

# Villa Park Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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).

#### **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.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Villa Park Elementary School
<b>Street</b>	10551 Center Drive
<b>City, State, Zip</b>	Villa Park, CA 92861
<b>Phone Number</b>	(714) 997-6281
<b>Principal</b>	Raeanne Lopez Little
<b>E-mail Address</b>	rlittle@orangeusd.org
<b>Web Site</b>	
<b>CDS Code</b>	30-66621-6029979

<b>District Contact Information</b>	
<b>District Name</b>	Orange Unified School District
<b>Phone Number</b>	(714) 628-4000
<b>Superintendent</b>	Michael L. Christensen
<b>E-mail Address</b>	superintendent@orangeusd.k12.ca.us
<b>Web Site</b>	www.orangeusd.k12.ca.us

### **School Description and Mission Statement (School Year 2016-17)**

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. Unless otherwise specified, the information provided in this report is from the 2015-2016 school year.

Villa Park Elementary School, built in 1951, is one of (27) elementary schools in the Orange Unified School District. The school is located on Center Drive, south of Villa Park Road in the city of Villa Park. Approximately 620 students are enrolled in grades kindergarten through sixth grade in 2016-2017. The school operates on a ten-month, August to June modified traditional calendar.

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

Three ingredients make VPE the outstanding school that it is. First, we have a tremendous teaching and support staff who work many hours beyond the school day to prepare for students. The second ingredient is outstanding parent support. The Home and School League provides funds for programs that enrich the educational experience of all students. Parent volunteers have also had a positive effect on our student population. The students themselves make up the third ingredient. Villa Park students come to school with a desire to learn, and a curiosity about the world. They engage with the curriculum and extend their learning using technology, communication, collaboration, critical thinking, and creativity.

The school staff is proud of the educational program it provides for our students. This year our school will goals will be to engage all students through monthly STEM challenges and continue to grow the percentage of students meeting and exceeding reading and mathematics targets as measured by SBAC, SRI, and SMI and DIBELS. Core instructional strategies include close reading of nonfiction text, Thinking Maps, Write from the Beginning, mathematical problem solving and practices, and integration of technology and school wide math and collaborative STEM Challenges. 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.

VPE Theory of Action:

If we increase academic engagement for all students through a focus on STEM, and increase supports to students through small group differentiated instruction and targeted interventions, then we will continue to increase the number of students meeting and exceeding 21st Century standards.

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	69
Grade 1	82
Grade 2	104
Grade 3	88
Grade 4	89
Grade 5	85
Grade 6	106
<b>Total Enrollment</b>	<b>623</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0
Asian	10.6
Filipino	1.9
Hispanic or Latino	24.7
Native Hawaiian or Pacific Islander	0.3
White	56.8
Two or More Races	2.6
Socioeconomically Disadvantaged	13.8
English Learners	7.7
Students with Disabilities	6.6
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	24	24	24	1279
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 13, 2016

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. 13-16-17 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 October 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin R/LA Program adopted in 2009 Grades K-5 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. Prentice Hall, Timeless Voices, Timeless Themes Adopted in 2003 (Grade 6) selected from the 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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Pearson/Scott Foresman Science Program adopted in 2008 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	Harcourt Social Studies Program adopted in 2006 Grades K-5 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. Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 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%
Foreign Language	N/A	Yes	N/A
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
Visual and Performing Arts	N/A	Yes	N/A
Science Laboratory Equipment (grades 9-12)	N/A	Yes	N/A

### School Facility Conditions and Planned Improvements (Most Recent Year)

Maintaining the appearance, safety and functionality of VPE is important. As enrollment increases, new furniture is purchased through district growth funds. 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. Quarterly facilities inspections are conducted to ensure the safety of facilities. A full time plant manager and a full time night custodian maintain school facilities. The OUSD Maintenance and Operation Department also serve facilities. Quarterly safety inspections are conducted by the site principal and custodian and are recorded with the district. We are proud of our clean and safe campus. 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. The information in the following table is taken from the 08/08/2016 school site inspection. The flooring in rooms K1, K2 and room 20 were replaced in December 2015, but this is not reflected in the FIT report.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 8/8/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Rooms K1-K2, and 31-34: Flooring could use replacement

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 8/8/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/8/2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	70	78	50	53	44	48
<b>Mathematics</b>	65	73	38	40	34	36

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

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	3	89	85	95.5	69.4
	4	93	90	96.8	82.2
	5	89	85	95.5	77.7
	6	106	106	100.0	81.1
<b>Male</b>	3	46	43	93.5	60.5
	4	44	42	95.5	83.3
	5	54	50	92.6	72.0
	6	55	55	100.0	80.0
<b>Female</b>	3	43	42	97.7	78.6
	4	49	48	98.0	81.3
	5	35	35	100.0	85.7
	6	51	51	100.0	82.3
<b>Black or African American</b>	5	--	--	--	--
	6	--	--	--	--
<b>Asian</b>	3	11	11	100.0	81.8
	4	11	11	100.0	63.6
	5	--	--	--	--
	6	12	12	100.0	83.3
<b>Filipino</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>Hispanic or Latino</b>	3	18	18	100.0	83.3
	4	23	22	95.7	68.2
	5	26	24	92.3	75.0
	6	26	26	100.0	69.2
<b>Native Hawaiian or Pacific Islander</b>	4	--	--	--	--
	5	--	--	--	--
<b>White</b>	3	57	53	93.0	62.3
	4	50	48	96.0	93.8
	5	49	49	100.0	79.6
	6	58	58	100.0	87.9
<b>Two or More Races</b>	4	--	--	--	--
	5	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	12	12	100.0	66.7
	4	12	12	100.0	75.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	13	11	84.6	72.7
	6	17	17	100.0	52.9
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Note: 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 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.

