

Villa Park High 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)

School Contact Information	
School Name	Villa Park High School
Street	18042 Taft Ave. Villa Park, CA 92861
City, State, Zip	Villa Park, CA 92861
Phone Number	(714) 532-8020
Principal	Dr. Kenneth Miller
E-mail Address	kenneth.miller@orangeusd.org
Web Site	http://www.orangeusd.org/vphs
CDS Code	30-66621-3038098

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

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

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 2,440 students are enrolled. We utilize an August-to-June schedule with six classes each day. Villa Park High School offers 23 zero period sections for students that want to get their day started early. To better service our community we also makes many classes available to our students on-line. The students at Villa Park High School, upon completion, are prepared for what is next in their future.

The VPHS Theory of Action is: "If we collaborate as a team of professionals and our focus is on quality first instruction through the Collaboration Cycle of the Effective Instruction, the Feedback Loop and technology including the exact monitoring of student progress and valid assessments each semester, we will be empowered to meaningfully assess our instructional effectiveness, maximize student connectedness, develop focused interventions for our students in need and adequately prepare all students for 21st Century Learning and lifelong success."

Personalization is a cornerstone to 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 54 clubs on campus, a quality athletic program that sees many of its student athletes go on to compete at the collegiate level and career and technical pathways that prepare students for the workforce. Villa Park offers a variety of elective courses including Art of Animation, International Business, Video Production, Dance, Graphic Design, Crime Scene Investigation and Sports Medicine to list a few.

Villa Park takes great pride in its Honors and Advanced Placement programs which challenges 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 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
- *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 is recognized by U.S. News and World Report as a Silver Medalist School, one of the finest high schools in the nation. After an examination of over 18,000 schools, Villa Park High School was awarded the Silver Medal distinction. Addressing the needs of the students at the highest level, Villa Park High School produces CIF Champions.

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

Grade Level	Number of Students
Grade 9	632
Grade 10	655
Grade 11	594
Grade 12	585
Total Enrollment	2,466

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.2
Asian	9.9
Filipino	2.3
Hispanic or Latino	41.1
Native Hawaiian or Pacific Islander	0.7
White	41.6
Two or More Races	2.3
Socioeconomically Disadvantaged	31.3
English Learners	6.5
Students with Disabilities	9.5
Foster Youth	0.4

