SARC
School Accountability Report Card 2018-19
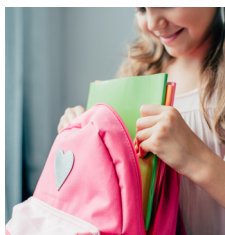Published in 2019-20

Vintage Parkway Elementary School

Grades TK-5
CDS Code 07-61762-6110811

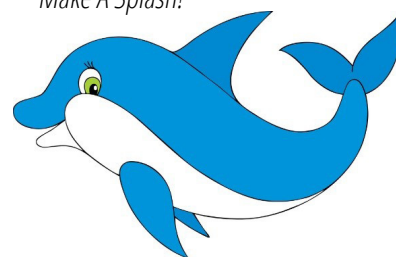David Foldvary
Principal
dfoldvary@ouesd.k12.ca.us

1000 Vintage Parkway
Oakley, CA 94561
(925) 625-6800

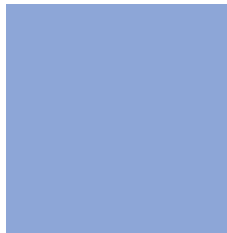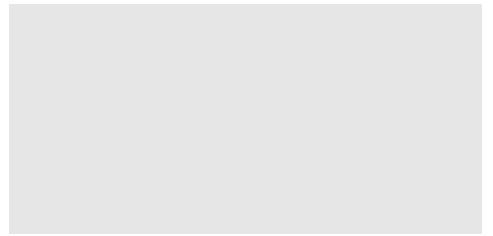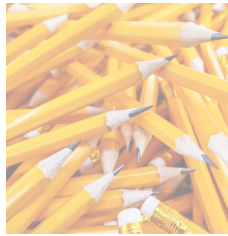www.vin-ouesd-ca.schoolloop.com

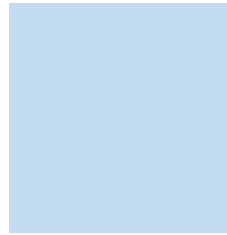Para español, visita www.ouesd.k12.ca.us.

Make A Splash!

Oakley Union Elementary School District
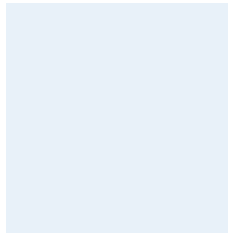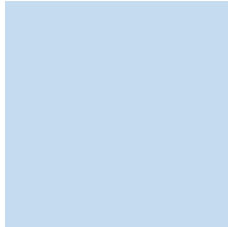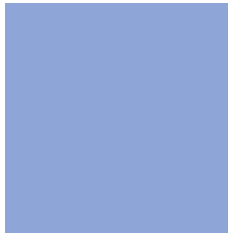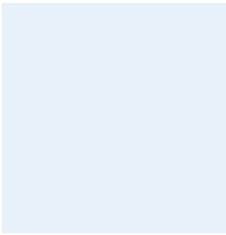
Principal's Message

Vintage Parkway Elementary School is a grade K-5 school built and opened in 1992. It is nestled in a picturesque setting overlooking the Delta. Vintage Parkway Elementary School is proud to be home of the Dolphins. We strive for educational excellence and are committed to making each of our students successful. We celebrate our students' accomplishments. We offer an Early Literacy Program, Title I Program, before- and after-school intervention classes to assist our students in reaching academic excellence. We offer interventions in the areas of math, computer science, social emotional learning, language arts, homework and reading assistance.

One hallmark of Vintage Parkway is a deep sense of partnership with our community. In conjunction with various community organizations such as Care Parent Network and the Child Abuse Prevention Council, we offer a wide range of parent and community education events, as well as adult education classes in English, parenting and nutrition.

Vintage Parkway has approximately 515 students and 23 teachers. The facility has 27 classrooms; a library with a computer lab; a support services building; a multiuse room, complete with stage, theatrical lighting and an upgraded sound system; various sports facilities; and special education classrooms. We have been utilizing technology in the Kindergarten through 5th classrooms via Google Classroom and the use of Chromebooks and Kindle Fires. In addition, our students in grades 3-5 attend weekly technology classes to learn typing skills, word processing and many other educational uses. We will continue to integrate technology into the classrooms in the next few years.

