

School Accountability Report Card Reported Using Data from the 2019–2020 School Year

California Department of Education
(Published during 2020-2021 school year)

Villa Esperanza Services School (NPS)

Address: 2116 Villa Street * Pasadena * 91107 **Phone:** 626-449-2919
Principal: Dr. Gary W. Woods **Grade Span:** K-12

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.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020–2021)

Entity	Contact Information
School Name	Villa Esperanza Services School
Street	2116 Villa Street
City, State, Zip	Pasadena, CA, 91107
Phone Number	626-449-2919
Principal	Dr. Gary W. Woods
Email Address	gwoods@villaesperanzaservices.org
Website	www.villaesperanzaservices.org
County-District-School (CDS) Code	19648816936199

School Description, Vision and Mission Statement (School Year 2020–2021)

Narrative provided by the VES

Villa Esperanza Services School (VES) is a Non Public School (NPS) serving students ages 5-22 with learning and developmental disabilities. VES contracts with local public school districts based on a student's Individualized Education Plan (IEP) to meet student's cognitive, social, emotional, language and communication, self-help, fine motor, gross motor, and vocational needs. The program currently serves students from elementary, middle and high school settings. Primary programmatic practices include positive behavior support, naturalistic teaching strategies, picture exchange communication, augmentative technology, community based instruction, provisions of sensory integration, social stories, task analysis, and visual strategies. Elementary and middle school classrooms focus on standards based academic goals including desired communication and social interaction strategies related to IEP goals and objectives. The high school classes focus on functional academics, vocational and transitional skills, and recreation skills based on IEP goals and objectives. VES instructors are appropriately credentialed and trained to offer effective approaches within a small class setting. The current student-to-teacher ratio is 12:1 with an abundance of instructional support assistants. VES also provides specialized support including a curriculum specialist, behavior specialists, occupational therapists, and speech and language pathologists.

VES Vision Statement

Building a future where all individuals with intellectual/developmental disabilities are acknowledged and integrated as fully valued members in their community.

VES Mission

Providing love, care, and hope for individuals with intellectual/developmental Disabilities and their families since 1961.

“Where hope is Hard at Work for Individuals with Intellectual/Developmental Disabilities!”

VES Core Values

Integrity: Do the right thing even when challenges arise.

Courage: Take action despite fears, obstacles, and other challenges.

Respect: Treat others the way you would want to be treated.

Innovation: Think outside the box to create new vision/insight.

Perseverance: Work as a team to create and achieve goals. Never give up!

Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Kindergarten	3
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	2
Grade 5	3
Grade 6	6
Grade 7	10
Grade 8	5
Grade 9	8
Grade 10	9
Grade 11	11
Grade 12	32
Total Enrollment	89

Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Black or African American	8%
American Indian or Alaska Native	0%
Asian	18%
Filipino	4%
Hispanic or Latino	27%
Native Hawaiian or Pacific Islander	0%
White	18%
Two or More Races	7%
Socioeconomically Disadvantaged	10%
English Learners	8%
Students with Disabilities	100%
Foster Youth	8%
Homeless	0%

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 2018–2019	School 2019–2020	School 2020–2021
With Full Credential	10	10	10
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

Curriculum Program:

School Facility Conditions and Planned Improvements

Narrative provided by VES

The VES campus continues to undergo major renovations. Since 2017, VES demolished the back section of the campus and completely modernized the area with seven new classroom buildings and bathrooms, a kitchen/cafeteria/multi-purpose building, and two new playground areas. This phase of the construction project was completed in 2019. Currently, VES continues to work with architects and major donors in an effort to complete the final two phases of the project which would modernize the front portion of the campus to accommodate our service providers, operational needs, and student therapy areas.

School Facility Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: February 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x			
Interior: Interior Surfaces	x			

Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	x			
Electrical: Electrical	x			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	x			
Safety: Fire Safety, Hazardous Materials	x			
Structural: Structural Damage, Roofs	x			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	x			

Overall Facility Rate

Year and month of the most recent FIT report: February 2021

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):

VES students generally do not participate in 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.

