La Veta Elementary School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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 2018-19)

School 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
E-mail Address	lavetaprincipal@orangeusd.org
Web Site	http://www.orangeusd.org/LaVeta/index.asp
CDS Code	30-66621-6029862

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
E-mail Address	ghansen@orangeusd.org
Web Site	www.orangeusd.org

School Description and Mission Statement (School Year 2018-19)

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 two moderate/severe Special Education classes. Approximately 660 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 life-long 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 2017-18)

Grade Level	Number of Students
Kindergarten	64
Grade 1	87
Grade 2	90
Grade 3	97
Grade 4	112
Grade 5	128
Grade 6	131
Total Enrollment	709

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.4
Asian	5.8
Filipino	0.8
Hispanic or Latino	71.5
Native Hawaiian or Pacific Islander	0.3
White	16.4
Socioeconomically Disadvantaged	59.4
English Learners	33.6
Students with Disabilities	10.9
Foster Youth	0.4

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	30	27	27	1246
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	13

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: October 11, 2018

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. 16-18-19 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 11, 2018.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	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%
Mathematics	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%
Science	Pearson/Scott Foresman Science Program adopted in 2008 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%
History-Social Science	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%
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. It was selected from the most recent list of standards based materials adopted by the State Board of Education consistent with the textbook adpotion cycle. Fully available to all students.	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

La Veta's administration and maintenance team takes great pride in providing a clean and safe environment for our students, teachers, and parents. 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 two 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.

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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 7/2/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Boy's RR on 30 Wing: 4: Terrazo floor stained and dirty, needs interior paint, paper towel dispenser rusted - needs replacing Boy's RR on 50 Wing: Not able to access in 2018, key didn't work 4: Floor damaged by clean-out, hole in concrete at entry Girl's RR on 30 Wing: 4: Terrazo floor stained and dirty, needs interior paint 9: Exterior drinking fountain needs adjustment, far left lavatory does not operate Girl's RR on 50 Wing: 4: Terrazo floor stained and dirty Health Office: 4: Paint peeling on walls; door jambs have chipped paint; ceiling tiles damaged K1 & Workroom: 4: Paint peeling on walls and bathroom doors, holes in walls; missing wall tile by sink 9: Sink rusting; workroom fountain inoperable 12: Stucco damage on south side Room 14: 4:Walls and door jamb have peeling and chipped paint, corner bead damaged 7: Electrical outlet needs cover plate on north wall Room 20: Floor Covering and paint WIP 2018 9: Drinking fountain needs adjustment Room 30: 4: Sink cabinet needs re-finishing 15: Plexiglass windows flaking, hazy and caulking damage Room 31: 4: Walls damaged by HVAC cabinet; door jambs have chipped peeling paint Room 32: 4: Paint peeling on walls and door jambs; sink counter needs re-finishing Room 42: 4: Walls and door jambs have peeling and chipped paint 15: Plexiglass windows flaking, hazy and caulking damage Room 51: 4: Door jambs paint chipped; sink cabinet needs re-finishing 15: Plexiglass windows flaking, hazy and caulking damage, south door hard to

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7/2/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
		close, door warped, exterior of door and door jamb covered in stables. Room 52: 4: Door jambs paint chipped; sink cabinet needs re-finishing 15: Plexiglass windows flaking, hazy and caulking damage Room 53: Floor covering and Paint WIP 2018 4: Walls and door jambs have peeling and chipped paint, old ceiling track for moveable wall tapped over, looks really bad. Room 61: 4: Sink cabinet needs re-finishing; door jambs paint chipping 15: Plexiglass windows flaking, hazy and caulking damage Room 62: 4: Sink cabinet needs re-finishing; paint peeling on walls; door jambs paint chipping 15: Plexiglass windows flaking, hazy and caulking damage Room 63 Kitchen: 4: Walls damaged, paint peeling 5: Very dirty, smells bad, food remnants on floor 9: Drinking fountain inoperable 15 Door paint peeling Room 63 Speech: 4: Door paint peeling, jamb paint chipped Room 64: 4: Ceiling tiles damaged; wall damage, holes and peeling paint 7: Plugstrip tapped to wall below window- needs to be removed. 15: Door paint peeling, plexiglass windows flaking, hazy and caulking damage Student RR: 4: Paint peeling on walls; door jambs have chipped paint; holes in walls by toilet paper dispenser
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Room 40: 6: Five crickets were in the sink Room 63 Kitchen: 4: Walls damaged, paint peeling 5: Very dirty, smells bad, food remnants on floor 9: Drinking fountain inoperable 15 Door paint peeling
Electrical: Electrical	Good	Girl's RR on 20 Wing: Terrazo resurfacing, partition replacement and paint WIP summer 2018 Room 14: 4:Walls and door jamb have peeling and chipped paint, corner bead damaged 7: Electrical outlet needs cover plate on north wall Room 23: 7: Duplex outlet needs cover north wall 9: Fountain needs adjustment 15: Plexiglass windows flaking, hazy and caulking damaged Room 64: 4: Ceiling tiles damaged; wall damage, holes and peeling paint 7: Plugstrip tapped to wall below window- needs to be removed. 15: Door paint peeling, plexiglass windows flaking, hazy and caulking damage Room 71: Floor Covering and paint WIP 2018 7: Broken electrical outlet cover
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Boy's RR on 70 Wing: 9: Sink rusting 15: Plexiglass windows flaking, hazy and caulking damaged Girl's RR on 30 Wing: 4: Terrazo floor stained and dirty, needs interior paint 9: Exterior drinking