Note: 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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	89	85	95.5	77.7
	4	93	90	96.8	80.0
	5	89	87	97.8	65.5
	6	106	106	100.0	67.9
Male	3	46	43	93.5	72.1
	4	44	42	95.5	85.7
	5	54	52	96.3	71.2
	6	55	55	100.0	65.5
Female	3	43	42	97.7	83.3
	4	49	48	98.0	75.0
	5	35	35	100.0	57.1
	6	51	51	100.0	70.6
Black or African American	5	--	--	--	--



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	--	--	--	--
Asian	3	11	11	100.0	90.9
	4	11	11	100.0	90.9
	5	--	--	--	--
	6	12	12	100.0	75.0
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	18	18	100.0	77.8
	4	23	22	95.7	59.1
	5	26	24	92.3	50.0
	6	26	26	100.0	53.9
Native Hawaiian or Pacific Islander	4	--	--	--	--
	5	--	--	--	--
White	3	57	53	93.0	75.5
	4	50	48	96.0	85.4
	5	49	49	100.0	71.4
	6	58	58	100.0	75.9
Two or More Races	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	12	12	100.0	83.3
	4	12	12	100.0	50.0
	5	13	13	100.0	53.9
	6	17	17	100.0	47.1
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Note: 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 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.

Note: 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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	92	88	84	73	68	64	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	89	87	97.8	83.9
Male	54	52	96.3	84.6
Female	35	35	100.0	82.9
Hispanic or Latino	26	24	92.3	75.0
White	49	49	100.0	89.8
Socioeconomically Disadvantaged	13	13	100.0	61.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.1	23	49.4

Note: 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.

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2016-17)

The commitment to community involvement at VPE is exemplary and provides tremendous support for students, staff and programs. Parents volunteer regularly to enrich the instructional program and support all students. To enhance the students' experiences the Home and School League provides programs such as Art Masters, carnival, Book Fairs, bicycle safety training, music and PE teachers, educational assemblies, Birthday Club, and Mother/Daughter Tea. Our Dad's Club sponsor a Dad and Me Campout in June. Parents participate in monthly STEM Challenges as classroom support volunteers and enhance teacher's ability to provide small group instruction and support throughout the school day.

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	0.1	0.9	0.9	3.6	2.8	3.1	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

#### School Safety Plan (School Year 2016-17)

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, 2016.

A comprehensive disaster plan is in effect and fire drills are conducted monthly and earthquake and lockdown drills are conducted quarterly. Annual fire inspections by the Fire Marshall verify that regular emergency drills are conducted and evacuation signs are posted. Providing a safe environment for our students is of paramount concern here at VPE. In compliance with SB 187, the safety committee 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 by maintaining school supplies and procedures and practicing drills in a variety of situations. The school maintains an AED in the school office and health support personnel during all regular school hours.

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

Note: Cells with N/A values do not require data.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	32		2	1	29		3		29		3	
1	32		2	1	31		2		31		2	
2	32		3		28		4		28		4	
3	32		3		30		3		30		3	
4	35			3	29		3		29		3	
5	34			3	34			3	34			3
6	32		3		34			3	34			3

Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	.8	N/A
Resource Specialist	0	N/A
Other	.4	N/A

Note: Cells with N/A values do not require data.

\*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.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4065.3	30.88	4034.42	68437.62
District	N/A	N/A	\$3,840	\$78,819
Percent Difference: School Site and District	N/A	N/A	-0.1	-7.2
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-28.3	-6.2

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2015-16)

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 2015-2016 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 as well as additional personnel to provide enrichment during lunch time, and parent education and engagement activities.

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,270	\$45,092
Mid-Range Teacher Salary	\$74,538	\$71,627
Highest Teacher Salary	\$100,322	\$93,288
Average Principal Salary (Elementary)	\$122,017	\$115,631
Average Principal Salary (Middle)	\$123,406	\$120,915
Average Principal Salary (High)	\$143,744	\$132,029
Superintendent Salary	\$240,000	\$249,537
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

The curriculum and student needs based on data determines the need and direction for staff development activities. Workshops are offered where teachers learn to analyze data and make curricular decisions based on the results. Instructional strategies are linked to content standards and assessment results. Staff Development activities are ongoing for teachers and are provided bi-monthly for teachers using contracted modified day. These include both district and site selected trainings. The schedule of site selected trainings is determined by the principal in conjunction with the Instructional Leadership Team. The current program of professional development for teachers includes RTI-MTSS, Engaging students with technology and STEM activities, Mathematical Practices, Write from the Beginning Curriculum, and Next Generation Science Standards. Additional coaching support is provided in class to teachers in RTI- MTSS, ELL and GLAD strategies.