VES students are evaluated based on progress in meeting stated IEP goals and objectives. Teachers and service providers collect data on a regular basis and generate quarterly and annual reports for parents and local school district partners. Most VES students are on track for earning a certificate of completion and transition into an appropriate program based on need and ability.

C. Engagement

State Priority: Parental Involvement

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

Opportunities for Parental Involvement (School Year 2020–2021)

Narrative provided by the VES

The very nature of special education fosters close partnerships and collaboration. VES utilizes the IEP process and the quarterly reports to validate growth and development. Parents/Guardians are routinely engaged to validate student progress. COVID required VES to move to a virtual setting which does not allow for in-person events and activities. However, despite the challenges, VES managed to maintain frequent communication and connections with parents/caregivers through a number of creative events via Zoom conferencing and a variety of drive by events. The VES principal established a Parent Connect Zoom opportunity for parents/guardians twice per month. Once limited in-person instruction resumes, VES will hold a Morning Opening event every Friday morning as a way to build community.

State Priority: Pupil Engagement

VES students are not on a California High School diploma track. Our students work on obtaining the goals and objectives stated in their IEP document. This process involves great effort and attention on specific academic, social, and emotional outcomes.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6): Because of our unique student population, VES collects data related to a safe and secure environment that represents our specialized training and approach. VES has the ability to utilize school suspensions/expulsions per the Education Code. However, VES is a school environment equipped to handle disciplinary action in unique ways. The VES staff members are ProACT (Professional Assault Crisis Training) trained and we employ a certified ProACT trainer. The ProACT certification increases an individual's competence and confidence in preventing and managing overly-intense, unpredictable and dangerous situations. Our staff members learn to recognize signs when a student is becoming more intense, less predictable and is heading toward dangerous behavior and then utilize strategies to de-escalate students into a more normalized status.

Furthermore, our staff members receive specialized training required by Assembly Bill 1172 (October, 2019) that mandates the use of positive behavioral interventions and supports, including collection, analysis, and use of data to inform, plan, and implement behavioral supports for Non-Public School (NPS) employees in direct contact with special needs students. This training includes strategies for addressing challenging behaviors, including

evidence-based strategies for preventing those behaviors and evidence-based interventions for reducing and replacing challenging behaviors, including de-escalation techniques.

Immediately following a behavior incident, VES documents the incident using a specialized incident report that is shared with parents/caregivers and school district partners. Detailed behavior data is collected and shared during annual IEP meetings.

School Safety Plan (School Year 2020–2021)

Narrative provided by the LEA

COVID: Per State and County guidelines, VES created two comprehensive documents that address COVID protocols. Both documents are available on our VES website: www.villaesperanzaservices.org

Safety Committee established for the school and for the Organization as a whole. Data is tracked and monthly meetings are held to review trends and to make adjustments as needed.

Emergency Drills are conducted once per month.

Behavior Management

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

VES classes are multiage level classes. We group classes into three categories including elementary, middle, and high school levels. Our current teacher/instructional aide per student ratio per individual class is 3 students per 1 adult. On average, VES assigns 8-12 students per class and then assigns teacher(s) and instructional aide(s) to support a specific classroom depending on individual student need and IEP requirements.

Types of Services Funded (Fiscal Year 2019–2020)

Narrative provided by the LEA

VES provides a number of educational and therapeutic services, including, but not limited to:

Daily Educational Program – individualized per student needs, small class size

Speech and Language – individual and group consultations, evaluation assessments

Assistive Technology – individual sessions, evaluations assessments

Occupational Therapy – individual and group sessions, clinic or classroom based, evaluations and assessments

Behavior Intervention – individualized plans, clinic or classroom based

1:1 Instructional Aide Support when appropriate

Music Therapy

Vocational/Transitional Training

Pet Therapy