

Villa Park High 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 High School
Street	18042 Taft Ave.
City, State, Zip	Villa Park, Ca. 92861
Phone Number	(714) 532-8020
Principal	Dennis McCuiston
Email Address	dmccuiston@orangeusd.org
School Website	villaparkhigh.org
County-District-School (CDS) Code	30-66621-3038098

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

Villa Park High School is one of four comprehensive high schools in the Orange Unified School District. The school was built in 1964 on 40 acres of land and is located on Taft Avenue between Santiago Blvd. and Center Drive in the city of Villa Park. Approximately 2,200 students are enrolled. We utilize an August-June schedule. We are on a block schedule Tuesday through Friday and all periods on Monday. Villa Park High School offers 27 zero-period sections for students that want to get their day started early. To better serve our community we also make many classes available to our students online. The students at Villa Park High School, upon completion, are prepared for their postsecondary endeavors.

Personalization is a cornerstone of the educational process at Villa Park High School. The students are valued for their individuality and the many talents that they bring to the campus. Expectations are extremely high for our students and they are held accountable for their actions. Villa Park is a safe, orderly, and clean campus where students are encouraged to participate in numerous opportunities. Villa Park has over 60 clubs on campus, a quality athletic program that sees many of its student-athletes go on to compete at the collegiate level. Villa Park offers a variety of elective courses including Art of Animation, International Business, Video Production, Dance, Graphic Design, Crime Scene Investigation, Project Lead The Way Medical and Sports Medicine to list a few.

Villa Park takes great pride in its Honors and Advanced Placement programs which challenge the most gifted students. College preparatory classes prepare students with a rigorous and relevant approach to learning. Students with special needs are also exposed to a challenging curriculum while their individual learning needs are being met.

The mission of Villa Park High School is to provide a learning environment where students are challenged to reach their individual potential in the acquisition of knowledge and the development of personal, cultural, and democratic values essential for future success. This mission becomes reality through the hard work of a dedicated and talented staff, supportive parents, and the local business community.

Villa Park High School students will always exemplify the SPARTAN way:

Spirited

*Skilled Communicators who speak with confidence within a group and to an audience

*Socially and personally responsible as one demonstrates respect and accountability as a member of the school community

2022-23 School Overview

- *Socially and personally responsible as one can identify and evaluate appropriate life paths and career choices
- *Socially and personally responsible as one understands the benefits of being physically fit

Prepared

- *Academically proficient as one can read and comprehend information, functional, and literary texts
- *Academically proficient as one can analyze problems and produce and evaluate viable solutions
- *Skilled Communicators who can listen and comprehend information, take notes, and report accurately what was presented

Achieve

- *Academically proficient as one can develop the ability and confidence to learn independently
- *Academically proficient as one can read and comprehend information, functional, and literary texts
- *Academically proficient as one can analyze problems and produce and evaluate viable solutions
- *Skilled Communicators who can listen and comprehend information, take notes, and report accurately what was presented
- *Skilled Communicator who can write logically developed and mechanically proficient reports, letters, essays, and narratives

Respectful

- *Socially and personally responsible as one demonstrates respect and accountability as a member of the school community
- *Socially and personally responsible as one can identify and evaluate appropriate life paths and career choices

Trustworthy

- *Skilled Communicators who can listen and comprehend information, take notes, and report accurately what was presented
- *Socially and personally responsible as one demonstrates respect and accountability as a member of the school community
- *Socially and personally responsible as one can identify and evaluate appropriate life paths and career choices

Adaptive

- *Academically proficient as one can develop the ability and confidence to learn independently
- *Skilled Communicator who uses a computer and other appropriate technology to communicate electronically and present information via document, graphs, and charts

Noble

- *Skilled Communicator who speaks with confidence within a group and to an audience
- *Socially and personally responsible as one demonstrates respect and accountability as a member of the school community
- *Socially and personally responsible as one can identify and evaluate appropriate life paths and career choices
- *Socially and personally responsible as one understands the benefits of being physically fit

Villa Park High School was recognized by U.S. News and World Report as a Silver Medalist School, one of the finest high schools in the nation, in 2016, 2017, 2020, and 2021. After an examination of over 18,000 schools, Villa Park High School has routinely been awarded the Silver Medal distinction. Addressing the needs of the students at the highest level, Villa Park High School produces CIF Athletic Champions, CIF Southern Section and State Academic Champions, National Merit Scholars, NAMM Award Winners, AP Capstone Diplomas, CTE Pathway Completers, Seals of Biliteracy, students earning full-tuition college scholarships and students who are prepared for what is next with regard to college and career readiness.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	501
Grade 10	556
Grade 11	524
Grade 12	584
Total Enrollment	2,165

