

Marjorie Veeh Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Marjorie Veeh Elementary School
Street	1701 San Juan Street
City, State, Zip	Tustin, CA 92780
Phone Number	(714) 730-7544
Principal	Rafael Plascencia
E-mail Address	rplascencia@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us/veeh
CDS Code	30-73643-6030670

District Contact Information	
District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Gregory A. Franklin, Ed.D.
E-mail Address	gfranklin@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

Marjorie Veeh Elementary motivates and inspires life-long learning in a safe and well organized environment utilizing engaging teaching strategies in both, our general education English classes and in our Spanish Dual Language Immersion Magnet Program.

Our mission at Marjorie Veeh is to:

- Provide our students with a world class education that prepares them for College and Career Readiness.
- Spanish Dual Language Immersion Program.
- Digital Literacy.
- Provide opportunities for Cultural Diversity and Equity.
- Create intervention and enrichment programs to support all learners.
- Recognize student successes.
- Provide students with opportunities for social, emotional growth and development.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	106
Grade 1	57
Grade 2	46
Grade 3	71
Grade 4	72
Grade 5	70
Total Enrollment	422

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0
Asian	3.6
Filipino	3.6
Hispanic or Latino	78.7
Native Hawaiian or Pacific Islander	0.9
White	6.9
Two or More Races	2.1
Socioeconomically Disadvantaged	79.4
English Learners	44.3
Students with Disabilities	13.3
Foster Youth	0.2

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	18	18	18	897
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	52

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: October 9, 2017

On October 9, 2017, the Tustin Unified School District Board of Education verified by resolution that each student at this school has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State of California.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	State-Adopted Textbooks Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned with state standards. The Units of Study for Teaching Reading and the Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins as well as K-2 Phonics Lessons by Irene Fountas and Gay Su Pinnell are the state adopted textbooks for the District. The Tustin Unified School District Board of Education approved these textbooks for adoption on December 12, 2016.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Supplemental Textbooks and Materials Students have access to classroom libraries containing both literature and non-fiction text.		
Mathematics	State-Adopted Textbooks Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton Mifflin Harcourt California Math Expressions Common Core (2015) is the state adopted core curriculum for the District. The Tustin Unified Board of Education approved this textbook for adoption on June 9, 2014.	Yes	0%
Science	State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008. Supplemental Textbooks and Materials Stemscopes is a supplemental science curriculum used for grades TK-5. This curriculum is aligned to the Next Generation Science Standards and incorporates the three-dimensional learning model including cross-cutting concepts, science and engineering practices and disciplinary core ideas. The fully digital interactive curriculum is used in grades TK-5 and is supported with science toolkits to provide hands-on, inquiry-based science experiences in the classroom.	Yes	0%
History-Social Science	State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Harcourt Reflections (K-5), 2007 is the state adopted core curriculum for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 26, 2007. Supplemental Textbooks and Materials	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	State-Adopted Textbooks Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in elementary school. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The Tustin Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at <https://tinyurl.com/TUSD-Facility-Inspection-Tool>. The District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Marjorie Veeh Elementary School was built in 1963 (originally named San Juan Elementary School). Additional improvements were made to the campus over subsequent years. Veeh can currently accommodate 412 students. District and site maintenance and grounds personnel provide upkeep and repair to the school grounds. We are also very proud of our Smart Boards and document cameras in every classroom. We are also very excited about our "Ino-Veeh-tion" technology lab currently in development.

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: 08/15/17				
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			
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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 08/15/17				
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. 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	27	32	62	62	48	48
Mathematics (grades 3-8 and 11)	21	22	52	52	36	37

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	209	203	97.13	32.02
Male	120	116	96.67	23.28
Female	89	87	97.75	43.68
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	11	9	81.82	33.33
Hispanic or Latino	164	160	97.56	33.13
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100	23.08
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	167	163	97.6	28.22
English Learners	121	115	95.04	27.83
Students with Disabilities	24	23	95.83	4.35

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	209	208	99.52	22.12
Male	120	119	99.17	20.17
Female	89	89	100	24.72
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	11	11	100	36.36
Hispanic or Latino	164	163	99.39	19.63
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100	23.08
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	167	166	99.4	18.07
English Learners	121	120	99.17	16.67
Students with Disabilities	24	23	95.83	4.35
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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	36	24	73	71	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.9	23.9	28.2

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Being involved supports student success at Veeh. The Veeh Family is made up of dedicated professionals on staff, committed parents and community members. Parents are strongly encouraged to participate in the education of their children through a number of opportunities. Organized and ongoing opportunities include the Veeh Parent/Teacher Association (PTA), the School Site Council (SSC), the English Language Advisory Committee (ELAC), Title I Parent Involvement Meetings, Family Educational Nights and Cultural Celebrations. Each year we kick off our school calendar with a “Back to School” night and end our year with an “Open House” evening. Parents are additionally encouraged to participate as classroom and campus volunteers. To aide in communication, Veeh has several bilingual staff members whom assist in our community outreach efforts. This bilingual staff includes our Community Liaison and our school secretary. In addition, Veeh promotes school/home communication through written updates, Friday folders (weekly), Blackboard Connect home calling software and consistent event fliers. Each fall the parents meet with teachers to discuss student goals for the year and to review relevant assessment data. These conferences continue in the spring when parents and teachers again meet to review student goals and academic progress. Additionally, Veeh offers free parenting classes in both English and Spanish.

