



Loma Vista Elementary School

13463 Meyer Road • Whittier, CA 90605 • (562) 941-4712 • Grades K-6

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



South Whittier School District

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Engagement

Mission and Goals

Loma Vista's mission is to provide (1) all students with a high-quality instructional program based on the California State Content standards, (2) all students with the opportunities to develop positive character traits, (3) a school environment that is nurturing, safe, and supportive for all students, staff, and families, (4) skills to prepare students with 21st century success.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	62
Grade 2	68
Grade 3	64
Grade 4	70
Grade 5	64
Grade 6	55
Total Enrollment	458

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
Filipino	0.7
Hispanic or Latino	96.7
Native Hawaiian or Pacific Islander	0.4
White	1.5
Socioeconomically Disadvantaged	93.2
English Learners	54.6
Students with Disabilities	13.3
Foster Youth	1.1
Homeless	9

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 for Loma Vista Elementary	17-18	18-19	19-20
With Full Credential	21.5	24	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for South Whittier School	17-18	18-19	19-20
With Full Credential	♦	♦	123
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Loma Vista Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Textbooks and Instructional Materials

Year and month in which data were collected: April, 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 Houghton Mifflin Harcourt California Journeys 2017 7-8 Amplify ELA: California Edition 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8 Houghton Mifflin Harcourt 2014 Go Math! Grade 7 Accelerated Houghton Mifflin Harcourt 2014 Algebra 1 Houghton Mifflin Harcourt 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt Science K-6 Harcourt School Publishers 2007 Pearson Prentice Hall 7th and 8th Pearson Prentice Hall 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Houghton Mifflin History-Social Science K-6 Houghton Mifflin 2007 Holt Rinehart and Winston Social Science 7th-8th Holt 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

This school has 23 classrooms (including four modular classrooms), a multipurpose room, a library, and an administration building. The main campus was built in 1938. Classrooms were added in 1949 and 1963. A new restroom building was constructed in 2001.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An automated work order process is used to ensure efficient service and that emergency repairs are given the highest priority. In addition, the district's membership in Joint Powers Agreement (JPA) property and liability collaboration provides annual site inspections.

The district's Board of Trustees has adopted cleaning standards for all schools. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

During the summer of 2013, the main building and one wing of classrooms were repainted. The lunch shelter outside the newly painted buildings was repaired. New sprinkler pipes were installed and then sod was laid.

Increased security fencing was installed during the summer of 2014 which requires all people to enter through the front. The original garage in front of the school was removed and filled in with grass.

Upgrades to the bandwidth are ongoing as the need increases each year. This gives improved internet connection throughout the campus as we move into online assessments.

This last year, the entire campus was re-painted and a School marquee was added to the front of the school.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 1/28/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Ceiling tiles are missing, damaged, or loose. Ceiling tiles are stained.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Improper usage of extension cords or extension cord trip hazard.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Peeling, damaged exterior paint. Wooden breezeway damaged, wood and paint. Rotted, damaged wood siding.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Cracks, trip hazards, holes, or deterioration. Bottom of ramp.
Overall Rating	Good	Unsecured items stored too high

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	23	28	36	37	50	50
Math	19	24	24	25	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	21.0	32.3	22.6

The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	251	248	98.80	27.82
Male	135	132	97.78	22.73
Female	116	116	100.00	33.62
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	246	243	98.78	27.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	237	235	99.16	26.38
English Learners	173	172	99.42	21.51
Students with Disabilities	40	38	95.00	5.26
Foster Youth	--	--	--	--
Homeless	19	19	100.00	0.00

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	251	249	99.20	23.69
Male	135	133	98.52	27.07
Female	116	116	100.00	19.83
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	246	244	99.19	23.36
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	237	236	99.58	22.46
English Learners	173	173	100.00	18.50
Students with Disabilities	40	38	95.00	7.89
Foster Youth	--	--	--	--
Homeless	19	19	100.00	0.00

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Loma Vista is fortunate to have a very active and dedicated Parent Teacher Association (PTA). The PTA encourages parents to become PTA members and volunteers. Through a variety of fund-raising activities, the PTA supports our instructional program by underwriting the cost of numerous field trip opportunities throughout the year. The PTA has monthly meetings and publishes a monthly newsletter in coordination with the principal that is sent home in English and Spanish. Phone messages, emails, and/or text messages are sent home to remind parents of upcoming events. Parents are encouraged to participate on social media through ClassDojo, Facebook, Instagram, Twitter, and the school website. Parents are encouraged to volunteer in the classroom and/or to chaperone on field trips. Parents are invited to attend the School Site Council (SSC) meetings. In the fall, parents elect representatives to this group which is directly involved in developing our school plan and making budgetary decisions related to our categorical programs. They meet a minimum of five times per school year. District level opportunities are the District Advisory Council (DAC/DELAC). All parents are invited to attend the English Language Advisory Committee (ELAC) meetings. The ELAC advises the school regarding programs and services for EL students. ELAC meets at least four times per school year to review specific agenda topics, such as EL students' achievement and ELD instructional programs. Our school has also most recently added a community liaison to our staff. We are honored to have someone to serve as a parent representative.

All parents are invited to Coffee with the Principal meetings. All parents are invited to Back-to-School Night, Open House, parent-teacher conferences, Founders Day, Harvest Festival and our Holiday Program each year.