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	86	91	91	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	Prentice Hall Timeless Voices, Timeless Themes for Grades 9-12 ©2002; Bedford, Freeman & Worth's 50 Essays: A Portable Anthology ©2004 & Pearson's Everyday Use ©2005 for AP English Composition Grade 11; Perrine's Literature: Structure, Sound & Sense 10th Edition ©2009 for AP English Literature Grade 12; Hampton Brown Edge ©2009 for ELD Grades 9-12. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
Mathematics	Holt California Mathematics Algebra I adopted 2008; Glencoe/McGraw Hill Geometry adopted in 2005; Geometry: Concepts & Applications adopted in 2001; McDougal Littell Algebra & Trigonometry: Structure & Method Book 2 adopted in 2001; Financial Algebra adopted in 2014; Pre-Calculus Enhanced with Graphing Utilities, 3rd Edition adopted in 2003; Prentice Hall Calculus: Graphical, Numerical, Algebraic adopted in 2009; The Practice of Statistics adopted in 2015. Lial Hornsby Schneider Trigonometry adopted in 2010. All were selected from the most recent list of standards-based materials adopted by the local governing board. In addition, new Mathematics materials are being piloted at all Secondary sites - Villa Park High School is Piloting Big Ideas Mathematics by Houghton Mifflin Harcourt: Algebra I, Geometry, & Algebra II.	Yes	0%
Science	Holt Earth Science ©2006; Glencoe Life Science ©2002; Prentice Hall Biology, California Edition ©2007; Holt Modern Biology ©2002; Pearson Campbell's Biology, 7th Edition ©2005; Pearson AP* Chemistry: The Central Science ©2015; McDougal Littell World of Chemistry ©2006; Pearson Physics with Mastering Physics ©2014; Pearson College Physics: A Strategic Approach AP® Edition ©2015; Mosby Anthony's Anatomy & Physiology, 16th Edition ©2007; Cengage Living in the Environment, 15th Edition ©2007. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	McDougal Littell Modern World History adopted 2002; Cengage Western Civilization, A History of European Society adopted 2002; Prentice Hall World Cultures: A Global Mosaic adopted 2001; Prentice Hall World Civilizations: The Global Experience, 3rd Edition adopted 2003; McDougal Littell The Americans: Reconstruction to the 21st Century adopted 2005; Glencoe American History: Connecting with the Past 15e adopted 2015; Prentice Hall Macgruder's American Government adopted 2003; McDougal Littell American Government, 10th Edition adopted 2007; Prentice Hall Economics: Principles in Action adopted 2003; Cengage Principles of Economics, 4th Edition adopted 2007; Holt Psychology: Principles in Practice adopted 2003; Myer's Psychology for AP, 1st Edition adopted 2013. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
Foreign Language	Glencoe Bon Voyage Levels 1-2 ©2005 & Level 3 ©2008; Glencoe Tresor du Temps ©2005; French Three Years Workbook, 2nd Edition ©2006; Prentice Hall Realidades Levels 1-2 ©2004 & Level 3 ©2008; Glencoe Repaso: A Review Workbook for Grammar ©2004; Pearson Abriendo paso: Temas y lecturas ©2014; Reflexiones de la literatura hispánica AP® Edition ©2014; Glencoe El Espanol Para Nosotros Levels 1-2 ©2006; Holt Komm Mit! Levels 1-2 ©2006; Holt Kaleidoskop, 6th Edition ©2002. All were selected from the most recent list of standards-based materials adopted by the local governing board.	Yes	0%
Health	Prentice Hall Health: Skills For Wellness ©2001, was selected from the most recent list of 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. All were selected from the most recent list of 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 (Most Recent Year)

Maintaining the appearance, safety, and functionality of Villa Park High School is important. Maintenance is provided through district staff or outside contractors. Safety problems are addressed through a phone call and work order to the Maintenance Department and are rectified as quickly as possible. OUSD maintenance is extremely responsive to the issues at Villa Park High School. This year we replaced the asphalt on our parking lots. The drainage issue during heavy rain has also been addressed. Through the efforts of our staff, the district and our PFSO landscaping has been enhanced within the last three years. The VPHS community has stepped in and purchased an electronic marquee for the front of the school. Our booster organizations raised money to add an athletic training facility, upgrade the school's weight room, and add a scoreboard to the practice gym. New branding graphics have been applied throughout the campus. The fire alarm system has been modernized. The information in the following table is taken from the August 23, 2016 school site inspection.

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: 10/14/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Gas systems & pipes appear safe, functional, & free of leaks HVAC are functional & unobstructed Sewer line stoppage is not evident