Throughout the school year, we celebrate with special days such as Literature Day, Harvest Carnival, Winter Wonderland, Spirit Days, Multi-Cultural Walk, and Family Day. We have a Student Leadership Club with fourth- and fifth-grade students who provide school-spirit activities and service to the school and community.

School Mission Statement

We will educate and empower our students through active engagement in standards-based lessons, social-emotional learning activities and opportunities for our diverse and inclusive learning community.

School Vision Statement

At Vintage Parkway Elementary School, learning is a process that extends to everyone in our school community including students, staff and parents. We have a supportive school environment where all children and adults feel welcome, safe and respected. We ensure that all students reach their potential by maintaining high expectations and setting high standards to promote academic excellence. Our school is designed to foster a positive school climate based on a caring school community that values diversity, kindness and nurtures self-esteem. Happy and challenged students are actively engaged learners working toward college and career readiness. Our home and school connection is valued and promoted through open lines of communication.

Each and Every Student, Each and Every Day at Vintage Parkway

School Safety

Safety is a high priority with our staff. We regularly review our procedures for emergency situations (such as evacuation routes) and hold monthly drills, including fire, earthquake, shelter-in-place, and dangerous situation or person drills. Our school safety plan is reviewed and updated yearly with our staff and Oakley Police Department. Our safety plan was most recently reviewed, updated and discussed with school faculty in July and September of 2019. It was also presented and reviewed with School Site Council in September and December of 2019.

Vintage Parkway is a safe school campus. Every precaution is taken to ensure student safety. Teachers patrol their duty stations before school, at recess and after school to ensure adequate supervision. Staff and teachers are trained yearly for emergency situations, blood-borne pathogens and other health-related issues. In case of an emergency, emergency packs are located in each classroom with supplies provided by the school.

All visitors are required to check in at the office and must wear a badge while on campus to help ensure safety for our students. Gates and fencing were added to all sides of our campus in order to keep our campus more secure.

A garden and maintenance crew or site custodians maintain the site. Safety concerns are reported to the office and resolved in a timely manner.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

The mission of the Oakley Union Elementary School District is to provide a quality education to all students while working in collaboration with our educational community.

District Vision Statement

The Oakley Union Elementary School District is a diverse learning community committed to educating and empowering today's learners and tomorrow's leaders in a safe and inclusive environment.
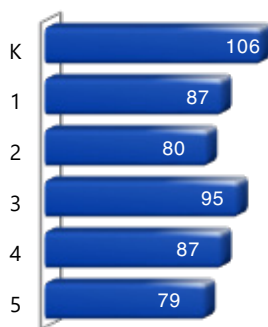
Governing Board

Kim Beede, President

Lisa Brizendine, Clerk

Erica Ippolito, Member

Larry Polk, Member

Richie Masadas, Member

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

Grade	Enrollment
K	106
1	87
2	80
3	95
4	87
5	79

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Vintage Parkway ES

	16-17	17-18	18-19
Suspension rates	1.3%	0.5%	0.9%
Expulsion rates	0.0%	0.0%	0.0%

Oakley Union ESD

	16-17	17-18	18-19
Suspension rates	2.7%	2.8%	3.9%
Expulsion rates	0.1%	0.1%	0.1%

California

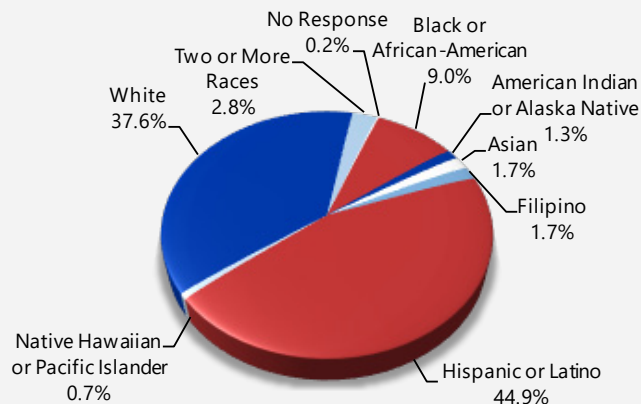|	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 534 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.
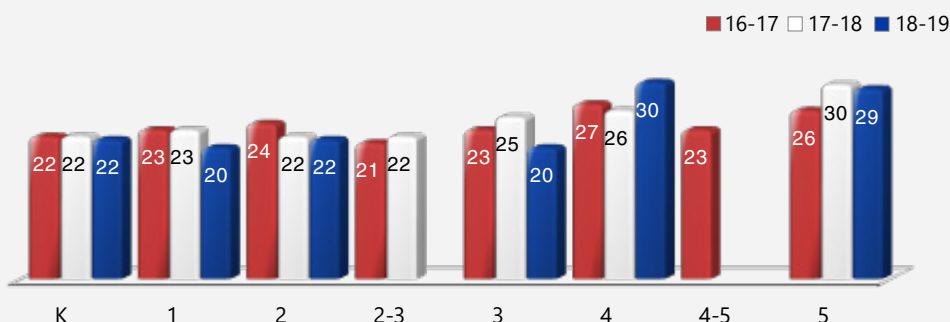
Demographics — 2018-19 School Year