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.2
American Indian or Alaska Native	0.2
Asian	10.7
Black or African American	1.1
Filipino	1.8
Hispanic or Latino	52.6
Native Hawaiian or Pacific Islander	0.4
Two or More Races	2.6
White	29.7
English Learners	9.1
Foster Youth	0.5
Homeless	0.5
Migrant	0.0
Socioeconomically Disadvantaged	37.6
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)	76.10	89.31	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)	0.90	1.08	5.50	0.51	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	1.27	28.50	2.65	12115.80	4.41
Unknown	7.00	8.32	74.80	6.94	18854.30	6.86
Total Teaching Positions	85.20	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	0.90	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.90	

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	1.00	
Total Out-of-Field Teachers	1.00	

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	Pearson myPerspectives ELA/ELD ©2017; The Bedford Reader, 12th Edition ©2014; Language & Composition: The Art of Voice, AP Edition ©2014; Literature: An Introduction to Reading and Writing, 22e ©2012; Pearson iLit ©2017. All selected are standards-based materials adopted by the local governing board.	Yes	0%
Mathematics	Pearson Integrated Mathematics I, II & III ©2014; Trigonometry ©2009; Financial Algebra: Advanced Algebra with Financial Applications 1st Edition ©2014; Pearson PreCalculus 6th Edition ©2018; Pearson Calculus: Graphical, Numerical, Algebraic 5th Edition ©2016; The Practice of Statistics ©2015. All selected are standards-based materials adopted by the local governing board.	Yes	0%
Science	Holt Earth Science ©2006; Glencoe Life Science ©2002; Savvas California Miller & Levine Experience Biology: The Living Earth ©2021; Pearson Campbell's AP Biology, 11th Edition ©2018; AP* Chemistry: The Central Science ©2015; Savvas California Experience Chemistry ©2021; Pearson Physics with Mastering Physics ©2014; Pearson College Physics: A Strategic Approach AP® Edition ©2015; Savvas Experience Physics ©2022; Human Anatomy & Physiology, 10th Edition ©2016; Hole's Essential of Human Anatomy & Physiology, 12th Edition ©2015; Cengage Living in the Environment, 15th Edition ©2007. All selected are standards-based materials adopted by the local governing board.	Yes	0%
History-Social Science	World History: Modern World ©2019 Savvas; Western Civilization, Since 1300 Updated AP Edition ©2016; Ways of the World, 3rd Edition ©2016; Cengage U.S. History America Through the Lens 1877 to the Present ©2019; American History: Connecting with the Past 15th Edition ©2015; Pearson Macgruder's American Government, CA Edition ©2019; McGraw Hill AP American Democracy ©2019; Pearson Economics: Principles in Action, CA Edition ©2019; Principles of Economics AP*, 8th Edition ©2018; Thinking About Psychology, 3rd Edition ©2013; Myer's Psychology for AP, 1st Edition ©2011; Oxford University Press IB Theory of Knowledge ©2013. All selected are standards-based materials adopted by the local governing board.	Yes	0%
Foreign Language	T'es branché?, Levels 1-4 ©2014; APprenons, 2nd Edition ©2015; ¡Avancemos!, Levels 1-4 ©2013; Repaso: A Review Workbook for Grammar ©2004; Abriendo paso: Temas y	Yes	0%

	lecturas ©2014; Reflexiones de la literatura hispánica AP® Edition ©2014; Galeria I and II, Vista Higher Learning ©2020; Cheng & Tsui Integrated Chinese, 4th Edition, Levels 1-4 ©2018. All selected are standards-based materials adopted by the local governing board.		
Health	APEX Extended Health ©2016. Materials are standards-based materials adopted by the local governing board.	Yes	0%
Visual and Performing Arts	Cengage Gardner's Art Through The Ages AP® Edition ©2016. Materials are standards-based materials adopted by the local governing board.	Yes	0%
Science Laboratory Equipment (grades 9-12)	Sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9 and 12, inclusive, is available to pupils.	Yes	0%