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 10/14/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces			X	<p>100 girls restroom: 4: wall by door needs repair, clean out lid loose,9: sink needs repair</p> <p>106B: 4: holes in wall</p> <p>107 Student Center/AA: 4: holes in wall,7: double gang box needs remounting ,fire extinguiser on floor behind desk</p> <p>108: 4: patch ceiling above light,carpet squares need reinstalling under TV,7: outlet cover missing under TV,data raceway needs repair, fire extinguiser on floor behind</p> <p>109: 4: ceiling tiles missing, wifi cables exposed</p> <p>111: 4: patch holes in wall/paint,7: reattach data box to wall</p> <p>112: 4: baseboard missing,patch hole in ceiling above light,missing ceiling tiles through out room,7: light switch missing /exposed wires</p> <p>113: 4: various ceiling tiles stained, room needs painting,7: expose wires in ceiling</p> <p>200 boys restroom: 4: mirror needs replacing,stalls bottoms rotted, 7: light cover missing, 8: 1- toilet missing,1- urnial not working</p> <p>200: 4:various ceiling tiels replacing,room needs paint, 7: Carrier stat needs remonting,exposed wires were clock was</p> <p>201: 4: room needs painting,various ceiling tile need reintstalling</p> <p>203: 4: celing tiles need replacing over teachers desk,frame around bulleton board needs repair, 7: outlet cover missing behind teachers desk</p> <p>204: 4: various celiling tles loose and missing, room needs painting, 7: square gang box needs to be relocated its' right next to a student desk</p> <p>205: 4: replace base board,remove bolts on wall were TV mount was removed,various celing tiles missing, replace floor tile by door</p> <p>206: 4: various celilng tiles need reinstalling,room needs paint</p> <p>208: 4: patch holes in wall/paint under white board, & reattach data box under white board</p> <p>209: 4: patch holes in wall/paint, 7: outlet cover missing</p> <p>210: 4: various ceiling tiles need reinstaling,floor tile by door needs replacing,7: reattach data box behind teahers desk</p> <p>211: 4: various ceiling tiels missing and need to be reinstalled,floor tile by door needs replacing</p> <p>212: 4: various ceiling tiles need reinstaling, window jambs need painting</p> <p>213A: various ceiling tiles need replacing/reinstalled,floor tile by door needs replacing,base board under window and cabinet missing,room needs painting</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 10/14/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>214A: 4:various ceiling tiles missing and need reinstalling,room needs patch/paint, 7: outlet under white board needs repair</p> <p>214B: 4: various ceiling tiles need replacing and reinstalled,room needs a wall patched/paint, 7: outlet cover missing behind teachers desk</p> <p>215: 4: carpet around floor outlets need repair under students desk</p> <p>216: 4: room needs paint,metal frame around bulletin board needs repair</p> <p>216A: 4: various ceiling tiles need reinstalled,patch hole were clock was,7: light switch missing</p> <p>218: 4: base board missing under white board, 7: fire alarm needs to be reinstalled on wall,fire extinguisher on top of cabinet not reachable</p> <p>302: 4: baseboard missing by teachers desk</p> <p>304: 4: various ceiling tiles loose and missing, patch holes under white board and were clock was,7: reinstall data box</p> <p>305: 4: ceiling tiles stained above teachers desk,room needs painting</p> <p>309: 4: holes above white board need patch and paint, 7: light cover missing</p> <p>400: 4: Floor tiles damage/missing throughout room (9"x9")</p> <p>401: 4: Floor tiles damaged/missing (9"x9"); paint peeling off walls</p> <p>402: 4: Ceiling tiles and wall tiles stained and missing</p> <p>501: 4: Ceiling tiles stained; floor tiles around teacher's desk are cracked (9"x9") 15: North door drags on jamb, difficult to close/lock</p> <p>502: 4: Ceiling tiles and upper wall tiles damaged</p> <p>12: Glue-lam splitting on East side</p> <p>503: 4: Floor tiles damaged by white board (9"x9")</p> <p>504: 4: Ceiling tiles stained 12: Glue-lam beam splitting on East side</p> <p>600 Bldg Staff Restroom: 4: Mirror etched throughout; paint peeling 9: Sinks rusting, porcelain at drain and overflow cracked; fixtures damaged</p> <p>800: 4: various ceiling tiles missing, 5: carpet needs cleaning,7: various lights out</p> <p>802: 4: 2- ceiling tiles missing, 7: 2- lights out</p> <p>Café: 4: Both hand rails loose,multiple holes on stage walls,floor behind curtain needs repair,ceiling around roof drain pipe needs repair,various ceiling tiles missing, 7: light cover broken,10: EXIT door blocked with tables,panels</p> <p>Ice room: 4: walls need repair/paint, 5: floor dirty, dusty</p> <p>Main Gymnasium: 4:tile base boards under drinking fountains need repair,5x5 vent grill</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 10/14/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>missing next to west bleachers, 5: refuse/dirt behind wall were vent is missing,10:Emergency Exit sign covered above double doors</p> <p>Plant managers office: 4: office needs paint,floor tile by door needs repair,5: floor and cabinets cluttered,11: paint cans on floor, flourescent lights in open boxes</p> <p>R building /R1: 4- ceiling tiles missing above stage, 14: major crack/seperation in wayway next to student lockers</p> <p>R building lounge: 4:hole were clock was need patching</p> <p>radio antenna tower bldg: 12: about 12inchs of mortar missing on brick by door next to bench</p> <p>Small Gymnasium: 4: plywood on wall behind east bleachers need replacing/holes,patch hole on wall were clock was,walls need paint, air vent missing,Fire hose cabinet door needs repair, & light swith plate missing</p> <p>storage room next to room 110: 4: floor tile needs repair next to door</p> <p>T-1: 4: Carpet stained and dirty; cove base missing</p> <p>7: Duplex cover missing under white board; Data box needs to be anchored to the wall</p> <p>T-10: 4: Ceiling tiles stained and sagging; carpet stained and dirty; cove base missing</p> <p>T-11: 4: Ceiling tiles stained; carpet stained and dirty ; wall covering torn</p> <p>T-12: 4: Ceililing tiles stained and damaged; Carpet stained and dirty, two inch dia. Hole; wall covering damaged; missing cove base 12: Skirting curling</p> <p>T-15: 4: Ceiling tiles damaged (teacher called this out); carpet stained</p> <p>T-16: 4: Carpet stained and dirty; Skirting on ramp has dry-rot and curling</p> <p>T-18: 4: Ceiling tiles stained; carpet stained and dirty 12: Skirting has curling and dry-rot; graffiti on East side exterior</p> <p>T-19: 4: Carpet stained and ripped at seam ~15ft.; wall covering damaged, torn and missing; cove base missing 12: Paint peeling on North side</p> <p>T-2: 4: Carpet stained and dirty; wall coverig torn on South wall 7: Missing duplex covers North wall (2) and East wall (1)</p> <p>T-20: 4: Carpet stained and dirty 12: Paint peeling on exterior South side</p> <p>T-21: 4: Floor tiles cracked (9"x9" & 12"x12") 12: Paint cracked and peeling</p> <p>T-22: 4: Floor tiles cracking throughout (9"x9") 12: Exterior siding warped and checked, paint cracking and peeling</p> <p>T-23: 4: Carpet stained and dirty; wall coverings torn 7: Duplex cover missing 12: Skirting curling</p>

