

La Veta Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

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	Michael L. Christensen
E-mail Address	superintendent@orangeusd.org
Web Site	www.orangeusd.org

School Description and Mission Statement (School Year 2016-17)

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. Unless otherwise specified, the information provided in this report is from the 2016-2017 school year.

La Veta site, established in 1958, is one of the largest school sites in the OUSD, 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 and three Special Education classes. Approximately 800 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 2015-16)

Grade Level	Number of Students
Kindergarten	95
Grade 1	102
Grade 2	85
Grade 3	106
Grade 4	132
Grade 5	151
Grade 6	127
Total Enrollment	798

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.4
Asian	5.4
Filipino	2.1
Hispanic or Latino	66
Native Hawaiian or Pacific Islander	0.5
White	21.4
Two or More Races	1
Socioeconomically Disadvantaged	56.5
English Learners	35.8
Students with Disabilities	10.9
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	30	28	30	1279
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 13, 2016

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. 13-16-17 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 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Medallion R/LA Program adopted in 2009 Grades K-5 selected from the list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Prentice Hall, Timeless Voices, Timeless Themes Adopted in 2003 (Grade 6) selected from the 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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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%
Foreign Language	N/A	Yes	N/A
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 adoption cycle. Fully available to all students.	Yes	N/A
Visual and Performing Arts	N/A	Yes	N/A
Science Laboratory Equipment (grades 9-12)	N/A	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 resurfacing of the playground and parking lot.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 7/15/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	10 Bldg: 4: Flooring damaged, needs replacement 20 Bldg: 4: Flooring damaged, needs replacement 60 Bldg: 4: Flooring damaged, needs replacement K1 and K2: Could use painting
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 7/15/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/15/2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	38	42	50	53	44	48
Mathematics	33	35	38	40	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	112	107	95.5	23.4
	4	134	132	98.5	39.4
	5	150	146	97.3	44.5
	6	129	126	97.7	57.1
Male	3	51	49	96.1	18.4
	4	66	65	98.5	40.0
	5	68	66	97.1	51.5
	6	62	61	98.4	47.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	61	58	95.1	27.6
	4	68	67	98.5	38.8
	5	82	80	97.6	38.8
	6	67	65	97.0	66.2
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	3	--	--	--	--
	4	12	12	100.0	58.3
	5	--	--	--	--
	6	15	15	100.0	100.0
Filipino	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	89	85	95.5	18.8
	4	83	83	100.0	31.3
	5	94	93	98.9	26.9
	6	68	66	97.1	39.4
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
White	3	14	13	92.9	38.5
	4	29	27	93.1	55.6
	5	38	35	92.1	74.3
	6	35	34	97.1	73.5
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	71	69	97.2	17.4
	4	79	79	100.0	24.1
	5	74	74	100.0	21.6
	6	61	59	96.7	35.6
English Learners	3	47	46	97.9	10.9
	4	33	33	100.0	3.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	39	38	97.4	
	6	22	21	95.5	14.3
Students with Disabilities	3	--	--	--	--
	4	17	16	94.1	12.5
	5	12	11	91.7	18.2
	6	20	20	100.0	5.0
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	112	107	95.5	28.0
	4	134	132	98.5	31.8
	5	150	146	97.3	30.8
	6	129	126	97.7	50.8
Male	3	51	49	96.1	28.6
	4	66	65	98.5	38.5
	5	68	66	97.1	37.9
	6	62	61	98.4	47.5
Female	3	61	58	95.1	27.6
	4	68	67	98.5	25.4
	5	82	80	97.6	25.0
	6	67	65	97.0	53.9
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Asian	3	--	--	--	--
	4	12	12	100.0	75.0
	5	--	--	--	--
	6	15	15	100.0	93.3
Filipino	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	89	85	95.5	24.7
	4	83	83	100.0	16.9
	5	94	93	98.9	14.0
	6	68	66	97.1	33.3
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
White	3	14	13	92.9	46.1
	4	29	27	93.1	59.3
	5	38	35	92.1	62.9
	6	35	34	97.1	67.7
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	71	69	97.2	18.8
	4	79	79	100.0	11.4
	5	74	74	100.0	10.8
	6	61	59	96.7	23.7
English Learners	3	47	46	97.9	15.2
	4	33	33	100.0	
	5	39	38	97.4	
	6	22	21	95.5	4.8
Students with Disabilities	3	--	--	--	--
	4	17	16	94.1	12.5
	5	12	11	91.7	18.2
	6	20	20	100.0	5.0
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	63	53	49	73	68	64	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	151	146	96.7	49.3
Male	69	66	95.7	56.1
Female	82	80	97.6	43.8
Hispanic or Latino	94	93	98.9	32.3
White	39	35	89.7	80.0
Socioeconomically Disadvantaged	75	74	98.7	28.4
English Learners	39	38	97.4	7.9
Students with Disabilities	12	11	91.7	45.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.5	17.6	15.5