School Facility Conditions and Planned Improvements

Maintaining the appearance, safety, and functionality of Villa Park High School is important. Maintenance is provided through district staff or outside contractors. Safety problems, as well as all items noted on the FIT report, are addressed by our custodial staff or through a phone call and work order to the Maintenance Department and are rectified as quickly as possible. Through the efforts of our staff, the district and our PFSO, landscaping has been enhanced within the last few years. The VPHS community received a new electronic marquee for the front of the school. Our booster organizations continuously raise money to add essential items for students including upgrading the school's weight room and adding a scoreboard to the practice gym. New branding graphics have been applied throughout the campus. The fire alarm system has been modernized. The items marked Fair or Poor have work orders that have been created/addressed to cure these items. Our custodial staff and/or district maintenance department continue to fulfill the work needed in these work orders to provide a safe learning environment. The gymnasium floor was completed at the end of January 2020 and the field and track was completed in August of 2020. The new VPHS Science and STEM Center was completed in April of 2022 and the start of phase 2 on the Measure S bond construction started in November of 2022. There are planned renovations for the 400 building, the gymnasium, and the 100/200 building.

Year and month of the most recent FIT report

7/27/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			114: AC return vent blocked 218: Rusty AC vent
Interior: Interior Surfaces	X			200: Broken outlet cover, data box loose, missing ceiling tiles, stained ceiling tiles 201: Missing ceiling tiles, stained ceiling times, paint chipping 206: Missing ceiling tiles 208: Data box loose, missing ceiling tile, wallpaper peeling 213: Stained floor, missing and stained ceiling tiles 215: Missing ceiling tile, dirty floor, candle in room, aerosol spray, wall stained, room dirty BOYS LOCKER ROOM: Cracked/broken tiles in shower area, far left sink does not work R4: Missing ceiling tile, base cove missing, loose data box T-5: Torn window screen, dirty carpet, torn base cove, broken outlet cover, multiple cord to cord connections, diffuser in room T-8: Loose data cover

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		109: table blocking door 215: Missing ceiling tile, dirty floor, candle in room, aerosol spray, wall stained, room dirty T-5: Torn window screen, dirty carpet, torn base cove, broken outlet cover, multiple cord to cord connections, diffuser in room T-8: Loose data cover Wrestling Room: ants by sink
Electrical	X		COUNSELING OFFICE: Electrical Room/100: exposed data wires R1: excessive power strips R2: excessive power strips R4: Missing ceiling tile, base cove missing, loose data box T-15: broken outlet, T-3: Light panes out T-5: Torn window screen, dirty carpet, torn base cove, broken outlet cover, multiple cord to cord connections, diffuser in room T-7: blocked electrical panel T-8A: Stained ceiling tiles, missing base cove, damaged wall paper
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		216A: sink doesn't work BOYS LOCKER ROOM: Cracked/broken tiles in shower area, far left sink does not work
Safety: Fire Safety, Hazardous Materials	X		108: Fire alarm strobe covered 109: table blocking door 215: Missing ceiling tile, dirty floor, candle in room, aerosol spray, wall stained, room dirty Library: T-21: Loose smoke detector T-28: Windex cleaner found in unlocked cabinet T-5: Torn window screen, dirty carpet, torn base cove, broken outlet cover, multiple cord to cord connections, diffuser in room
Structural: Structural Damage, Roofs	X		R1: excessive power strips R2: excessive power strips T-23: T-4:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		T-10: Torn window screen,

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).
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	57	N/A	54	N/A	47
Mathematics (grades 3-8 and 11)	N/A	27	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	507	475	93.69	6.31	56.93
Female	246	232	94.31	5.69	63.32
Male	261	243	93.10	6.90	50.83
American Indian or Alaska Native	--	--	--	--	--
Asian	54	54	100.00	0.00	88.89
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	246	225	91.46	8.54	46.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	20	86.96	13.04	55.00
White	168	161	95.83	4.17	61.25
English Learners	29	22	75.86	24.14	13.64
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	188	168	89.36	10.64	42.68
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	46	41	89.13	10.87	5.00

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	505	443	87.72	12.28	26.98
Female	245	217	88.57	11.43	26.39
Male	260	226	86.92	13.08	27.56
American Indian or Alaska Native	--	--	--	--	--
Asian	54	52	96.30	3.70	73.08
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	245	210	85.71	14.29	12.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	17	73.91	26.09	35.29
White	167	151	90.42	9.58	30.46
English Learners	28	21	75.00	25.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	187	154	82.35	17.65	15.13
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	45	34	75.56	24.44	0.00

