

Valley International Preparatory High

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.

Michael Horne, Principal

Principal, Valley International Preparatory High

About Our School

Thank you for your interest in VIP High School. We hope that the School Accountability Report Card provides you with meaningful information about the school.

Contact

Valley International Preparatory High
10027 Lurline Ave.
Chatsworth, CA 91311-3153

Phone: 818-306-2136
Email: info@viphs.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2019—20)	
School Name	Valley International Preparatory High
Street	10027 Lurline Ave.
City, State, Zip	Chatsworth, Ca, 91311-3153
Phone Number	818-306-2136
Principal	Michael Horne, Principal
Email Address	info@viphs.org
Website	www.viphs.org
County-District-School (CDS) Code	19647330137612

Last updated: 1/31/2020

School Description and Mission Statement (School Year 2019—20)

Valley International Preparatory High School (VIPHS) is a charter high school in its second year of operation, granted its charter on December 12, 2018 by Los Angeles Unified School District (LAUSD).

VIPHS' mission is to prepare students for college and/or a career through a variety of stimulating and challenging instructional methodologies, an extensive college counseling program that focuses on "right fit" for every student, and an advisory program that fosters self-reflection, self-expression, and self-actualization.

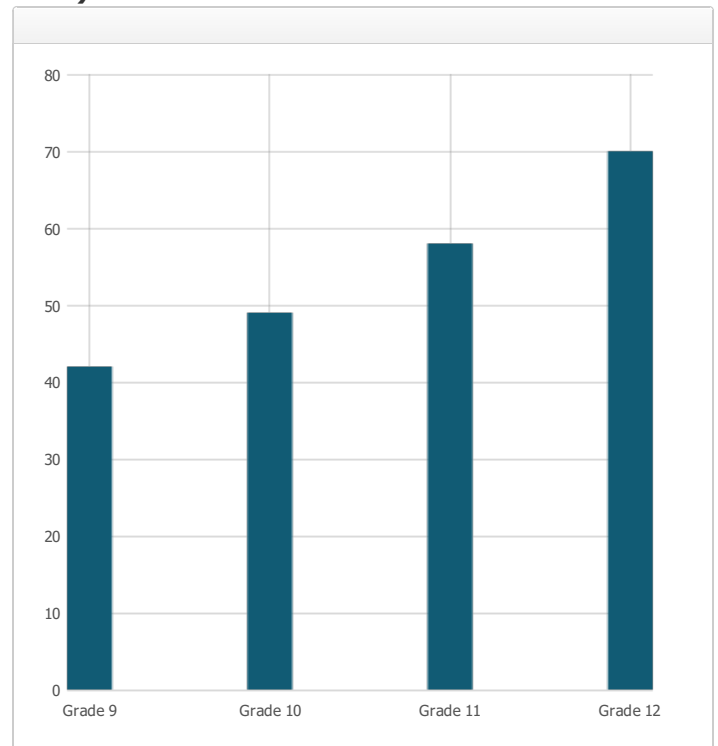
VIPHS graduated its first class in June 2018, and over 90% of students matriculated directly to a four-year school. Besides offering individual college counseling, 11th- and 12th- grade students and parents/guardians are offered an array of small- and large-group workshops in college choice, application procedures and financial aid; as well as visits from college admission representatives.

The school is governed by Parents in Partnership, a 501(c)3 with its own independent board of directors.

Last updated: 1/31/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 9	42
Grade 10	49
Grade 11	58
Grade 12	70
Total Enrollment	219



Last updated: 1/31/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	2.90 %
American Indian or Alaska Native	%
Asian	1.90 %
Filipino	0.50 %
Hispanic or Latino	16.50 %
Native Hawaiian or Pacific Islander	%
White	71.40 %
Two or More Races	6.80 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	24.80 %
English Learners	1.90 %
Students with Disabilities	15.50 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

