

# La Veta Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



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

#### 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.

## 2021-22 School Contact Information

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

## 2021-22 District 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>District Website Address</b>	<a href="http://www.orangeusd.org">www.orangeusd.org</a>

## 2021-22 School Overview

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, OUSD Athletic Enrichment Program, and a Transitional Kindergarten Program. Approximately 500 students are enrolled in Transitional-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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	41
Grade 2	59
Grade 3	55
Grade 4	79
Grade 5	97
Grade 6	109
Total Enrollment	513

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.6
Male	46.4
Asian	5.5
Black or African American	1.6
Filipino	1.4
Hispanic or Latino	72.3
Native Hawaiian or Pacific Islander	0.4
Two or More Races	2.7
White	15.4
English Learners	24.4
Foster Youth	0.2
Homeless	1.2
Socioeconomically Disadvantaged	49.9
Students with Disabilities	8.2

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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. 15-21-22 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 30, 2021.

Year and month in which the data were collected

September 2021

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 was adopted in 2019 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>History-Social Science</b>	TCI (Teacher's Curriculum Institute) California Social Studies Alive (grades K-5) and TCI California History Alive (Grade 6) was adopted in 2021 and 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>Health</b>	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

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.

Year and month of the most recent FIT report

10/14/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Admin Office: Stained ceiling tiles in health office also inside health office restroom wall need paint repair / touch up. RM 13: room needs painting. RM 14: room needs painting. RM 17: Hanging ceiling tiles. RM 31: Fire extinguisher not being inspected monthly and front entire room needs to be painted. RM 32: Front door and entire room needs painting. RM 42 Storage RM: Walls in need of painting holes in walls.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			K-1: Room is in need of painting. RM 15: Fire extinguisher not being inspected monthly. RM 16: Fire extinguisher not being inspected monthly. RM 54:
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Build 50 Boys RR: All restroom sinks are rusted and in need of replacement. Build 50 Girls RR: All restroom sinks are rusted and in need of replacement.
<b>Safety:</b> Fire Safety, Hazardous Materials		X		K-1: Room is in need of painting. Library: Fire extinguisher not being inspected monthly. RM 15: Fire extinguisher not being inspected monthly. RM 16: Fire extinguisher not being inspected monthly.

## School Facility Conditions and Planned Improvements

			<p>RM 20: Fire extinguisher not being inspected monthly.</p> <p>RM 21: Fire extinguisher not being inspected monthly.</p> <p>RM 22: Fire extinguisher not being inspected monthly.</p> <p>RM 23: Fire extinguisher not being inspected monthly.</p> <p>RM 40: Fire extinguisher not being inspected monthly.</p> <p>RM 44: Fire extinguisher not being inspected monthly.</p> <p>Teachers Lounge: Fire extinguisher not being inspected monthly.</p>
<b>Structural:</b> Structural Damage, Roofs	X		<p>RM 11:</p> <p>RM 43:</p> <p>RM 53: Front door in need of replacing</p>
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>RM 53: Front door in need of replacing</p> <p>RM 64: Front door needs to be replaced.</p>

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.



Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	344	5	1.45	98.55	--
Female	178	2	1.12	98.88	--
Male	166	3	1.81	98.19	--
American Indian or Alaska Native	0	0	0	0	0
Asian	21	0	0	100	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	238	4	1.68	98.32	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	0	0	100	--
White	60	0	0	100	--
English Learners	86	0	0	100	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	167	2	1.2	98.8	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	5	13.89	86.11	--

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	344	5	1.45	98.55	--
Female	178	2	1.12	98.88	--
Male	166	3	1.81	98.19	--
American Indian or Alaska Native	0	0	0	0	0
Asian	21	0	0.00	100.00	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	238	4	1.68	98.32	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	0	0.00	100.00	--
White	60	0	0.00	100.00	--
English Learners	86	0	0.00	100.00	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	167	2	1.20	98.80	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	5	13.89	86.11	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	344	336	97.67%	2.33%	36.31%
Female	178	175	98.31%	1.69%	36.57%
Male	166	161	96.99%	3.01%	36.02%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	18	18	100.00%	0.00%	66.67%