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 10/14/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				and warping 13: Gutter missing on West end 15: Door drags on ramp (teacher complaint); window screens torn T-3: 4: Carpet stained and dirty 12: Skirting curling and warping T-4: 4: Ceiling tiles stained and damaged; carpet stained and dirty; wall covering torn on North wall 15: Door drags on ramp at entry T-8A: 4: Carpet stained and dirty; Wall covering torn on back wall ~4ft. X 8ft.; Missing cove base T-9: 4: Carpet stained and dirty; wall covering damaged, missing cove base Weight Room: 4: Ceiling tiles damaged and missing 12: Facia board on East side has peeling paint Wrestling Room: 4: Ceiling tiles stained, damaged and missing
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			800: 4: various ceiling tiles missing, 5: carpet needs cleaning,7: various lights out Band room storage: 4: clutter on floor,ceiling needs repair,7: wires exposed above door Boys locker room: 5: locker room floor dirty/stained Ice room: 4: walls need repair/paint, 5: floor dirty, dusty Main Gymnasium: 4:tile base boards under drinking fountains need repair,5x5 vent grill missing next to west bleachers, 5: refuse/dirt behind wall were vent is missing,10:Emergency Exit sign covered above double doors Plant managers office: 4: office needs paint,floor tile by door needs repair,5: floor and cabinets cluttered,11: paint cans on floor, flourescent lights in open boxes