- No Response 0.2%
- Black or African-American 9.0%
- American Indian or Alaska Native 1.3%
- Asian 1.7%
- Filipino 1.7%
- Hispanic or Latino 44.9%
- Native Hawaiian or Pacific Islander 0.7%
- White 37.6%
- Two or More Races 2.8%

Socioeconomically disadvantaged	53.40%
English learners	14.40%
Students with disabilities	10.70%
Foster youth	0.20%
Homeless	0.90%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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 — Three-Year Data

Legend: 16-17, 17-18, 18-19

Grade	16-17	17-18	18-19
K	22	22	22
1	23	23	20
2	24	22	22
2-3	21	22	
3	23	25	20
4	27	26	30
4-5	23		
5	26	30	29

Number of Classrooms by Size — Three-Year Data

Grade	2016-17			2017-18			2018-19		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		4			4			4	
1		4		1	4		3	1	
2		3		1	3			4	
2-3		1			1				
3		3			3		3	1	
4		3			3			3	
4-5		1							
5		3			3			3	

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) 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.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Vintage Parkway ES		Oakley Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Vintage Parkway ES		Oakley Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	43%		39%		50%	
Mathematics	37%		27%		38%	

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test	2018-19 School Year
Percentage of Students Meeting Fitness Standards	Vintage Parkway ES
	Grade 5
Four of six standards	24.7%
Five of six standards	26.0%
Six of six standards	34.2%

✧ Not applicable.

CAASPP Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards	2018-19 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	263	262	99.62%	0.38%	37.79%
Male	132	131	99.24%	0.76%	29.77%
Female	131	131	100.00%	0.00%	45.80%
Black or African-American	26	25	96.15%	3.85%	16.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	123	123	100.00%	0.00%	30.08%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	91	91	100.00%	0.00%	49.45%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	160	159	99.38%	0.62%	27.67%
English learners	46	46	100.00%	0.00%	36.96%
Students with disabilities	33	33	100.00%	0.00%	15.15%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	262	261	99.62%	0.38%	28.35%
Male	131	130	99.24%	0.76%	29.23%
Female	131	131	100.00%	0.00%	27.48%
Black or African-American	25	24	96.00%	4.00%	8.33%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	123	123	100.00%	0.00%	20.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	91	91	100.00%	0.00%	39.56%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	159	158	99.37%	0.63%	22.78%
English learners	46	46	100.00%	0.00%	26.09%
Students with disabilities	33	33	100.00%	0.00%	18.18%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.
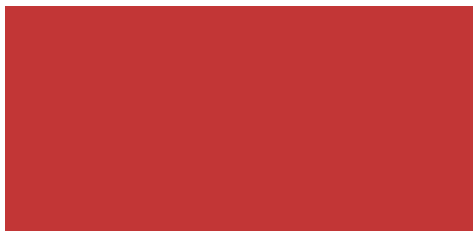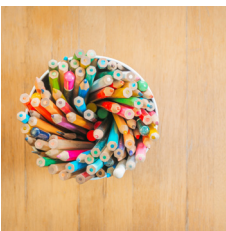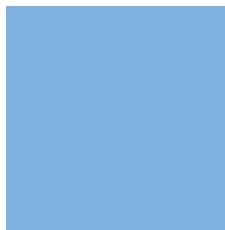
Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2019-20 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	9/18/2019

Textbooks and Instructional Materials

The district has a process for adopting curriculum from the most recent state-approved list consistent with the Curriculum Frameworks and Instructional Materials cycles. Site curriculum leaders develop criteria for the selection of published curriculum. They then review the published, standards-aligned materials that were adopted by the State Board of Education. From this field, several programs that meet the developed criteria are selected for the pilot. Teachers pilot the selected programs, and after the piloting, teachers meet to identify the textbook series that will be adopted.

