

# La Veta Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

#### **School Contact Information (School Year 2019-20)**

| Entity                            | Contact Information   |
|-----------------------------------|---|
| School Name                       | La Veta Elementary School   |
| Street                            | 2800 E. La Veta Ave.  |
| City, State, Zip                  | Orange, CA 92869  |
| Phone Number                      | (714) 997-6155  |
| Principal                         | Lydia Roach   |
| Email Address                     | lavetaprincipal@orangeusd.org   |
| Website                           | <a href="https://www.orangeusd.org/la-veta-elementary-school">https://www.orangeusd.org/la-veta-elementary-school</a> |
| County-District-School (CDS) Code | 30-66621-6029862  |

| Entity                | Contact Information            |
|-----------------------|--------------------------------|
| <b>District Name</b>  | Orange Unified School District |
| <b>Phone Number</b>   | (714) 628-4000                 |
| <b>Superintendent</b> | Gunn Marie Hansen, Ph.D.       |
| <b>Email Address</b>  | ghansen@orangeusd.org          |
| <b>Website</b>        | www.orangeusd.org              |

### School Description and Mission Statement (School Year 2019-20)

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials, facilities and the staff. Information about Orange Unified School District is also provided.

The La Veta Elementary School site, established in 1958, is one of the largest school sites in the Orange Unified School District, spanning 8.6 acres. La Veta is proud of the diversity of its school programs which includes: regular education classes, a fourth through sixth Grade GATE Magnet Program, Kindergarten through second grade Advanced Learner Clusters, and a moderate/severe Special Education class. Approximately 600 students are enrolled in Kindergarten through Sixth Grade.

#### Vision:

The La Veta Elementary staff and school community are dedicated to providing high academic and behavioral expectations in a supportive environment that address the unique potential of each child, which will empower all students to have confidence to become lifelong learners and productive citizens.

#### Mission:

La Veta Elementary School staff will provide high quality best first instruction to all students, supplemental academic and behavioral supports to students in need of targeted intervention, individualized academic and behavioral supports to students in need of intensive intervention, and supplemental enrichment opportunities to high achieving students.

### Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| <b>Kindergarten</b>     | 70                 |
| <b>Grade 1</b>          | 62                 |
| <b>Grade 2</b>          | 86                 |
| <b>Grade 3</b>          | 84                 |
| <b>Grade 4</b>          | 116                |
| <b>Grade 5</b>          | 117                |
| <b>Grade 6</b>          | 126                |
| <b>Total Enrollment</b> | 661                |

## Student Enrollment by Group (School Year 2018-19)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 1.8                         |
| American Indian or Alaska Native    | 0.3                         |
| Asian                               | 5.3                         |
| Filipino                            | 0.3                         |
| Hispanic or Latino                  | 72.2                        |
| Native Hawaiian or Pacific Islander | 0.6                         |
| White                               | 16.2                        |
| Two or More Races                   | 2.6                         |
| Socioeconomically Disadvantaged     | 60.5                        |
| English Learners                    | 29.8                        |
| Students with Disabilities          | 10.7                        |
| Foster Youth                        | 0.3                         |
| Homeless                            | 0.3                         |

## 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<br>2017-18 | School<br>2018-19 | School<br>2019-20 | District<br>2019-20 |
|--|-------------------|-------------------|-------------------|---------------------|
| With Full Credential   | 27                | 27                | 23                | 1122                |
| Without Full Credential  | 0                 | 0                 | 0                 | 5                   |
| Teaching Outside Subject Area of Competence (with full credential) | 0                 | 0                 | 0                 | 0                   |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| 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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** September 26, 2019

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. 13-19-20 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 September 26, 2019.

| Subject                       | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|----------------------------|--|
| <b>Reading/Language Arts</b>  | McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.   | Yes                        | 0%   |
| <b>Mathematics</b>            | Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.  | Yes                        | 0%   |
| <b>Science</b>                | Amplify Science Program adopted in 2019 for Grades K-6. It was selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.   | Yes                        | 0%   |
| <b>History-Social Science</b> | Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. | Yes                        | 0%   |

| Subject | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------|---|----------------------------|--|
| Health  | Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. Fully available to all students. | Yes                        | 0%   |

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

District resources are provided to ensure that the facilities are in good repair. Recent improvements at La Veta include installation of new flooring in six classrooms and work spaces, installation of new stalls in student restrooms, paint in six classrooms and work spaces, power cleaned tile floor in six student restrooms, repaired windows and/or door locks in five classrooms. Action taken includes: Rooms 16, 17, 21, 31, 32, 33, 51, 53, 54, 64, 72, 73, and 74 have been painted. New stalls were installed in 50's wing and 20's wing restrooms. Old tape has been removed and windows are regularly cleaned two times a year. Work orders have been created/addressed for all items noted as fair/poor with our custodial staff and/or district maintenance department.