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 10/14/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical			X	<p>107 Student Center/AA: 4: holes in wall,7: double gang box needs remounting ,fire extinguiser on floor behind desk</p> <p>108: 4: patch ceiling above light,carpet squares need reinstalling under TV,7: outlet cover missing under TV,data raceway needs repair, fire extinguiser on floor behind</p> <p>111: 4: patch holes in wall/paint,7: reattach data box to wall</p> <p>112: 4: baseboard missing,patch hole in ceiling above light,missing ceiling tiles through out room,7: light switch missing /exposed wires</p> <p>113: 4: various ceiling tiles stained, room needs painting,7: expose wires in ceiling</p> <p>114: 4: soffit needs paint,various ceiling tiles missing,7: 2- light covers missing</p> <p>200 boys restroom: 4: mirror needs replacing,stalls bottoms rotted, 7: light cover missing, 8: 1- toilet missing,1- urnial not working</p> <p>200: 4:various ceiling tiels replacing,room needs paint, 7: Carrier stat needs remonting,exposed wires were clock was</p> <p>203: 4: celing tiles need replacing over teachers desk,frame around bulleton board needs repair, 7: outlet cover missing behind teachers desk</p> <p>204: 4: various celiling tles loose and missing, room needs painting, 7: square gang box needs to be relocated its' right next to a student desk</p> <p>209: 4: patch holes in wall/paint, 7: outlet cover missing</p> <p>210: 4: various ceiling tiles need reinstalling,floor tile by door needs replacing,7: reattach data box behind teahers desk</p> <p>214A: 4:various ceilingy tiles missing and need reinstalling,room needs patch/paint, 7: outlet under white board needs repair</p> <p>214B: 4: various ceiling tiles need replacing and reinstalled,room needs a wall patched/paint, 7: outlet cover missing behind teachers desk</p> <p>216A: 4: various ceiling tiles need reinstalled,patch hole were clock was,7: light switch missing</p> <p>218: 4: base board missing under white board, 7: fire alarm needs to be reinstalled on wall,fire extinguiser on top of cabinet not reachable</p> <p>304: 4: various celiling tles loose and missing, patch holes under white board and were clock was,7: reinstall data box</p> <p>309: 4: holes above white board need aptch and paint, 7: light cover missing</p> <p>404: 7: Double gang box needs to be re-attached to East wall (currently in use) 15: Door needs adjustment at strike plate</p>

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System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>800: 4: various ceiling tiles missing, 5: carpet needs cleaning,7: various lights out 802: 4: 2- ceiling tiles missing, 7: 2- lights out AP's/Counseling office: 4: office needs wall repair/paint,7: 2 sets of lights need replacing Band room storage: 4: clutter on floor,ceiling needs repair,7: wires exposed above door Café: 4: Both hand rails loose,multiple holes on stage walls,floor behind curtian needs repair,ceiling around roof drain pipe needs repair,various ceiling tiles missing, 7: light cover broken,10: EXIT door blocked with tables,panels Small Gymnasium: 4: plywood on wall behind east bleachers need replacing/holes,patch hole on wall were clock was,walls need paint, air vent missing,Fire hose cabinet door needs repair, & light swith plate missing Stand alone restroom: 4: ceiling needs repair,exhust vent grill missing, 7: wires exposed to light T-1: 4: Carpet stained and dirty; cove base missing 7: Duplex cover missing under white board; Data box needs to be anchored to the wall T-17: T-2: 4: Carpet stained and dirty; wall coverig torn on South wall 7: Missing duplex covers North wall (2) and East wall (1) T-23: 4: Carpet stained and dirty; wall coverings torn 7: Duplex cover missing 12: Skirting curling and warping 13: Gutter missing on West end 15: Door drags on ramp (teacher complaint); window screens torn</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			<p>100 boys restroom: 9: drinking fountain outside restroom water pressure too low 100 girls restroom: 4: wall by door needs repair, clean out lid loose,9: sink needs repair 600 Bldg Staff Restroom: 4: Mirror etched throughout; paint peeling 9: Sinks rusting, porcelain at drain and overflow cracked; fixtures damaged</p>