The district has adopted standards-based textbooks and instructional materials for all of the core subjects for students in grades K-8. The district has affirmed that every student has access to their own textbooks and instructional materials to use in class and to take home. English learners receive English Language Development through the National Geographic Reach for Reading curriculum in kindergarten through fifth grade. The 6-8 grade English learners use the Collections curriculum published by Houghton Mifflin Harcourt.

Each student in grades K-8 have access to current, state-adopted, standards-based textbooks and other instructional materials. Our district purchases a textbook in each of the curriculum areas for every student.

All teachers receive training on the use of the textbooks and instructional materials and are expected to use the materials with their students. At the end of each year, schools inventory their textbooks and plan for additional textbooks for new students or replacement textbooks for those materials lost or damaged. In addition, at the beginning of the year, schools indicate textbook needs as additional students enroll. Additional textbooks are ordered by our district throughout the year to meet the needs of our students.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	**Textbook**	**Adopted**
English language arts	*Reach for Reading; National Geographic Learning (K-5)*	2017
English learners	*Reach for Reading; National Geographic Learning (K-5)*	2016
Mathematics	*Common Core Mathematics; Wiley-Houghton Mifflin (K-5)*	2015
Science	*California Science; Macmillan/McGraw-Hill (K-5)*	2008
History/social science	*History-Social Science for California; Scott Foresman (K-5)*	2007

Parental Involvement

Vintage Parkway parents and community members are valued members of our school. Parents volunteer in the classroom, help with special events and help coordinate school-wide activities. We encourage parents to participate in the classroom, in extracurricular programs, Parent Teacher Association (PTA) activities, school-wide events, our English Learner Advisory Committee (ELAC) and the School Site Council (SSC). We have a fantastic group of involved parents and look forward to more parents joining us in our educational partnership. Our generous PTA has supported our classrooms with additional funds to enrich learning opportunities and has contributed to our school gardens, kindergarten playground, overall beautification efforts, and it has established a fund for each grade level to be able to take an off-site field trip. If you are interested in becoming involved, please contact Principal David Foldvary at (925) 625-6800 for details.

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

✧ Not applicable.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status	2019-20 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent school site inspection	7/2/2019
Date of the most recent completion of the inspection form	7/2/2019

Professional Development

This year, the focus of our staff development days are creating a positive school climate and culture, using data to drive teaching and learning and to increase our technology integration/blended learning opportunities for students. We continue to help teachers strengthen their understanding of social emotional learning, positive behavior supports, response to intervention, trauma informed practices, inclusive practices and designing lessons which remove barriers to learning and provide equity and access for all students.

Additionally, professional learning has continued to focus on helping teachers understand the English language arts (ELA)/English language development (ELD) Roadmap along with refining designated and integrated ELD practices to support English language learners. These professional development opportunities support instruction in English language arts and math for all students, with additional support for students with disabilities, behavioral challenges and struggling readers. Finally, our district has provided training for the new History/Social Studies adopted curriculum for middle school staff.

All teachers are given professional development opportunities through our scheduled staff development days, minimum days, and frequent on-site and off-site workshops and conferences. Furthermore, our district has early release Wednesdays at all of our schools in order to provide additional collaborative learning and planning time district-wide for teachers.

 All staff development days support professional learning opportunities in best practices and student engagement strategies for teaching all content areas, assessments/data analysis of students, and Response to Intervention in the areas of academics, attendance and behavior.

Based on teacher and administrative input and data from state and local assessments, our district focuses on the areas of social-emotional learning, Response to Intervention, math strategies, writing and integrating/blending learning opportunities with technology. Embedded within these topics is a focus on strategies across the curriculum to keep student engagement high and the concept of designing lessons that reach all students in the classroom.

Our district employs several teachers on special assignment (TOSA). We have one TOSA/Coach for each of the following areas: special education, literacy and math to help support teachers with meaningful lesson design and student engagement in their classrooms.

Professional Development Days		Three-Year Data	
	2017-18	**2018-19**	**2019-20**
Number of school days dedicated to staff development and continuous improvement	3	3	3

School Facilities

Built in 1992, Vintage Parkway Elementary consists of 27 classrooms, a gymnasium, library and one computer lab and one mobile lab.