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	26.75	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	1052	920	87.45	12.55	26.75
Female	542	466	85.98	14.02	25.49
Male	510	454	89.02	10.98	28.04
American Indian or Alaska Native	--	--	--	--	--
Asian	125	114	91.2	8.8	71.05
Black or African American	--	--	--	--	--
Filipino	19	19	100	0	31.58
Hispanic or Latino	521	460	88.29	11.71	15.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	27	72.97	27.03	29.63
White	335	288	85.97	14.03	26.74
English Learners	64	60	93.75	6.25	1.69
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	383	333	86.95	13.05	15.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	79	64	81.01	18.99	1.59

2021-22 Career Technical Education Programs

Villa Park High School is dedicated to ensuring that all students are College & Career Ready. Students will be far more prepared for the rigors of the 21st century and armed with skills that will enable all students to have lifelong success. We are determined to ensure that all students leave Villa Park prepared for their postsecondary endeavors. VPHS offers several Career Pathways designed to integrate strong academics, demanding career and technical education, and real-world experience to help students gain an advantage in high school, and post-secondary education. In 2022 there were 167 CTE pathway completers.

CTE Courses at Villa Park High School include courses in the following Pathways and sequences of classes:

Sector/Pathway/Sequence of Classes

Arts, Media, and Entertainment

- Dance - Professional Dance 1, Professional Dance 2, Professional Dance 3, Professional Dance 4, and Art of Dance Composition
- Digital Audio Production – Career Focus Digital Audio, Intermediate Digital Audio Production
- GRAPHIC DESIGN - Career Focus AME, Art of Graphic Design I, Graphic Design II, Professional Internship

EDUCATION & CHILD DEVELOPMENT - Career Focus Education, Careers in Education, Child Development, STEAM Teach - Science, Professional Internship-Education

Health Science (Sports Medicine, Patient Care)

- Sports Medicine – Career Focus Medical, Sports Medicine I, Medical Core, Sports Medicine II
- Patient Care – Career Focus Medical, Medical Core, Body Systems, Hospital Occupations Internship

ICT

- COMPUTER SCIENCE - Exploring Computer Science, Internet Web Design, AP Computer Science Principles, Professional Internship
- ROBOTICS - Exploring Computer Science, Robotics I, Robotics II, Professional Internship
-

PUBLIC SERVICES

- CRIMINAL JUSTICE - Career Focus Protective Services, Criminal Justice, Criminal Scene Investigation, Professional Internship

In addition to the CTE opportunities offered by Villa Park High School, Orange Unified also offers opportunities outside the normal school day. Opportunities offered by OUSD include:

- Automotive Technology
- Emergency Responder
- Emergency Medical Technician
- Fire Science
- Internet Web Design
- Global Marketing
- Business Economic & Finance
- International Business.
-

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1127
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	47.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.54
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	53.57

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 9	78.5	79.0	78.0	79.2	79.5

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

Villa Park High School's Parent Faculty Student Organization (PFSO) membership consists of hundreds of families. PFSO recognizes student, teacher, and community leaders. They award scholarships, present Spartan Service pins for school service, honor journalism, music, and drama students, and reward academic achievers, and special education students. Staff is recognized at special events and luncheons throughout the school year. The PFSO provides conference fees for teachers attending seminars and publishes the Spartan Spirit, a monthly community newspaper. Parents also serve on school committees, such as School Site Council, and WASC Accreditation Teams, as well as district-level representation on the Secondary Advisory, Legislative Coalition, Curriculum Council, and GATE Parent Advisory Committee, and ELAC. PFSO raises money to purchase instructional materials and equipment for all academic areas. They support the Key Club, Mock Trial, Science Fair, Grad Night, and academic and Athletic Booster Clubs. Staff, booster clubs, parents, and students have helped to raise money each year for academics, athletics, and activities at Villa Park High School.

Parents are encouraged to take an active part in the education of their students. Teacher and counselor access has increased with the internet, Google Classroom, Parent Portal, AERIES Gradebook, and school let social media. The school website serves as a valuable tool for keeping informed and interacting with the school. We can be found on the web at <https://www.villaparkhigh.org/>. Parents wanting to share opinions/feedback or would like to get involved in supporting the school can contact the school directly at (714) 628-5506.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		3.4	0.5		5.2	2.6		8.9	7.8
Graduation Rate		95.9	98.8		93.2	95.4		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	582	575	98.8
Female	309	305	98.7
Male	273	270	98.9
American Indian or Alaska Native	--	--	--
Asian	75	73	97.3
Black or African American	--	--	--
Filipino	12	12	100.0
Hispanic or Latino	295	293	99.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	11	11	100.0
White	176	173	98.3
English Learners	76	74	97.4
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	282	279	98.9
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	54	51	94.4