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

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 overall rating

**Year and month of the most recent FIT report:** 6/4/2019

| System Inspected                                  | Rating | Repair Needed and Action Taken or Planned   |
|---|--------|---|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer | Good   | BOYS RESTROOM 30'S WING:<br>RM 12: 1. PUTTY RESIDUE / ADHESIVE LEFT ON WALLS.   |
| <b>Interior:</b> Interior Surfaces                | Poor   | 20'S WING BOYS RESTROOM: 1. DOORS DAMAGED NEED REPLACING 2. FLOORS DIRTY 3. TRASH NOT EMPTIED 4. SOAP DISPENSER MISSING<br>50'S WING BOYS RESTROOM: 1. HOLES ON EXTERIOR WALL BY DOOR<br>ADMIN: 1. RESTROOM WALL PAINT PEELING<br>KINDERGARTEN K-2: 1. STUCCO COMING OFF EXTERIOR WALLS<br>KITCHEN: 1. TAPE ON WALLS 2. KITCHEN NEEDS PAINTING 3. SINK DIRTY 4. FLOORS NEED SCRUB AND RECOAT 5. STAINED CEILING TILES 6. BROKEN LIGHT SWITCH COVER<br>LIBRARY: 2. HOLES IN WALL WHERE SINK USED TO BE<br>RM 10: 1. OLD TAPE LEFT ON WINDOWS 2. FRIDGE NOT CONNECTED DIRECTLY TO THE |

|  |      |   |
|--|------|---|
|  |      | <p>OUTLET 3. WALLS DAMAGED, NEED PAINTING.</p> <p>RM 12: 1. PUTTY RESIDUE / ADHESIVE LEFT ON WALLS.</p> <p>RM 13: 1. WALLS HAVE HOLES, PAINT PEELING, NEEDS PAINTING. 2. PHONE DROP MISSING COVER 3. ELECTRICAL OUTLET MISSING COVER.</p> <p>RM 14: 1. ROOM DUE FOR PAINTING 2. OLD TAPE LEFT ON WINDOWS</p> <p>RM 16: 1. TAPE AND STAPLES LEFT ON WALL</p> <p>RM 17: 1. HOLES IN WALLS 2. WINDOW TRIM MISSING 3. WRONG FIRE EXTINGUISHER HOLDER</p> <p>RM 21: 1. OLD TAPE LEFT ON WINDOWS 2. SEVERAL STAPLES LEFT ON WALLS</p> <p>RM 31: PAINT PEELING IN AREAS OF ROOM</p> <p>RM 32: PAINT PEELING IN AREAS OF ROOM</p> <p>RM 33: PAINT PEELING IN AREAS OF ROOM</p> <p>RM 51: . WALLS DAMAGED AND NEED PAINT</p> <p>RM 53: 1. AREAS ON WALLS NEED PATCH AND PAINT.</p> <p>RM 54: 1. DATA DROP HANGING OFF WALLS 2. TAPE LEFT ON WINDOWS 3. BASECOVE COMING OFF IN AREAS.</p> <p>RM 64: 1. OLD TAPE LEFT ON WINDOWS 2. HOLES AND DAMAGED CEILING TILES 3. WATER DAMAGED ROOM DOORS.</p> <p>RM 72: 1. OLD TAPE LEFT ON WINDOWS 2. CEILING TILES FALLING OFF 3. PAINT PEELING FROM WALLS</p> <p>RM 73: 1. DOORS WARPED AND NEED REPLACING 2. OLD TAPE LEFT ON WINDOWS</p> <p>RM 74: 1. HOLES IN CEILING TILES</p> |
| <p><b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation</p> | Fair | <p>20'S WING BOYS RESTROOM: 1. DOORS DAMAGED NEED REPLACING 2. FLOORS DIRTY 3. TRASH NOT EMPTIED 4. SOAP DISPENSER MISSING</p> <p>20's WING GIRLS RESTROOM: 1. TRASH NOT EMPTIED</p> <p>KINDERGARTEN K-1: 1. STUCCO COMING OFF EXTERIOR WALLS</p> <p>KITCHEN: 1. TAPE ON WALLS 2. KITCHEN NEEDS PAINTING 3. SINK DIRTY 4. FLOORS NEED SCRUB AND RECOAT 5. STAINED CEILING TILES 6. BROKEN LIGHT SWITCH COVER</p> <p>RM 10: 1. OLD TAPE LEFT ON WINDOWS 2. FRIDGE NOT CONNECTED DIRECTLY TO THE OUTLET 3. WALLS DAMAGED, NEED PAINTING.</p>  |