In October 2018, the Maintenance Supervisor completed an analysis of the condition of the school facility for the Williams case settlement and all areas were in good condition. The Principal, custodian, students and teachers are all responsible for maintaining an orderly and clean campus. Vintage Parkway has two full-time custodians, one who works early morning to afternoon, and the second works from afternoon to late night. Additionally, one part-time custodian works a few hours in the afternoon.

The physical quality of our school buildings influence learning and teaching. All students and faculty need a reasonable amount of open classroom space. We strive to maintain and improve the facilities and land we have been given by the public.

The school facilities in our district are in outstanding condition. Facilities are monitored on a regular basis to ensure they provide a safe and clean learning environment. Adequate grounds, buildings and restrooms are provided.

All interior lighting has been changed to more durable energy-efficient fluorescent T8 lamps and most of the exterior and parking lot lighting was changed to LED lamps.

Students are kept safe before school in the cafeteria where breakfast is served. Two campus supervisors provide supervision while students eat breakfast or engage in a quiet activity. Fifteen minutes before school starts, students are dismissed from the cafeteria to the playground where teachers monitor students while they engage in physical activity. After-school teachers supervise students during pick-up time.

Our District is currently updating the phone system at the school site paid for by Measure W funds.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Oakley Union ESD	**Vintage Parkway ES**		
Teachers	**19-20**	**17-18**	**18-19**	**19-20**
With a full credential	219	22	23	22
Without a full credential	7	0	0	0
Teaching outside subject area of competence (with full credential)	2	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Vintage Parkway ES		
Teachers	**17-18**	**18-19**	**19-20**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

"We ensure that all students reach their potential by maintaining high expectations and setting high standards to promote academic excellence."

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	0.600
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	1.000
Psychologist	0.700
Social worker	0.000
Nurse	0.333
Speech/language/hearing specialist	1.000
Resource specialist (nonteaching)	0.222

Types of Services Funded

The following is a list of federal- and state-funded programs provided to students at OUESD:

- Every Student Succeeds Act, Title I
- Title II (Supporting Effective Instruction)
- Title III (for Limited English Proficient Students)
- Grade Span Average (GSA)
- Special Education
- National School Lunch Program
- Child Development
- California State Lottery
- Medi-Cal Billing Option
- Supplemental
- IDEA
- Local Control Funding Formula

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

| Salary Data		2017-18 Fiscal Year
	Oakley Union ESD	Similar Sized District
Beginning teacher salary	$46,447	$49,378
Midrange teacher salary	$74,426	$77,190
Highest teacher salary	$94,635	$96,607
Average elementary school principal salary	$122,818	$122,074
Average middle school principal salary	$136,846	$126,560
Superintendent salary	$189,624	$189,346
Teacher salaries: percentage of budget	37%	36%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Vintage Parkway ES	$6,349	$56,786
Oakley Union ESD	$7,862	$52,416
California	$7,507	$77,619
School and district: percentage difference	-19.2%	+8.3%
School and California: percentage difference	-15.4%	-26.8%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	$6,941
Expenditures per pupil from restricted sources	$592
Expenditures per pupil from unrestricted sources	$6,349
Annual average teacher salary	$56,786
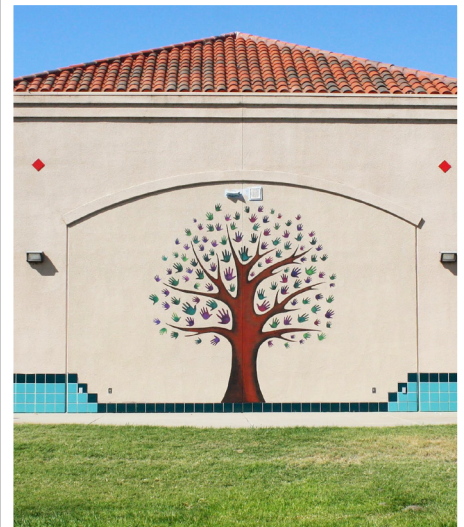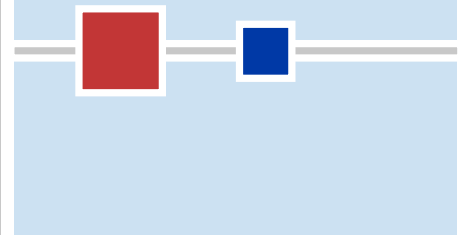
Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Vintage Parkway Elementary School

School Accountability Report Card