supplies are checked and updated as needed. Fire drills are conducted monthly and earthquake and lockdown drills are conducted quarterly. Drills are practiced in a variety of scenarios such as during lunch or recess, evacuation of buildings after a serious earthquake, and student- parent reunification procedures. Staff are updated annually on evacuation procedures both on and off site. Annual fire inspections by the Fire Marshall verify that regular emergency drills are conducted and evacuation signs are posted. We consult annually with our School Resource Officer who trains staff in procedures for a lockdown or active shooter situation. Health support is available during all school hours and student medications and health needs are a regularly part of our emergency planning. The school maintains an AED in the office and all staff are trained in its use and importance in saving lives.

D. Other SARC Information

Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		3	
1	29		3	
2	40		2	1
3	28		3	
4	28		3	
5	29		3	
6	33		1	2

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	30		4	
1	28		3	
2	41		2	1
3	30		3	
4	36		2	1
5	29		6	1
6	29		4	2

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27		4	
1	32		3	
2	30		2	
3	29		3	
4	28		3	
5	28		3	
6	30		3	
Other	29		1	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.6

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$4931.72	0	4931.72	$82771.38
District	N/A	N/A	$6616.90	$89,626
Percent Difference - School Site and District	N/A	N/A	-29.2	-8.0
State	N/A	N/A	$6,594	$85,368
Percent Difference - School Site and State	N/A	N/A	-28.8	-3.1

2021-22 Types of Services Funded

VPE receives categorical funding through the Local Control Funding Formula which is spent to support the needs of English Learners, low income, and foster youth. In 2022-2023 LCFF funds will be used to provide additional hardware and software to increase student engagement and educational support, before and after school tutoring, and supplemental materials to meet student learning needs. VPE also receives lottery money that is used to provide supplemental materials, student engagement materials, and additional noon supervisor support to ensure student safety.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$54,515	$51,081
Mid-Range Teacher Salary	$79,004	$77,514
Highest Teacher Salary	$111,263	$105,764
Average Principal Salary (Elementary)	$130,156	$133,421
Average Principal Salary (Middle)	$137,808	$138,594
Average Principal Salary (High)	$165,215	$153,392
Superintendent Salary	$256,476	$298,377
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

*The curriculum and student needs demonstrated by data determine the major areas of focus for staff development activities. Instructional strategies are linked to content standards and assessment results. The schedule of site selected trainings is determined by the principal in conjunction with the site Instructional Leadership Team. Our district also provides us with regular professional development opportunities determined by district curriculum leaders. For the 2021-22 school year the major focus at both at the site and district level is increasing small group instruction and engagement in math in order to increase achievement, as well as navigating and supporting virtual learning during the pandemic. Professional development ensures that math is integrated with existing initiatives such as Write from the Beginning and AVID which are critical to successful implementation. In 2021-22 school year 6 additional teachers will attend restorative practices PD..

* Staff Development activities are ongoing for teachers and are provided in a variety of formats. Modified Wednesdays allow for teachers to receive focused workshops and participate in structure planning time. The district also provides frequent voluntary after school professional development on topics such as integration of technology. Release time is provided at the beginning of the school year for teachers to work with district experts on identifying and planning for the needs of their students, particularly English Learners, low income and foster youth. Teachers are sent to outside conferences when student needs are evident that cannot be met through the site and district offerings.

* Teachers are supported in implementing new instructional strategies through observation and dialogue with the site principal, as well as through planning and coaching opportunities and classrooms support with a variety of district experts. These include a technology coach, an English Language Development Specialist who is available throughout each trimester, and iLead coach for teachers/principal who applied and was awarded the opportunity. .

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	18