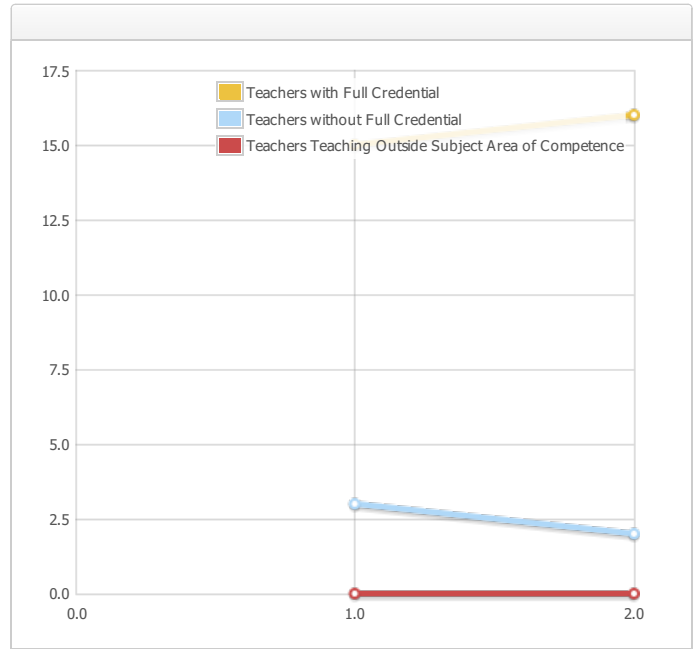
State Priority: Basic

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

Teacher Credentials

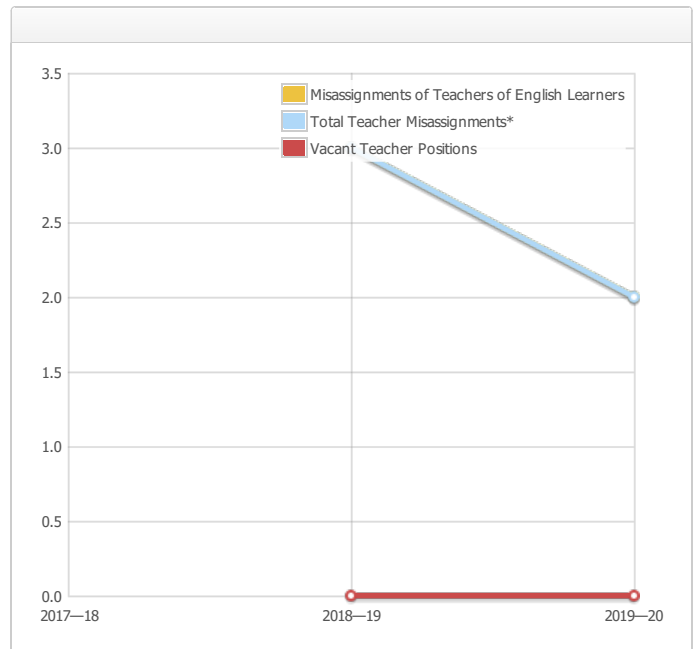
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential		15	16	21054
Without Full Credential		3	2	783
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	1103



Last updated: 1/31/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners		3	2
Total Teacher Misassignments*		3	2
Vacant Teacher Positions		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.

Last updated: 1/31/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	"Language of Literature," McDougal Littell "Language and Composition: The Art of Voice, AP Edition," McGraw-Hill. Common-core aligned chosen novels and various resources	Yes	0.00 %
Mathematics	"Algebra 1," "Geometry," and "Algebra 2" Holt McDougal "PreCalculus with Limits: A Graphic Approach, 4th edition" Houghton Mifflin "Calculus," Houghton Mifflin "Introduction to the Practice of Statistics, 7th edition" WH Freeman	Yes	0.00 %
Science	"Biology," McGraw Hill "Earth Science," Holt, Rhinehart, and Winston "Chemistry," Houghton Mifflin "Physics," Holt, Rhinehart, and Wilson	No	0.00 %
History-Social Science	"Traditions and Encounters," McGraw Hill "History Alive: World History," "History Alive: Government," "History Alive: US History," TCI "The American Pageant," Cengage	Yes	0.00 %
Foreign Language	"Español Santillana 1-3," Santillana USA	Yes	0.00 %
Health	N/A		0.00 %
Visual and Performing Arts	"Exploring Theatre," Glencoe-Hill, 2005 "Art in Focus," Glencoe-Hill, 2006 "Basic Music Theory," Sol-Ut Press, 2001	No	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2020

School Facility Conditions and Planned Improvements

VIPHS is co-located on the Chatsworth Charter High School campus and occupies the eight "Z" bungalows, and thus has had many of its needs in regards to providing a safe, clean, and orderly environment addressed by the shared-use agreement between VIPHS and LAUSD, where campus security, janitorial services, evacuation procedures, etc. are governed by the district campus and staff. The facility itself is located on the south-central portion of the campus and consists of eight bungalows divided into 14 classrooms and two administrative spaces.

The district keeps up regular maintenance of the bungalows by fixing and waxing tiled floors, painting, providing janitorial services, etc. Needed repairs are submitted to the district, and district personnel perform the repairs.

The administration team regularly meets with Chatsworth's administration in order to ensure a safe, clean, and orderly campus for both student bodies.