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7/2/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
		fountain needs adjustment, far left lavatory does not operate K1 & Workroom: 4: Paint peeling on walls and bathroom doors, holes in walls; missing wall tile by sink 9: Sink rusting; workroom fountain inoperable 12: Stucco damage on south side Room 10: 9: Faucet loose; fountain needs adjustment; counter damaged Room 20: Floor Covering and paint WIP 2018 9: Drinking fountain needs adjustment Room 23: 7: Duplex outlet needs cover north wall 9: Fountain needs adjustment 15: Plexiglass windows flaking, hazy and caulking damaged Room 63 Kitchen: 4: Walls damaged, paint peeling 5: Very dirty, smells bad, food remnants on floor 9: Drinking fountain inoperable 15 Door paint peeling
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Girl's RR on 70 Wing: Looks to be used as storage room unable to inspect. 12: Significant hole in concrete outside of doorway Grounds & Lunch Table Cover: 12: Lunch table cover slats have dry-rot and evidence of termites K1 & Workroom: 4: Paint peeling on walls and bathroom doors, holes in walls; missing wall tile by sink 9: Sink rusting; workroom fountain inoperable 12: Stucco damage on south side Library: Floor covering and paint WIP 2018 12: Facia has dry-rot on south side Rom 41: 12: Stucco damaged on exterior of south wall Room 43: 12: Stucco damage on exterior of lower south wall
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Boy's RR on 70 Wing: 9: Sink rusting 15: Plexiglass windows flaking, hazy and caulking damaged Room 15 Portable: 15: Handrail on building wall at ramp is loose Room 21: Floor Covering and paint WIP 2018 15: Plexiglass windows flaking, hazy and caulking damage Room 22: Floor Covering and paint WIP 2018 Sink counter needs re-finishing 15: Plexiglass windows flaking, hazy and caulking damage Room 23: 7: Duplex outlet needs cover north wall 9: Fountain needs adjustment 15: Plexiglass windows flaking, hazy and caulking damaged Room 30: 4: Sink cabinet needs re-finishing 15: Plexiglass windows flaking, hazy and caulking damage Room 33: 15: Plexiglass windows flaking, hazy and caulking damage

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 7/2/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Room 42: 4: Walls and door jambs have peeling and chipped paint 15: Plexiglass windows flaking, hazy and caulking damage Room 51: 4: Door jambs paint chipped; sink cabinet needs re-finishing 15: Plexiglass windows flaking, hazy and caulking damage, south door hard to close, door warped, exterior of door and door jamb covered in stables. Room 52: 4: Door jambs paint chipped; sink cabinet needs re-finishing 15: Plexiglass windows flaking, hazy and caulking damage Room 61: 4: Sink cabinet needs re-finishing; door jambs paint chipping 15: Plexiglass windows flaking, hazy and caulking damage Room 62: 4: Sink cabinet needs re-finishing; paint peeling on walls; door jambs paint chipping 15: Plexiglass windows flaking, hazy and caulking damage Room 63 Kitchen: 4: Walls damaged, paint peeling 5: Very dirty, smells bad, food remnants on floor 9: Drinking fountain inoperable 15 Door paint peeling Room 64: 4: Ceiling tiles damaged; wall damage, holes and peeling paint 7: Plugstrip tapped to wall below window- needs to be removed. 15: Door paint peeling, plexiglass windows flaking, hazy and caulking damage Room 72: Floor Covering and paint WIP 2018 15: Plexiglass windows flaking, hazy and caulking damaged