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System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			<p>Café: 4: Both hand rails loose,multiple holes on stage walls,floor behind curtian needs repair,ceiling around roof drain pipe needs repair,various ceiling tiles missing, 7: light cover broken,10: EXIT door blocked with tables,panels</p> <p>Main Gymnasium: 4:tile base boards under drinking fountains need repair,5x5 vent grill missing next to west bleachers, 5: refuse/dirt behind wall were vent is missing,10:Emergency Exit sign covered above double doors</p> <p>Plant managers office: 4: office needs paint,floor tile by door needs repair,5: floor and cabinets cluttered,11: paint cans on floor, flourescent lights in open boxes</p>
Structural: Structural Damage, Roofs	X			<p>502: 4: Ceiling tiles and upper wall tiles damaged 12: Glue-lam splitting on East side</p> <p>504: 4: Ceiling tiles stained 12: Glue-lam beam splitting on East side</p> <p>T-12: 4: Ceililing tiles stained and damaged; Carpet stained and dirty, two inch dia. Hole; wall covering damaged; missing cove base 12: Skirting curling</p> <p>T-14: 12: Skirting curling and warped</p> <p>T-16: 4: Carpet stained and dirty; Skirting on ramp has dry-rot and curling</p> <p>T-18: 4: Ceiling tiles stained; carpet stained and dirty 12: Skirting has curling and dry-rot; graffiti on East side exterior</p> <p>T-19: 4: Carpet stained and ripped at seam ~15ft.; wall covering damaged, torn and missing; cove base missing 12: Paint peeling on North side</p> <p>T-20: 4: Carpet stained and dirty 12: Paint peeling on exterior South side</p> <p>T-21: 4: Floor tiles cracked (9"x9" & 12"x12") 12: Paint cracked and peeling</p> <p>T-22: 4: Floor tiles cracking throughout (9"x9") 12: Exterior siding warped and checked, paint cracking and peeling</p> <p>T-23: 4: Carpet stained and dirty; wall coverings torn 7: Duplex cover missing 12: Skirting curling and warping 13: Gutter missing on West end 15: Door drags on ramp (teacher complaint); window screens torn</p> <p>T-3: 4: Carpet stained and dirty 12: Skirting curling and warping</p> <p>Weight Room: 4: Ceiling tiles damaged and missing 12: Facia board on East side has peeling paint</p>

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 10/14/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			100 utility room: 15; door to utility room will not open 404: 7: Double gang box needs to be re-attached to East wall (currently in use) 15: Door needs adjustment at strike plate 501: 4: Ceiling tiles stained; floor tiles around teacher's desk are cracked (9"x9") 15: North door drags on jamb, difficult to close/lock T-23: 4: Carpet stained and dirty; wall coverings torn 7: Duplex cover missing 12: Skirting curling and warping 13: Gutter missing on West end 15: Door drags on ramp (teacher complaint); window screens torn T-4: 4: Ceiling tiles stained and damaged; carpet stained and dirty; wall covering torn on North wall 15: Door drags on ramp at entry

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/14/2016				
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
English Language Arts/Literacy	65	69	50	53	44	48
Mathematics	28	38	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
All Students	11	588	530	90.1	69.3
Male	11	307	272	88.6	64.4
Female	11	281	258	91.8	74.4
Black or African American	11	11	11	100.0	60.0
American Indian or Alaska Native	11	--	--	--	--
Asian	11	79	70	88.6	92.7
Filipino	11	12	11	91.7	90.9
Hispanic or Latino	11	222	205	92.3	54.0
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	246	218	88.6	75.6
Two or More Races	11	12	10	83.3	70.0
Socioeconomically Disadvantaged	11	178	168	94.4	58.5
English Learners	11	27	22	81.5	9.5
Students with Disabilities	11	52	39	75.0	27.8
Foster Youth	11	--	--	--	--

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	11	588	521	88.6	37.7
Male	11	307	267	87.0	38.7
Female	11	281	254	90.4	36.8
Black or African American	11	11	9	81.8	22.2
American Indian or Alaska Native	11	--	--	--	--
Asian	11	79	70	88.6	83.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	11	12	11	91.7	45.5
Hispanic or Latino	11	222	204	91.9	14.7
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	246	211	85.8	43.9
Two or More Races	11	12	11	91.7	54.5
Socioeconomically Disadvantaged	11	178	162	91.0	19.6
English Learners	11	27	23	85.2	
Students with Disabilities	11	52	38	73.1	13.5
Foster Youth	11	--	--	--	--