In Fall 2019, VIP and Chatsworth co-applied for a Prop 39 facilities improvement grant to install a water bottle filling station by the restrooms and to purchase new patio furniture for the shared patio space between the two campuses.

In January 2020, a wheelchair access ramp was added to bungalows 196 and 197, ensuring ADA compliance.

Last updated: 1/31/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC units regularly serviced by district.
Interior: Interior Surfaces	Good	Walls were painted prior to moving into the facility. No needed repairs.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No needed repairs, janitorial services provided on a daily basis.
Electrical: Electrical	Good	No needed repairs
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No needed repairs
Safety: Fire Safety, Hazardous Materials	Good	No needed repairs
Structural: Structural Damage, Roofs	Good	No needed repairs
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No needed repairs

Overall Facility Rate

Year and month of the most recent FIT report: January 2020

Overall Rating	Good
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Last updated: 1/31/2020

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. 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); 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)		49.0%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)		32.0%	32.0%	34.0%	38.0%	39.0%

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.

Note: 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.

Last updated: 1/31/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	53	89.83%	10.17%	49.06%
Male	27	25	92.59%	7.41%	60.00%
Female	32	28	87.50%	12.50%	39.29%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	13	13	100.00%	0.00%	61.54%
Native Hawaiian or Pacific Islander					
White	39	33	84.62%	15.38%	48.48%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	11	10	90.91%	9.09%	30.00%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Last updated: 1/31/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	57	96.61%	3.39%	31.58%
Male	27	26	96.30%	3.70%	38.46%
Female	32	31	96.88%	3.12%	25.81%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	13	13	100.00%	0.00%	30.77%
Native Hawaiian or Pacific Islander					
White	39	37	94.87%	5.13%	32.43%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	11	11	100.00%	0.00%	18.18%
English Learners	--	--	--	--	
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Last updated: 1/31/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/31/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

Valley International Prep High School does not offer any CTE programs.

Last updated: 1/31/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/31/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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

California Physical Fitness Test Results (School Year 2018—19)

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
9	--	--	--

Note: 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.

Last updated: 1/15/2020

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Friends of Parents in Partnership is a 501(c)3 formed to support the programs, teachers, and students of Valley International Preparatory High School. "FPIP" raises money to support programs, organizes parent events, helps with student events like dances and graduation, and its parent board meetings follow all Brown Act requirements.

Through sponsorship of school events like field trips, family picnics, "all school meetings" in the fall and spring, and student events provides our students with the opportunities to be connected to the larger community of VIPHS. FPIP also helps pay for student fees for events like speech and debate competitions to ensure that all students, regardless of background, can participate. Finally, field trips like the all-school field trip to the NACAC College Fair in Pasadena are also assisted by FPIP. FPIP's largest role this year was to organize and raise money for a bus that transports many of our students from the Sherman Oaks, Studio City, Van Nuys area to the Chatsworth campus.

VIPHS establishes and promotes a culture of collaboration and community outreach by encouraging all stakeholders to become engaged as active participants in a variety of events and opportunities, including, but not limited to, the ILP Process in advisory, the school site council, contributing volunteering time or money to Friends of PIP, attending the all school meetings twice a year and attending the grade-level-specific college information sessions.

The school regularly communicates and reinforces its purpose, SLOs, and school model through the VIP Voice, which contain informational articles that keep families informed of these things. They are also communicated during the all parent meetings and grade-level-specific college information nights.

Parents are included in their students' learning process primarily through the ILP process in advisory and through access to School Pathways and Google Classroom, where they can monitor their student's progress. Parent input is also garnered through attendance to the various evening events and through the biannual survey. Families of students with IEPs and 504s are also included as part of the review process. Students at risk of not making adequate progress can be referred to the SST team, where families are invited to SST meetings to collaborative find solutions to a student's challenges.

VIPHS utilizes several different avenues to communicate with our parents and other stakeholders:

- Daily attendance calls: Our attendance officer calls the family of every student who is absent for whom we have not received prior notification of their absence.
- We record the reasons for absence on an excel file so we can track student absences.
- The VIP Voice: A newsletter that goes out as needed through our mailing list which includes all current families.
- Parent Square: a parent notification system through SIS School Pathways that can alert families via phone, text, and/or email in the event of emergencies or other information that must reach all families.
- Social Media: VIPHS maintains and active Facebook and Instagram presence.
- Teacher Emails: Teachers are encouraged to send home positive feedback and are required to contact families of students in danger of failing several times over the course of a semester.