<b>Black or African American</b>	5	5	100.00%	0.00%	80.00%
<b>Filipino</b>	4	3	75.00%	25.00%	66.67%
<b>Hispanic or Latino</b>	238	232	97.48%	2.52%	24.57%
<b>Native Hawaiian or Pacific Islander</b>	1	1	100.00%	0.00%	0.00%
<b>Two or More Races</b>	18	18	100.00%	0.00%	61.11%
<b>White</b>	59	59	98.33%	1.67%	61.02%
<b>English Learners</b>	86	86	100.00%	0.00%	9.30%
<b>Foster Youth</b>	0	0	0.00%	0.00%	0.00%
<b>Homeless</b>	5	5	100.00%	0.00%	40.00%
<b>Socioeconomically Disadvantaged</b>	167	163	97.60%	2.40%	20.25%
<b>Students with Disabilities</b>	36	29	80.56%	19.44%	6.90%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>i-Ready Student Groups</b>	<b>i-Ready Total Enrollment</b>	<b>i-Ready Number Tested</b>	<b>i-Ready Percent Tested</b>	<b>i-Ready Percent Not Tested</b>	<b>i-Ready Percent At or Above Grade Level</b>
<b>All Students</b>	344	337	97.97%	2.03%	31.75%
<b>Female</b>	178	176	98.88%	1.12%	30.68%
<b>Male</b>	166	161	96.99%	3.01%	32.92%
<b>American Indian or Alaska Native</b>	0	0	0.00%	0.00%	0.00%
<b>Asian</b>	18	18	100.00%	0.00%	66.67%
<b>Black or African American</b>	5	5	100.00%	0.00%	60.00%
<b>Filipino</b>	4	3	75.00%	25.00%	66.67%
<b>Hispanic or Latino</b>	238	233	97.90%	2.10%	18.88%
<b>Native Hawaiian or Pacific Islander</b>	1	1	100.00%	0.00%	0.00%
<b>Two or More Races</b>	18	18	100.00%	0.00%	61.11%
<b>White</b>	59	59	98.33%	1.67%	59.32%
<b>English Learners</b>	86	86	100.00%	0.00%	5.81%
<b>Foster Youth</b>	0	0	0.00%	0.00%	0.00%
<b>Homeless</b>	5	5	100.00%	0.00%	20.00%
<b>Socioeconomically Disadvantaged</b>	167	164	98.20%	1.80%	14.02%
<b>Students with Disabilities</b>	36	30	83.33%	16.67%	0.00%

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	34.95	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	101	NT	NT	NT	NT
<b>Female</b>	50	NT	NT	NT	NT
<b>Male</b>	51	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	66	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	18	NT	NT	NT	NT
<b>English Learners</b>	30	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	46	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## B. Pupil Outcomes

### 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 area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

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 (temporarily on hold due to COVID) in the classroom, or by volunteering in our weekly Viking Volunteer program (currently on hold due to COVID). The Viking Volunteers meet every Wednesday to help prepare materials for teachers and students (currently on hold due to COVID). 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.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	553	539	56	10.4
Female	291	285	25	8.8
Male	262	254	31	12.2
American Indian or Alaska Native	0	0	0	0.0
Asian	29	29	1	3.4
Black or African American	10	10	0	0.0
Filipino	7	7	0	0.0
Hispanic or Latino	394	386	51	13.2
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	17	15	1	6.7
White	90	86	3	3.5
English Learners	137	137	18	13.1
Foster Youth	1	1	0	0.0
Homeless	8	8	0	0.0
Socioeconomically Disadvantaged	273	269	37	13.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	53	50	8	16.0

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.44	0.36	2.56	0.19	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.78	2.03	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.36	0.00
<b>Female</b>	0.34	0.00
<b>Male</b>	0.38	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.51	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.73	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	1.89	0.00



## 2021-22 School Safety Plan

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 2021. The current goals include: 1. Implement a Character Education plan that includes PBIS and SEL goals; 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