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/2/2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	37.0	50.0	54.0	57.0	48.0	50.0
Mathematics (grades 3-8 and 11)	33.0	36.0	40.0	43.0	37.0	38.0

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	446	440	98.65	49.55
Male	222	221	99.55	47.96
Female	224	219	97.77	51.14
Black or African American	11	11	100.00	72.73
American Indian or Alaska Native	--	--	--	--
Asian	34	34	100.00	88.24
Filipino	--	--	--	--
Hispanic or Latino	298	295	98.99	38.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	83	96.51	65.06
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	244	243	99.59	36.21
English Learners	189	189	100.00	35.45
Students with Disabilities	47	46	97.87	21.74
Foster Youth	--	--	--	--

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	446	440	98.65	35.91
Male	222	221	99.55	40.27
Female	224	219	97.77	31.51
Black or African American	11	11	100	45.45
American Indian or Alaska Native	--	--	--	--
Asian	34	34	100	85.29
Filipino	--	--	--	--
Hispanic or Latino	298	295	98.99	22.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	83	96.51	54.22
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	244	243	99.59	20.16
English Learners	189	189	100	21.69
Students with Disabilities	47	46	97.87	6.52
Foster Youth	--	--	--	--

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.3	12.7	14.3

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 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 2018-19)

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.9	0.6	0.9	3.1	3.1	2.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 2018. The current goals include: 1. Assessing the important developmental assets of students and staff (positive values, positive identity, social competencies, and commitment to learning) by establishing a uniform committee to look into the possibility of implementing school uniforms; Implement Reading Counts Incentive Program to foster a commitment to learning 2. Promote Campus Safety by monitoring the condition of school grounds/facilities and submitting work orders as needed including repairing student restroom stalls, facilitate summer work projects that include paint and new flooring in several classrooms, purchase padlocks to secure portable technology carts.

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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25	1	3		26	1	3		32		1	1
1	29		3		32		3		29		3	
2	30		3		32		3		30		3	
3	29		3		24	1	3		30		3	
4	26	1	4	1	30		3	1	27		4	
5	30		5		28		5		31		4	
6	26	1	4		26	1	5		27	1	1	3
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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.4	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.8	N/A
Social Worker	0	N/A
Nurse	.8	N/A
Speech/Language/Hearing Specialist	.8	N/A
Resource Specialist (non-teaching)	0	N/A
Other	2	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$4974.29	0	$4974.29	$67,733.27
District	N/A	N/A	$6,246.38	$82,084
Percent Difference: School Site and District	N/A	N/A	-22.7	-19.2
State	N/A	N/A	$7,125	$80,764
Percent Difference: School Site and State	N/A	N/A	-35.6	-17.6

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 2017-18)

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 a Learning Lab for 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,001	$47,903
Mid-Range Teacher Salary	$77,520	$74,481
Highest Teacher Salary	$104,334	$98,269
Average Principal Salary (Elementary)	$124,320	$123,495
Average Principal Salary (Middle)	$130,865	$129,482
Average Principal Salary (High)	$150,755	$142,414
Superintendent Salary	$240,000	$271,429
Percent of Budget for Teacher Salaries	34.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Professional Development (Most Recent Three Years)

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 2016-2017 school year, staff participated in district staff development in the areas of writing (Write From the Beginning and Beyond), Math (Number Talks), Inclusive Learning (UDL), Science (Next Generation Science Standards), and assessment (DIBELS, RI, MI). On the third Wednesday of each month, staff received staff development in the areas identified by adminisrators and the Instructional Leadership Team by reviewing local and assessment data. Topics of site staff development for the 2016-2017 school year included CAST process, data analysis (SBAC, CELDT, local assessments), Interim Assessments, technology-student work(Kahoot, Haiku, Google Classroom), technology- assessment (Lexia, Fasttmath, Reading Counts), STEM (Maker Space Challenges, Robots, green screen projects), and PBIS.

District Professional Development for the 2017-2018 school year focused on utilizing all components of the new ELA/ELD adoption. Site Professional Development for the 2017-2018 school year was determined by ILT after reviewing local and state level data. Teachers received training in a new ELA/ELD adoption, instructional technology, effective small group instruction, and differentiated instruction.

Professional Development for the 2018-2019 school year the the district and site level will be in the area of Math and STEM (Science, Technology, Engineering,and Math). Professional development training will target strategies that can be used for Tier 2 and Tier 3 interventions, combining AVID with Math, Critical thinking suing Performance Tasks, data collection, and Math Problem Solving.