State Priority: Pupil Engagement

Last updated: 1/15/2020

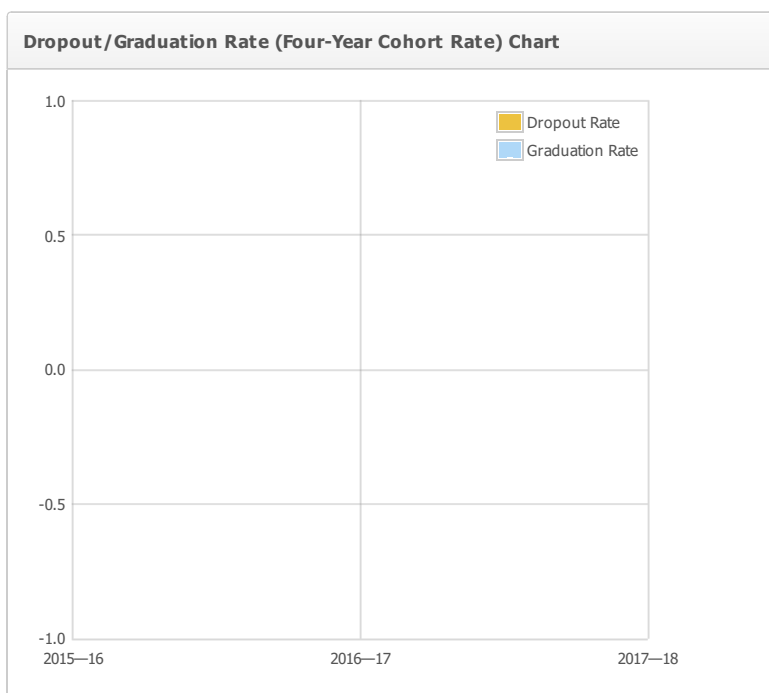
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	--	13.70%	9.70%
Graduation Rate	--	77.30%	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	--	--	10.80%	11.30%	9.10%	9.60%
Graduation Rate	--	--	79.70%	96.00%	82.70%	83.00%



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/31/2020

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	--	--	1.20%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	--	--	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/15/2020

School Safety Plan (School Year 2019—20)

VIP High School revised and adopted a new EOP on October 1, 2019. Staff were appointed to the roles of incident commander, public information & liaison officer, safety officer, search & rescue team, medical team, student care team, student release team, and nutrition team.

Drills for various types of emergencies were conducted monthly in the 2019-2020 academic year, in collaboration with the staff of Chatsworth High, on whose campus the school is co-located.

The plan provides an organization chart, the roles and responsibilities of various staff members, and emergency procedures for earthquake, lockdown, shelter in place, general classroom emergencies, and active shooter / gunfire.

Professional development on the EOP was provided to staff in the fall, and the EOP was reviewed with all students during advisory periods.

Last updated: 1/31/2020

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**	18.00	54	29	0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	16.00	17	5	
Mathematics	14.00	11	1	
Science	15.00	10	2	
Social Science	19.00	11	5	

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

Last updated: 1/15/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	2

*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.

**Average Number of Pupils per Counselor

Last updated: 1/15/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.70

*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.

Last updated: 1/15/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$74789.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/17/2020

Types of Services Funded (Fiscal Year 2018—19)

English Learners

VIPHS has a small population (seven) of English Learners at the time of SARC submission. Despite our small population of English Learners, VIPHS is dedicated to supporting them and meeting their needs. All four of our EL's were placed in a Mainstream English Instructional Program, after considering parent input and their previous academic performance. As part of the MEIP, we have a dedicated support period that addresses both English Language Development, as well as academic support in other content areas. The class has our four English learners and one RFEP student who test results showed to be struggling with grade level standards and in need of additional support. In 2018-2019, we had dedicated additional supports and resources to our English Learner population by purchasing the complete Houghton Mifflin Harcourt English 3D curriculum, which includes a teacher kit, student materials, an "issues book" with articles on current and relevant events. After a year of using this curriculum, we are switching over to Read 180 suite, which also includes a system called System 44 with phonics instruction for newly arrived English learners.

Students performing below grade level

Students performing below grade level, or those who are struggling with reading and math in general, are primarily identified through beginning of year MAP testing. The results of MAP tests are shared with students in advisory in the fall (and they are helped to interpret and evaluate them), which gives advisory teachers data on which students to more closely monitor.

Students with disabilities

Special education is provided through an inclusionary and collaborative consultation model. The rationale for inclusion is based on the belief that important academic, social and ethical skills and attitudes are developed when students with various abilities, needs and backgrounds learn together. In this model, special education teachers work closely with general education teachers to ensure that proper scaffolds and accommodations are being provided. The general education teacher provides content in the general education classroom setting (the general education teacher can also be known as the core content teacher in either math, science, English, social studies, or other subjects) along with peers who do not have disabilities. The special education teacher acts as a consultant for the general education teacher for the following areas: IEP (Individualized Education Program) accommodations, applying skills in general education classes, keeping track of goals, etc. Therefore, supports that are necessary for implementing their IEPs are provided within the context of those classrooms, i.e. the services come to the students and are provided in the natural flow daily classroom operation.