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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

At La Veta, there are multiple ways that parents are involved in their child's education. First, 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 teachers and students. Parents also support their children's learning by volunteering in the classroom. The School Site Council (SSC) is another opportunity to work collaboratively with the principal and school staff. The SSC writes and approves the Single Plan for Student Achievement, the Safety Plan and all items regarding the site budget. 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 School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.3	1.7	0.9	3.6	2.8	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 2016. The current goals include strengthening community communication regarding school events and disaster preparedness through the use of websites, handbooks, and social media. To ensure the safety of students, another goal includes improving traffic flow in the school parking lot and expediting drop off and pick up procedures.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	26	1	3		26	1	2	1	26	1	2	1
1	33		1	2	30		3		30		3	
2	29		3		29		3		29		3	
3	28		5		31		4		31		4	
4	29		4		26	1	5		26	1	5	
5	34			4	32		4		32		4	
6	29	1	1	3	29		5		29		5	
Other	13	1			12	1			12	1		

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

Academic Counselors and Other Support Staff (School Year 2015-16)

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	1.8	N/A
Resource Specialist	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4326.6	259.86	4066.75	67135.73
District	N/A	N/A	\$3,840	\$78,819
Percent Difference: School Site and District	N/A	N/A	5.8	-9.0
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-24.0	-8.0

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

Types of Services Funded (Fiscal Year 2015-16)

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 Read 180 lab for grades 4-6, Reading lab for grades 1-2, After School Reading and Math Academy, Check-In/Check-Out regarding academics and/or behavior, mental health counseling referrals, district attendance referrals (SARB).

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,270	\$45,092
Mid-Range Teacher Salary	\$74,538	\$71,627
Highest Teacher Salary	\$100,322	\$93,288
Average Principal Salary (Elementary)	\$122,017	\$115,631
Average Principal Salary (Middle)	\$123,406	\$120,915
Average Principal Salary (High)	\$143,744	\$132,029
Superintendent Salary	\$240,000	\$249,537
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

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 bi-monthly to discuss student assessments, instructional strategies and student interventions. During the 2014-2015 school year, professional development focused on the Response to Instruction and Intervention framework and appropriate differentiation for all students with an emphasis on the needs of sub-groups. Training in Thinking Maps and GLAD strategies is ongoing and emphasizes instructional support for English Learners. A strategic process has been implemented to monitor and document intervention plans for struggling students. In preparation of the implementation of Common Core State Standards, teachers have participated in Professional Development in the following district initiatives: Response Frames, Purposeful Grouping, Communication Objectives, Student Engagement, the 4 C's (Creativity, Collaboration, Communication, Critical Thinking) and Unit by Design. Professional Development at the site level has focused on the shifts of application in English Language Arts that include Evidence from Text and Close Reading.

In the 2015-2016 school year, teachers are receiving monthly district training in Write From the Beginning and Beyond to strengthen the use of Thinking Maps in writing. Teachers at La Veta are also focusing on enrichment for advanced learners. Teachers will be sharing their expertise with others to further enrich activities for advanced learners in general education as well as in GATE classes.

On the first Wednesday of every month in the 2016-2017 school year, staff will participate 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 will receive staff development in the areas identified by administrators and the Instructional Leadership Team. Topics of site staff development for the 2016-2017 school year will include CAST, data analysis (SBAC, CELDT, local assessments), Interim Assessments, technology-student work (Kahoot, Haiku, Google Classroom), technology- assessment (Lexia, Fastmath, Reading Counts), STEM (Maker Space Challenges, Robots, green screen projects), and PBIS.

A full time RTI teacher provides instructional assistance and support in both ELA and Math in collecting and analyzing data, in class intervention planning, lesson design, and identifying available resources. An EL resource teacher provides instructional assistance and support to teachers of English Learners (EL). District instructional coaches, site resource teachers, and administrators support teachers to implement effective instructional strategies and provide continuous specific staff development.