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.0	1.1	2.2	2.8	2.5	2.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Date Last Reviewed by School Site Council (SSC): 9/4/2017
 Date Updated and Approved by SSC: Pending approval 2/5/18
 Date Discussed by Staff: 8/17/17

Providing a safe, positive learning environment at Veeh is our first priority. To this end, the Tustin Unified School District has developed a comprehensive emergency and school safety plan. This plan, created in cooperation with the Tustin, Irvine, and Orange County law enforcement and fire departments, addresses emergency and earthquake preparedness, staff in-service, crisis response, and systematic campus supervision. The Veeh staff and students practice emergency procedures on a monthly basis. Additionally, emergency preparedness supplies have been organized and are stored on campus. Our site plan is reviewed and updated with community and staff input on an annual basis.

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, routine and emergency (SEMS); suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; sexual harassment policy; provisions of any school-wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; school safety goals and objectives.

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 2017-18)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	69.2

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	19	2	1		17	3	1		15	8		
1	30		2		28		1		22	1	1	
2	29		2		30		2		25		1	
3	30		3		26		3		29		3	
4	30		2		26		2		35			2
5	25	1	3		24	1	3		35			2
Other	9	1							8	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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.493	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	1.1	N/A
Resource Specialist	1.2	N/A
Other	0	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$9,059	\$2,275	\$6,785	\$91,515
District	N/A	N/A	\$5,415	\$82,661
Percent Difference: School Site and District	N/A	N/A	25.3	10.7
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	3.2	15.5

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

Types of Services Funded (Fiscal Year 2016-17)

Marjorie Veeh Elementary School receives funding for categorical programs that are available at our school site. These programs include Title I and Locally Controlled Funding Formula (LCFF). The school's Single Plan for Student Achievement (SPSA) identifies student need and addresses specifically how these categorical funds will support student learning. Through these funds Marjorie Veeh was able to provide professional development in technology for our teachers and fund the purchases of iPads and iPad carts to provide students with a 1 to 1 iPads and Educational Apps to grades K-5.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,132	\$47,808
Mid-Range Teacher Salary	\$80,871	\$73,555
Highest Teacher Salary	\$107,643	\$95,850
Average Principal Salary (Elementary)	\$136,023	\$120,448
Average Principal Salary (Middle)	\$151,302	\$125,592
Average Principal Salary (High)	\$157,782	\$138,175
Superintendent Salary	\$320,190	\$264,457
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	6%	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)

2015-16: The teachers of Marjorie Veeh implemented researched based teaching practices based on their on-going study of brain-based learning strategies. Teachers worked to refine the implementation of writing strategies in all classrooms, providing a thorough writing curriculum that builds on student’s writing skills each year. Our teachers vigorously pursued professional development through study groups in other cognitively based practices such as Cognitive Guided Instruction in mathematics and Writer’s Workshop. Study group meeting sessions as well as professional development staff meetings are planned throughout the school year focused specifically on the utilization of TC Units of Study for Reading and the integration of Technology. 100% of teachers attended the district summer institute. A District Connect Coach worked with teachers one on one and grade level teams to improve classroom instruction.

2016-17: The teachers of Marjorie Veeh implement researched based teaching practices based on their on-going study of best practices for reading and writing strategies. Teachers work to refine the implementation of writing strategies in all classrooms, providing a thorough writing curriculum that builds on student’s writing skills and the TC Units of Study. Our teachers vigorously pursue professional development through study groups in other cognitively based practices such as Cognitive Guided Instruction in mathematics and Writer’s Workshop. Study group meeting sessions as well as professional development staff meetings are planned throughout the school year focused specifically on the utilization of TC Units of Study for Reading and the integration of Technology. A District Connect Coach worked with teachers one on one and with grade level teams to improve classroom instruction in writing.

2017-18: The teachers of Marjorie Veeh continue to refine their teaching practices based on Teachers College Units of Study for Readers and Writers Workshop as well as Cognitively Guided Instruction and Digital Literacy. During Professional Development Wednesdays, teachers receive a more in depth training related to those core areas. Our dedicated teachers engage in collaborative planning weekly with the support of a Connect Instructional Coach. The principal provides staff development meetings that focus on the processes of Balanced Literacy, English Language Development, Cognitively Guided Instruction, differentiated instruction, and behavior supports for inclusion students. We continue to meet weekly in Professional Learning Communities to plan and target instructional practices and spiral review, discuss technology and coding integration, and student behavior supports. Teachers participate in district wide professional development online and in person throughout the school year. The school leadership team meets monthly to discuss school-wide timelines, data, and systems to support student learning.