|   |      |  |
|---|------|--|
|   |      | <p>RM 14: 1. ROOM DUE FOR PAINTING 2. OLD TAPE LEFT ON WINDOWS</p> <p>RM 21: 1. OLD TAPE LEFT ON WINDOWS 2. SEVERAL STAPLES LEFT ON WALLS</p> <p>RM 22: 1. OLD TAPE LEFT ON WINDOWS</p> <p>RM 23: 1. OLD TAPE LEFT ON WINDOWS</p> <p>RM 54: 1. DATA DROP HANGING OFF WALLS 2. TAPE LEFT ON WINDOWS 3. BASECOVE COMING OFF IN AREAS.</p> <p>RM 61: 1. OLD TAPE LEFT ON WINDOWS</p> <p>RM 62:</p> <p>RM 64: 1. OLD TAPE LEFT ON WINDOWS 2. HOLES AND DAMAGED CEILING TILES 3. WATER DAMAGED ROOM DOORS.</p> <p>RM 71: OLD TAPE LEFT ON WINDOWS</p> <p>RM 72: 1. OLD TAPE LEFT ON WINDOWS 2. CEILING TILES FALLING OFF 3. PAINT PEELING FROM WALLS</p> <p>RM 73: 1. DOORS WARPED AND NEED REPLACING 2. OLD TAPE LEFT ON WINDOWS</p> |
| <b>Electrical:</b> Electrical   | Good | <p>COMPUTER LAB: 1. LIGHT SWITCH COVER MISSING</p> <p>KITCHEN: 1. TAPE ON WALLS 2. KITCHEN NEEDS PAINTING 3. SINK DIRTY 4. FLOORS NEED SCRUB AND RECOAT 5. STAINED CEILING TILES 6. BROKEN LIGHT SWITCH COVER</p> <p>RM 13: 1. WALLS HAVE HOLES, PAINT PEELING, NEEDS PAINTING. 2. PHONE DROP MISSING COVER 3. ELECTRICAL OUTLET MISSING COVER.</p>  |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains                 | Good | ADMIN: 1. RESTROOM WALL PAINT PEELING  |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | Good | RM 10: 1. OLD TAPE LEFT ON WINDOWS 2. FRIDGE NOT CONNECTED DIRECTLY TO THE OUTLET 3. WALLS DAMAGED, NEED PAINTING.   |
| <b>Structural:</b> Structural Damage, Roofs                             | Good |  |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | <p>20'S WING BOYS RESTROOM: 1. DOORS DAMAGED NEED REPLACING 2. FLOORS DIRTY 3. TRASH NOT EMPTIED 4. SOAP DISPENSER MISSING</p> <p>RM 63:</p>   |

|                |      |  |
|----------------|------|--|
|                |      | RM 64: 1. OLD TAPE LEFT ON WINDOWS 2. HOLES AND DAMAGED CEILING TILES 3. WATER DAMAGED ROOM DOORS. |
| Overall Rating | Good |  |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject   | School<br>2017-18 | School<br>2018-19 | District<br>2017-18 | District<br>2018-19 | State<br>2017-18 | State<br>2018-19 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 50                | 48                | 57                  | 57                  | 50               | 50               |
| Mathematics<br>(grades 3-8 and 11)                    | 36                | 40                | 43                  | 44                  | 38               | 39               |

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group                    | Total<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Not<br>Tested | Percent<br>Met or<br>Exceeded |
|----------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students                     | 418                 | 411              | 98.33             | 1.67                     | 48.18                         |
| Male                             | 211                 | 210              | 99.53             | 0.47                     | 50.00                         |
| Female                           | 207                 | 201              | 97.10             | 2.90                     | 46.27                         |
| Black or African American        | --                  | --               | --                | --                       | --                            |
| American Indian or Alaska Native | --                  | --               | --                | --                       | --                            |



| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Asian   | 29               | 29            | 100.00         | 0.00               | 86.21                   |
| Filipino                                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                            | 292              | 289           | 98.97          | 1.03               | 38.06                   |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 | --                      |
| White   | 75               | 71            | 94.67          | 5.33               | 66.20                   |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| Socioeconomically Disadvantaged               | 237              | 237           | 100.00         | 0.00               | 32.49                   |
| English Learners                              | 184              | 184           | 100.00         | 0.00               | 33.15                   |
| Students with Disabilities                    | 44               | 43            | 97.73          | 2.27               | 16.28                   |
| Students Receiving Migrant Education Services |                  |               |                |                    |                         |
| Foster Youth                                  | --               | --            | --             | --                 | --                      |
| Homeless                                      | --               | --            | --             | --                 | --                      |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                        | 417              | 410           | 98.32          | 1.68               | 40.49                   |
| Male                                | 210              | 209           | 99.52          | 0.48               | 46.89                   |
| Female                              | 207              | 201           | 97.10          | 2.90               | 33.83                   |
| Black or African American           | --               | --            | --             | --                 | --                      |
| American Indian or Alaska Native    | --               | --            | --             | --                 | --                      |
| Asian                               | 29               | 29            | 100.00         | 0.00               | 82.76                   |
| Filipino                            | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                  | 291              | 288           | 98.97          | 1.03               | 28.13                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                 | --                      |
| White                               | 75               | 71            | 94.67          | 5.33               | 66.20                   |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| Socioeconomically Disadvantaged               | 236              | 236           | 100.00         | 0.00               | 24.58                   |
| English Learners                              | 183              | 183           | 100.00         | 0.00               | 24.04                   |
| Students with Disabilities                    | 43               | 42            | 97.67          | 2.33               | 14.29                   |
| Students Receiving Migrant Education Services |                  |               |                |                    |                         |
| Foster Youth                                  | --               | --            | --             | --                 | --                      |
| Homeless                                      | --               | --            | --             | --                 | --                      |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

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

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

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

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5           | 15.8   | 11.4   | 18.4  |

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

At La Veta Elementary School, there are multiple ways that parents are involved in their child's education. The La Veta PTA is an established unit of parents who plan and implement family activities and fundraisers to support the instructional needs of the students. Parents also support their children's learning by volunteering in the classroom, or by volunteering in our weekly Viking Volunteer program. The Viking Volunteers meet every Wednesday to help prepare materials for teachers and students. They help support the instructional program while they are meeting and getting to know other parent volunteers. The School Site Council (SSC) is another opportunity to work collaboratively with the principal and school staff. The SSC writes and approves the School Plan for Student Achievement, the Safety Plan and all items regarding the site budget and school goals. Lastly, the English Language Advisory Committee (ELAC) consists of parents who have a student that is an English Learner. The ELAC discusses the needs of English Learners and their parents while informing the members of curricular and budget decisions pertinent to their children. There are many opportunities to be involved in any of these groups and we welcome the volunteer support our parents provide. To participate in organized parent involvement opportunities, please contact the school at 714-997-6155 or attend any of the advertised PTA and ELAC meetings.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

| Rate               | School<br>2016-17 | School<br>2017-18 | School<br>2018-19 | District<br>2016-17 | District<br>2017-18 | District<br>2018-19 | State<br>2016-17 | State<br>2017-18 | State<br>2018-19 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| <b>Suspensions</b> | 0.6               | 0.9               | 0.4               | 3.0                 | 2.8                 | 2.6                 | 3.6              | 3.5              | 3.5              |
| <b>Expulsions</b>  | 0.0               | 0.0               | 0.0               | 0.0                 | 0.0                 | 0.0                 | 0.1              | 0.1              | 0.1              |

### School Safety Plan (School Year 2019-20)

Each school within the Orange Unified School District (OUSD) develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan (CSSP) specific to their site. Each school site is required to annually review and update their CSSP. Each school forwards the CSSP to the district through the office of Student and Community Services. The office of Student and Community Services provides assistance to the schools in developing the plan and maintains a file of individual school plans available for inspection by the public.

Our CSSP, integrated with the District Safe Plan, is reviewed and updated yearly by the Instructional Leadership Team, staff, ELAC, PTA, and approved by SSC.

La Veta's CSSP was last updated and reviewed in February 2019. The current goals include: 1. Implement a Character Education plan that includes John Wooden's Pyramid of Success and Harper for Kids resources; 2. Promote regular attendance and arriving to school on time by providing incentives and positive reinforcements; 3. Conduct regular drills for each type of emergency.