Despite our small school size, we have a staff of three special education teachers, two of whom teach academic support classes for both students with IEPs and students performing below grade level as a tier 2 intervention.

Naviance

Naviance is another service funded in 2018-2019. Naviance is an online platform that allows the school to monitor every aspect of a student's college application process and which resulted in a 91% four-year college going rate last year.

DirectEd

VIP provides all associated services and supports for students (such as speech therapy, DIS counseling, etc.) with disabilities and 504s through a contract with DirectEd, a service provider.

Better4You Meals

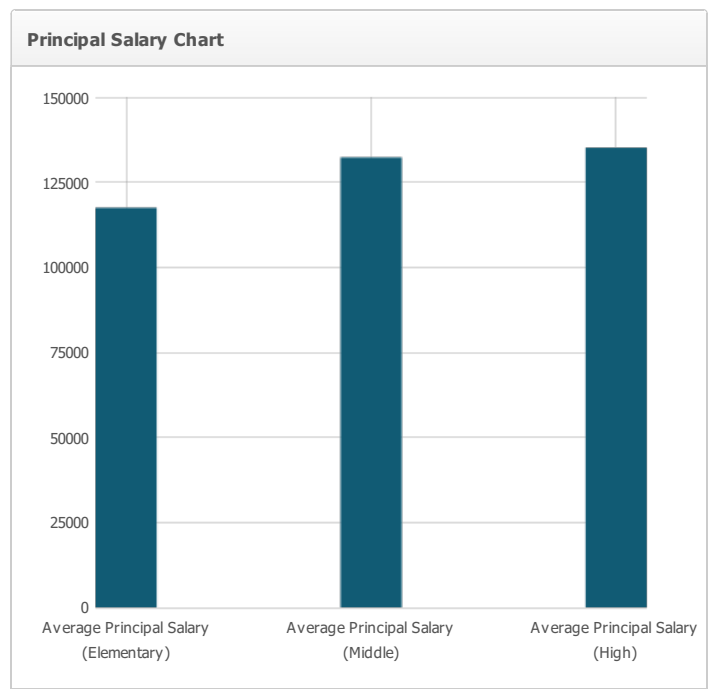
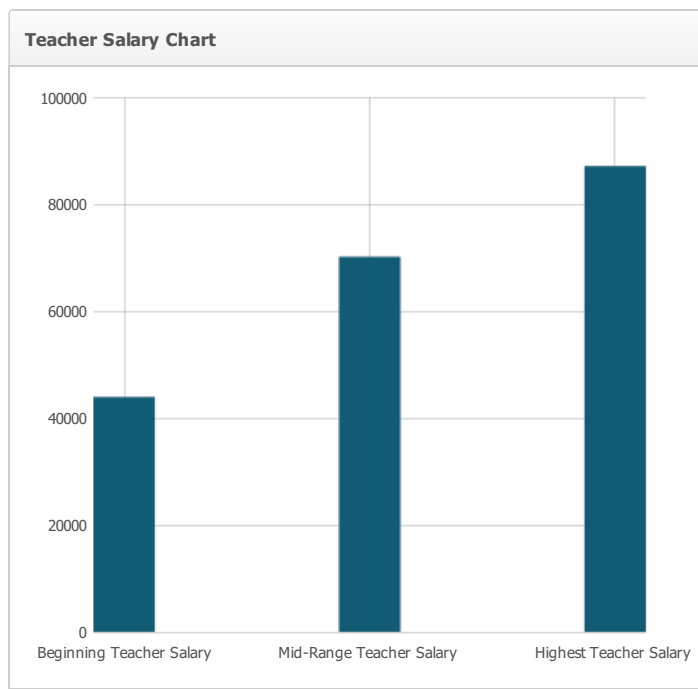
VIP contracts with Better4You Meals to provide one free or reduced meal per day to students who qualify, and students who do not can still purchase the meal for the price of \$3.50 - all students are assigned a pin, to ensure that there is no indication of who is receiving free/reduced meals and who is not.

Last updated: 1/31/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (Elementary)	\$117,494	\$125,830
Average Principal Salary (Middle)	\$132,291	\$131,167
Average Principal Salary (High)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated: 1/31/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	0	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	2	N/A
All Courses	8	68.20%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/31/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement		11	11