

Villa Park Elementary School
2021 School Accountability Report Card

BOBCATS



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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	Sara Beggs
Email Address	sbeggs@orangeusd.org
School Website	https://www.orangeusd.org/villa-park-elementary
County-District-School (CDS) Code	30-66621-6029979

2021-22 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

2021-22 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 615 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 75% 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, a dedicated PE coach, art and 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 as 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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	119
Grade 1	84
Grade 2	92
Grade 3	90
Grade 4	82
Grade 5	88
Grade 6	81
Total Enrollment	636

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
Asian	12.7
Black or African American	0.8
Filipino	1.4
Hispanic or Latino	28.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	4.7
White	50.8
English Learners	5.2
Socioeconomically Disadvantaged	17.5
Students with Disabilities	8.8

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
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	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 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. 15-21-22 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 30, 2021.

Year and month in which the data were collected

September 2021

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 adoption 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 2021 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, such as the re-carpeting and painting all classrooms, and fundraising for a new shade structure. We will put in work orders based on our FIT report.

Year and month of the most recent FIT report

10/8/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			MPR: Thermostat broken, fire extinguisher not mounted on wall
Interior: Interior Surfaces	X			:
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			42 Library: Room has a lot of clutter, rubbing alcohol under sink 5: Electrical cords in pathway, sink is very dirty, no fire extinguisher
Electrical		X		45: Leaking drinking fountain, electrical panel blocked by cabinets, sink is dirty 5: Electrical cords in pathway, sink is very dirty, no fire extinguisher Girl's Restroom: No light covers, ceiling tiles missing Office: 2 light bulbs out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			45: Leaking drinking fountain, electrical panel blocked by cabinets, sink is dirty
Safety: Fire Safety, Hazardous Materials		X		1: Two ceiling tiles missing, no fire extinguisher 2: No fire extinguisher, house paint under sink 21: No fire extinguisher 22: Fire Extinguisher not mounted to wall 23: No fire extinguisher 3: No fire extinguisher 33: No fire extinguisher 34: Bean bag chairs blocking exit 4: No fire extinguisher 42 Library: Room has a lot of clutter, rubbing alcohol under sink 44: No fire extinguisher 5: Electrical cords in pathway, sink is very dirty, no fire extinguisher

School Facility Conditions and Planned Improvements

			53: Plug in air freshener, ant/roach spray under sink(organic) 6: No fire extinguisher, chemicals under sink K-1: No fire extinguisher MPR: Thermostat broken, fire extinguisher not mounted on wall
Structural: Structural Damage, Roofs	X		1: Two ceiling tiles missing, no fire extinguisher 20: Plaster missing on corner of wall Boy's Restroom: Ceiling tiles falling down, paint peeling Girl's Restroom: No light covers, ceiling tiles missing
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		Grounds: Creosote Railroad Ties used for planter borders

Overall Facility Rate

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] 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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	340	NT	NT	NT	NT
Female	171	NT	NT	NT	NT
Male	169	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	43	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	108	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	14	NT	NT	NT	NT
White	164	NT	NT	NT	NT
English Learners	18	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	340	NT	NT	NT	NT
Female	171	NT	NT	NT	NT
Male	169	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	43	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	108	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	14	NT	NT	NT	NT
White	164	NT	NT	NT	NT
English Learners	18	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	340	337	99.12%	0.88%	48.07%
Female	171	171	100.00%	0.00%	47.95%
Male	169	166	98.22%	1.78%	48.19%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	42	42	100.00%	0.00%	54.76%