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	31		3	
1	30		1	
2	31		3	
3	28		3	
4	23	1	4	
5	28		4	
6	26	1	4	

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		3	
1	29		2	
2	29		1	
3	29		2	
4	32		1	
5	28	1	4	1
6	28	1	5	1
Other	26	1	4	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	1	
1	29		1	
2	32		1	
3	32		1	
4	26	1	2	
5	33		5	2
6	31	2	3	3
Other	28		4	

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	0.1

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$5478.27	0	\$5478.27	\$73963.30
<b>District</b>	N/A	N/A	\$6616.90	\$87,379
<b>Percent Difference - School Site and District</b>	N/A	N/A	-18.8	-16.6
<b>State</b>			\$8,444	\$84,665
<b>Percent Difference - School Site and State</b>	N/A	N/A	-42.6	-13.5

## 2020-21 Types of Services Funded

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).

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$53,446	\$50,897
<b>Mid-Range Teacher Salary</b>	\$83,885	\$78,461
<b>Highest Teacher Salary</b>	\$109,082	\$104,322
<b>Average Principal Salary (Elementary)</b>	\$130,156	\$131,863
<b>Average Principal Salary (Middle)</b>	\$137,808	\$137,086
<b>Average Principal Salary (High)</b>	\$165,215	\$151,143
<b>Superintendent Salary</b>	\$256,476	\$297,037
<b>Percent of Budget for Teacher Salaries</b>	34%	32%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

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.

District and site professional development for the 2019-2020 school year at the district and site level was in the area of Math and NGSS Science adoption. Professional development training targeted strategies that can be used for Tier 2 and Tier 3 interventions in Math, piloting iReady Math software and Math Problem Solving. Teachers also received training on using the newly adopted Science curriculum. Professional development for the 2020-2021 school year was adjusted to support the needs of the teachers during COVID. A focus on iReady Math will continue in hopes of piloting iReady reading. Professional development for the 2021-2022 school year includes iReady Math and Reading, training for the newly adopted Social Science curriculum and text, TCI, and refresher trainings on GLAD strategies and Thinking Maps.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	18	18	18

# Orange Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District 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>District Website Address</b>	www.orangeusd.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11928	2026	16.99	83.01	54.10
Female	5816	1016	17.47	82.53	58.84
Male	6112	1010	16.52	83.48	49.36
American Indian or Alaska Native	20	7	--	65.00	--
Asian	1093	216	19.76	80.24	83.33
Black or African American	143	26	18.18	81.82	30.77
Filipino	186	44	23.66	76.34	70.45
Hispanic or Latino	7162	1097	15.32	84.68	43.09
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	75	14.73	85.27	65.33
White	2788	557	19.98	80.02	62.48
English Learners	2223	204	9.18	90.82	14.29
Foster Youth	73	12	16.44	83.56	41.67
Homeless	254	22	8.66	91.34	18.18
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	872	14.94	85.06	41.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	271	17.00	83.00	12.18

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	11928	2009	16.84	83.16	31.30
<b>Female</b>	5816	1000	17.19	82.81	30.99
<b>Male</b>	6112	1009	16.51	83.49	31.61
<b>American Indian or Alaska Native</b>	20	8	--	60.00	--
<b>Asian</b>	1093	214	19.58	80.42	71.03
<b>Black or African American</b>	143	26	18.18	81.82	15.38
<b>Filipino</b>	186	42	22.58	77.42	47.62
<b>Hispanic or Latino</b>	7162	1083	15.12	84.88	17.70
<b>Native Hawaiian or Pacific Islander</b>	27	4	14.81	85.19	--
<b>Two or More Races</b>	509	74	14.54	85.46	55.41
<b>White</b>	2788	558	20.01		38.67
<b>English Learners</b>	2223	202	9.09	90.91	3.54
<b>Foster Youth</b>	73	13	17.81	82.19	15.38
<b>Homeless</b>	254	24	9.45	90.55	0.00
<b>Military</b>	28	5	17.86	82.14	--
<b>Socioeconomically Disadvantaged</b>	5836	864	14.80	85.20	16.49
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	1594	268	16.81	83.19	5.97

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.