## D. Other SARC Information

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

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

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|-------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| K           | 26                         | 1                               | 3                                |                                | 32                         |                                 | 1                                | 1                              | 31                         |                                 | 3                                |                                |
| 1           | 32                         |                                 | 3                                |                                | 29                         |                                 | 3                                |                                | 30                         |                                 | 1                                |                                |
| 2           | 32                         |                                 | 3                                |                                | 30                         |                                 | 3                                |                                | 31                         |                                 | 3                                |                                |
| 3           | 24                         | 1                               | 3                                |                                | 30                         |                                 | 3                                |                                | 28                         |                                 | 3                                |                                |
| 4           | 30                         |                                 | 3                                | 1                              | 27                         |                                 | 4                                |                                | 23                         | 1                               | 4                                |                                |
| 5           | 28                         |                                 | 5                                |                                | 31                         |                                 | 4                                |                                | 28                         |                                 | 4                                |                                |
| 6           | 26                         | 1                               | 5                                |                                | 27                         | 1                               | 1                                | 3                              | 26                         | 1                               | 4                                |                                |
| Other**     |                            |                                 |                                  |                                | 11                         | 1                               |                                  |                                |                            |                                 |                                  |                                |

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

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

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

| Title                | Ratio |
|----------------------|-------|
| Academic Counselors* | .0    |

\*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.

### Student Support Services Staff (School Year 2018-19)

| Title   | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) |                                   |
| Library Media Teacher (Librarian)                             |                                   |
| Library Media Services Staff (Paraprofessional)               |                                   |
| Psychologist  |                                   |
| Social Worker   |                                   |
| Speech/Language/Hearing Specialist                            |                                   |
| Resource Specialist (non-teaching)                            | .6                                |

\*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 2017-18)

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$5494.32                    | 0                                   | \$5494.32                             | \$73963.30             |
| District                                      | N/A                          | N/A                                 | \$6616.90                             | \$83,902.00            |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -18.5                                 | -12.6                  |
| State   | N/A                          | N/A                                 | \$7,506.64                            | \$82,403.00            |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -31.0                                 | -10.8                  |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

La Veta Elementary staff will implement a Pyramid of Excellence which will provide high quality best first instruction to all students, supplemental academic and behavioral supports to students in need of targeted intervention, individualized academic and behavioral supports to students in need of intensive intervention, and supplemental enrichment opportunities for advanced learners.

The La Veta Elementary School Pyramid of Excellence is a multi-faceted program that has evolved over the years to address the needs of the unique student population on site. Based on the Multi-Tiered System of Support (MTSS) model, the Pyramid of Excellence not only provides academic and behavioral interventions, it also focuses on tiered enrichment opportunities for all students. This model can be thought of as a three-dimensional pyramid comprised of 3 faces: Response to Instruction and Intervention (RTII), Positive Behavioral Intervention and Support (PBIS), and enrichment for advanced learners.

Through the Pyramid of Excellence underperforming student subgroups (English Learners, Hispanic, Students with Disabilities and Socioeconomically Disadvantaged) are targeted for Tier 2 and Tier 3 academic and behavioral interventions as needed. Tier 2 interventions include in-class small group instruction, differentiated instruction, in-class intervention software, social skills group lessons, periodic parent conferences regarding academics and/or behavior, School Attendance Review Team (SART) meetings. Tier 3 interventions include Response to Intervention (RTI) pull-out small group instruction in grades 1-6, After School Reading and Math Academy, Check-In/Check-Out systems regarding academics and/or behavior, mental health counseling referrals, and district attendance referrals (SARB).

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category                              | District Amount | State Average For Districts In Same Category |
|---------------------------------------|-----------------|--|
| Beginning Teacher Salary              | \$45,901        | \$48,612                                     |
| Mid-Range Teacher Salary              | \$79,070        | \$74,676                                     |
| Highest Teacher Salary                | \$106,421       | \$99,791                                     |
| Average Principal Salary (Elementary) | \$129,252       | \$125,830                                    |
| Average Principal Salary (Middle)     | \$131,552       | \$131,167                                    |
| Average Principal Salary (High)       | \$153,039       | \$144,822                                    |

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Superintendent Salary                         | \$256,476       | \$275,796                                    |
| Percent of Budget for Teacher Salaries        | 35%             | 34%  |
| Percent of Budget for Administrative Salaries | 5%              | 5%   |

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

### Professional Development (Most Recent Three Years)

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

Monthly staff development occurs on modified days (Wednesday) covering topics for student and teacher needs based on annual surveys and the district strategic plan. Teachers collaborate monthly to discuss student assessments, instructional strategies and student interventions.

In the 2017-2018 school year, teachers received training in a new ELA/ELD adoption, instructional technology, effective small group instruction, and differentiated instruction. District and site professional development for the 2018-2019 school year focused on Tier 2 interventions in ELA, instructional technology utilizing Lexia software, analyzing student data, and Math interventions combining AVID with Math. Professional development for the 2019-2020 school year at the district and site level will be in the area of Math and NGSS Science adoption. Professional development training will target strategies that can be used for Tier 2 and Tier 3 interventions in Math, piloting iReady Math software and Math Problem Solving. Teachers will also receive training on using the newly adopted Science curriculum.