Black or African American	5	4	80.00%	20.00%	0.00%
Filipino	5	5	100.00%	0.00%	80.00%
Hispanic or Latino	109	109	100.00%	0.00%	38.53%
Native Hawaiian or Pacific Islander	1	1	100.00%	0.00%	100.00%
Two or More Races	14	14	100.00%	0.00%	50.00%
White	162	162	98.78%	1.22%	52.47%
English Learners	18	17	94.44%	5.56%	11.76%
Foster Youth	1	1	100.00%	0.00%	0.00%
Homeless	0	0	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	63	60	95.24%	4.76%	31.67%
Students with Disabilities	46	46	100.00%	0.00%	21.74%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	340	340	100.00%	0.00%	51.47%
Female	171	171	100.00%	0.00%	46.20%
Male	169	169	100.00%	0.00%	56.80%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	42	42	100.00%	0.00%	64.29%
Black or African American	5	5	100.00%	0.00%	20.00%
Filipino	5	5	100.00%	0.00%	100.00%
Hispanic or Latino	109	109	100.00%	0.00%	39.45%
Native Hawaiian or Pacific Islander	1	1	100.00%	0.00%	100.00%
Two or More Races	14	14	100.00%	0.00%	57.14%
White	162	164	100.00%	0.00%	54.88%
English Learners	18	18	100.00%	0.00%	11.11%
Foster Youth	1	1	100.00%	0.00%	0.00%
Homeless	0	0	0.00%	0.00%	0.00%
Military					NA
Socioeconomically Disadvantaged	63	63	100.00%	0.00%	36.51%
Students Receiving Migrant Education Services					NA
Students with Disabilities	46	46	100.00%	0.00%	21.74%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	34.95	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	85	NT	NT	NT	NT
Female	44	NT	NT	NT	NT
Male	41	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	11	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	30	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	36	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

The partnership of parents and staff at VPE is exemplary. 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 ELAC 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 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	663	651	14	2.2
Female	322	319	6	1.9
Male	341	332	8	2.4
American Indian or Alaska Native	0	0	0	0.0
Asian	84	83	0	0.0
Black or African American	5	5	0	0.0
Filipino	9	9	0	0.0
Hispanic or Latino	185	183	4	2.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	31	30	1	3.3
White	338	332	9	2.7
English Learners	39	38	1	2.6
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	117	114	4	3.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	73	72	3	4.2

C. Engagement

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	2.56	0.19	3.47	0.20
Expulsions	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 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

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	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	0.00	0.00

2021-22 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, 2020. 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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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		3	
1	31		3	
2	30		3	
3	29		3	
4	27		3	
5	33		1	2
6	27		3	

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

2020-21 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	

2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.2

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$5336.30	0	\$5336.30	\$82771.38
District	N/A	N/A	\$6616.90	\$87,379
Percent Difference - School Site and District	N/A	N/A	-21.4	-5.4
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-45.1	-2.3

2020-21 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 2020-2021 LCFF funds were used to provide planning and training for teachers, 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 digital and non-digital educational resources (Lexia and iReady), and parent education and engagement activities.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$53,446	\$50,897
Mid-Range Teacher Salary	\$83,885	\$78,461
Highest Teacher Salary	\$109,082	\$104,322
Average Principal Salary (Elementary)	\$130,156	\$131,863
Average Principal Salary (Middle)	\$137,808	\$137,086
Average Principal Salary (High)	\$165,215	\$151,143
Superintendent Salary	\$256,476	\$297,037
Percent of Budget for Teacher Salaries	34%	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 are also 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. Forexample in 2020-21 we sent teachers to training on restorative justice for 2 days.

* 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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	18

Orange Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11928	2026	16.99	83.01	54.10
Female	5816	1016	17.47	82.53	58.84
Male	6112	1010	16.52	83.48	49.36
American Indian or Alaska Native	20	7	--	65.00	--
Asian	1093	216	19.76	80.24	83.33
Black or African American	143	26	18.18	81.82	30.77
Filipino	186	44	23.66	76.34	70.45
Hispanic or Latino	7162	1097	15.32	84.68	43.09
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	75	14.73	85.27	65.33
White	2788	557	19.98	80.02	62.48
English Learners	2223	204	9.18	90.82	14.29
Foster Youth	73	12	16.44	83.56	41.67
Homeless	254	22	8.66	91.34	18.18
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	872	14.94	85.06	41.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	271	17.00	83.00	12.18

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11928	2009	16.84	83.16	31.30
Female	5816	1000	17.19	82.81	30.99
Male	6112	1009	16.51	83.49	31.61
American Indian or Alaska Native	20	8	--	60.00	--
Asian	1093	214	19.58	80.42	71.03
Black or African American	143	26	18.18	81.82	15.38
Filipino	186	42	22.58	77.42	47.62
Hispanic or Latino	7162	1083	15.12	84.88	17.70
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	74	14.54	85.46	55.41
White	2788	558	20.01		38.67
English Learners	2223	202	9.09	90.91	3.54
Foster Youth	73	13	17.81	82.19	15.38
Homeless	254	24	9.45	90.55	0.00
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	864	14.80	85.20	16.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	268	16.81	83.19	5.97

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.