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)	69	68	58	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	678	590	87.0	57.6
Male	370	324	87.6	59.6
Female	308	266	86.4	55.3
Black or African American	11	9	81.8	44.4
Asian	68	66	97.1	81.8
Filipino	17	16	94.1	81.3
Hispanic or Latino	289	245	84.8	37.1
White	266	230	86.5	69.6
Two or More Races	17	17	100.0	76.5
Socioeconomically Disadvantaged	222	177	79.7	39.0
English Learners	57	40	70.2	2.5
Students with Disabilities	71	51	71.8	31.4

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.

Career Technical Education Programs (School Year 2015-16)

Villa Park High School offers a wide range of Career pathways. Accounting, graphic design and dance. Each pathway has a core class funded by the general fund and several advanced offerings including internships through CTE and ROP.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	1592
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	30%

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.31
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	36.9

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
9	15.3	18.6	52.5

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)

Villa Park High School's Parent Faculty Student Organization (PFSO) membership exceeds 1,000 families. PFSO recognizes student, teacher and community leaders. They award scholarships, present Spartan Service pins for school service, honor journalism, music and drama students, reward academic achievers, and special education students. Staff is recognized at special events and luncheons during the 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, Blackboard, Parent Portal, ARIES Gradedbook and now Twitter. The community can keep up to date with the events and happenings of the school at VPSpartan on Twitter. The school website serves as a valuable tool in keeping informed and interacting with the school. We can be found on the web at <http://www.orangeusd.k12.ca.us/vphs/>. Parents wanting to get involved or have an opinion they would like to share can contact the school direct at (714) 628-5506.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	1.50	1.60	3.10	4.40	5.20	4.80	11.40	11.50	10.70
Graduation Rate	97.88	96.71	96.90	93.92	92.71	93.60	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	99	90	86
Black or African American	100	85	78
American Indian or Alaska Native	100	70	78
Asian	100	94	93
Filipino	100	98	93
Hispanic or Latino	100	89	83
Native Hawaiian/Pacific Islander	100	85	85
White	98	91	91
Two or More Races	87	92	89
Socioeconomically Disadvantaged	86	62	66
English Learners	81	50	54
Students with Disabilities	70	59	78

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
Suspensions	5.1	4.2	3.4	3.6	2.8	3.1	4.4	3.8	3.7
Expulsions	0.1	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 1 (March 1, 2106 for the current Plan) to have reviewed and updated their Safe School Plan. Each school 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, to reduce truancy and chronic absenteeism, to provide a safe, secure campus and to 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.

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 (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22	54	14	50	25	39	17	47	25	39	17	47
Mathematics	26	27	20	40	26	30	13	46	26	30	13	46
Science	30	17	8	48	33	10	12	47	33	10	12	47
Social Science	24	34	8	45	29	18	11	41	29	18	11	41

Note: 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.

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	5	490
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	2	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	3	N/A
Other	0	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	4039.25	31.67	4007.58	62459.9
District	N/A	N/A	\$3,840	\$78,819
Percent Difference: School Site and District	N/A	N/A	4.4	-19.1
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-25.1	-18.3

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

Types of Services Funded (Fiscal Year 2015-16)

Villa Park High School operated the following categorical programs for the 2015-2016 school year: Special Education, Title III, Title VII, LCFF, Gifted and Talented Education, and fund a part time community aide.

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/>.

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	10	N/A
Fine and Performing Arts	1	N/A
Foreign Language	3	N/A
Mathematics	6	N/A
Science	8	N/A
Social Science	18	N/A
All courses	46	1.1

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

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.

A 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. The staff takes full advantage of these days and it has helped narrow our focus on student achievement and prepare for our 2018 WASC Self-Study Validation Visit.