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2295	2237	459	20.5
Female	1125	1103	241	21.8
Male	1169	1133	218	19.2
American Indian or Alaska Native	4	4	1	25.0
Asian	235	234	13	5.6
Black or African American	27	26	3	11.5
Filipino	41	40	4	10.0
Hispanic or Latino	1224	1187	291	24.5
Native Hawaiian or Pacific Islander	11	11	4	36.4
Two or More Races	60	58	15	25.9
White	673	657	124	18.9
English Learners	229	221	55	24.9
Foster Youth	16	12	2	16.7
Homeless	13	13	10	76.9
Socioeconomically Disadvantaged	909	879	241	27.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	261	252	86	34.1

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 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	3.28	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	0.39	2.31	0.19	2.37	0.20	3.17
Expulsions	0.00	0.04	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.31	0.04
Female	1.87	0.00
Male	2.74	0.09
American Indian or Alaska Native	0.00	0.00
Asian	0.85	0.00
Black or African American	3.70	0.00
Filipino	2.44	0.00
Hispanic or Latino	3.19	0.08
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.34	0.00
English Learners	5.24	0.00
Foster Youth	12.50	0.00
Homeless	15.38	0.00
Socioeconomically Disadvantaged	4.07	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.45	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 1 (March 1, 2022 for the current Plan) to have reviewed and updated their Safe School Plan. Our School Safety Plan will be reviewed by our School Site Council in February 2023. Each school then forwards its Safe School Plan to the district through the office of Student Service and Community Services. The office of Student Service and Community Services provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

A comprehensive disaster plan is in effect and fire-and/or earthquake drills are conducted regularly. All schools in the district are linked through an emergency radio contact system, and district radio drills are conducted periodically to be prepared in case of an actual disaster. Providing a safe environment for our students is of paramount concern at Villa Park High School the plan also includes steps to improve attendance, reduce truancy and chronic absenteeism, provide a safe, secure campus, and provide students with appropriate support services. The plan is developed by staff, approved by the School Site Council, is on file in the Principals' Office and is available for perusal upon request.

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	36	11	17	47
Mathematics	36	7	14	40
Science	32	10	13	38
Social Science	34	9	13	40

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	20	17	41
Mathematics	34	6	16	35
Science	35	3	14	39
Social Science	36	5	12	42

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	18	25	36
Mathematics	31	5	17	34
Science	29	12	18	29
Social Science	33	6	9	44

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	433

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)	5.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	2.4

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	\$5203.84	\$51.04	5254.88	\$64980.34
District	N/A	N/A	\$6,616.90	\$89,626
Percent Difference - School Site and District	N/A	N/A	-22.9	-31.9
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-22.6	-27.1

2021-22 Types of Services Funded

Villa Park High School operated the following categorical programs for the 2022-2-23 school year: Special Education, Title III, Title VII, LCFF, Gifted and Talented Education, and two funded a part time community aides. We also provided tutoring in the library several days a week to assist our students with their classes and other academic needs.

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%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	32.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	11
Fine and Performing Arts	3
Foreign Language	6
Mathematics	5
Science	7
Social Science	17
Total AP Courses Offered Where there are student course enrollments of at least one student.	52

Professional Development

Our school Instructional Leadership Team (ILT) works with the school administration to plan appropriate activities for staff development days. Staff members with ideas for new courses, suggestions for curriculum improvement, interest in applying for special grants or desires to study specific instructional delivery techniques are encouraged and supported by the school site, ILT and the district curriculum council. The VPHS Staff banks minutes and has an early release day once a month to collaborate, discuss and plan for implementation of OUSD strategic plan, analyze data and look for way to use this information to drive instruction. These meetings prove to be very informative and beneficial. We rely on "in-house experts" to assist in providing our staff and professional development. The staff takes full advantage of these days and it has helped narrow our focus on student achievement and prepare the next steps after the success of our WASC Self-Study Validation Visit in 2018 resulting in VPHS earning a full six year accreditation. We are preparing for our Mid-Cycle WASC Visitation in May, 2022.

Staff development opportunities are provided through teacher-to-teacher mentoring programs such as CTIP and PAR (Peer Assessment and Review), staff meetings, conferences, and school and district-level staff with curriculum development in identified areas of needs. Categorical dollars were allocated to provide teachers with additional collaboration time. Teachers used the time to identify essential standards, unwrap the standards to determine skills and concepts students need to know, and to develop assessments to measure student progress towards attaining these standards. Villa Park High School prides itself in its dedication to teacher professional development.

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	10	10	10