Parent workshops are provided throughout the year in English and Spanish. Parents are able to participate in such classes as Parent Institute for Quality Education, Family Stories, and Nutrition classes. Parents meet weekly on Wednesday mornings to help prepare our weekly communication folders. Parents also have access to the school library after school. Through a partnership with Whittier Union High School our parents/community are able to attend on site English/Civics Classes to assist in becoming citizens and learning how to communicate in English. Through a partnership with Helpline Youth Counseling our parents are able to attend parent classes with such topics as Parenting, Bullying and Suicide Prevention.

Parent involvement coordinator: Theresa Melgoza (562) 941-4712.

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.

School Safety Plan

As required by state law, the school maintains a detailed safety plan. The safety plan was last fully updated in February 28, 2019 and the emergency plan is monitored monthly to assure available staff is assigned to emergency response positions. All personnel is trained in emergency procedures and students take part in regularly scheduled emergency drills. Food, water, medical and other emergency supplies are updated annually to ensure each campus is ready to respond in the event of an emergency or disaster. Loma Vista participated in the California ShakeOut last October and practiced school emergency response with a disaster scenario developed by the principal. Each year in October the emergency plan is updated to reflect new staff and any new concerns. The plan and jobs are reviewed with the new teams and practiced on the day of the ShakeOut. Our emergency supplies are now stored in an emergency bin which includes all the food, water, medical and emergency supplies. This includes the students individual emergency bags. The school is carefully monitored before, during and after school hours. Break periods and lunch are supervised by school personnel. The school is secured with security fencing. Check-in and check-out procedures are also strictly enforced. The School maintains constructive relationships with law enforcement agencies to ensure the safety of all students, staff, and facilities. Furthermore, through Measure W funding (a general obligation bond passed by area voters to upgrade school facilities) the school has upgraded communication systems and radio communication is available at all times.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.7	0.7	0.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.9	1.7	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	26		3		28		3		85		3	1
1	21	1	2		22		3		21	2	1	
2	25		3		22		3		25		2	
3	24		3		24		3		21	1	3	
4	29		2		35			2	23		3	
5	30		3		28		2		32		1	1
6	25	1	1	1	29		3		28		2	
Other**					11	1						

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

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Staff training and development is an ongoing process. The district develops an annual year-long staff development plan based on what is needed to enable students to meet grade-level standards. Staff development is designed also to enable the school to meet the Continuous Improvement Model. District professional development has been in the area of writing using Write from the Beginning, and all teachers have participated in training for English Language Learners through GLAD strategies. Teachers meet at a minimum three times a year as grade level district-wide to meet and collaborate with all teachers and instructional coaches at their grade level.

School-based site staff development is aligned with the school district's instructional agreements that focus on the Common Core Standards. The staff development plan is implemented through shortened Mondays (by banking instructional minutes), professional development days, sub days, and the collaborative staff work. This year our primary focus has been in student collaboration and student accountable talk. During our Monday meetings, we

have discussed many topics, such as increasing Rigor in instruction, analyzing Claims/Targets/Standards, calibrating the scores of Performance Tasks. Each grade level has chosen specific sentence frames in order to build student engagement. Each grade level is creating a year-long accountable talk plan to assist teachers in choosing appropriate grade level sentence frames to assist students in speaking and writing clear coherent sentences. The site-based instructional coach has also prepared student engagement files to assist teachers with multiple student engagement strategies to provide students with engagement strategies. Teachers have also been trained in (CGI) Cognitive Guided Instruction in math strategies. Staff development has continued to focus on the use of student performance data and areas of need. Each grade level meets with an Instructional Coach to analyze student data after Math and ELA benchmark periods. Teachers have been given Common Core Standards to verify all grade-level standards are being taught and retaught multiple times throughout the year. Teachers also meet to analyze reading data using the reading program and supplemental reading computer-based programs. Teachers meet monthly as an Instructional Leadership Team and bi-monthly in order to analyze their teaching of specific standards through a Plan-Do-Analyze-Review cycle. Coaching is provided as a follow-up to staff development. Each teacher meets with the Principal bi-yearly to meet and review student data and create plans for differentiation.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,598	\$49,378
Mid-Range Teacher Salary	\$74,958	\$77,190
Highest Teacher Salary	\$96,690	\$96,607
Average Principal Salary (ES)	\$118,147	\$122,074
Average Principal Salary (MS)	\$121,494	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$219,300	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,060	\$2,393	\$3,667	\$82,611
District	N/A	N/A	\$3,694	\$82,569.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District		
School Site/ State		

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

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

Types of Services Funded

Technology: Loma Vista attempts to maintain current with the type of technology used in the classroom. Each teacher utilizes an ELMO/ document camera, laptop, Digital TV, Apple TV and iPad for instruction. There are two computer labs for student use.

Title I and At-Risk Students: The federally funded Title I program provides assistance to meet the educational needs of students whose standardized scores fall below a district determined level and who fail to meet proficiency, determined by the district, in other district-wide multiple measures in writing, math, and reading. We are currently Title I school-wide. We use funds to provide a school wide Computer based Intervention program, Instructional aides, and Intervention/enrichment programs before or after school.

Instructional Aides: Two- three-hour instructional aides are present in primary classrooms. They provide support to under performing students, small groups, and one-on-one focused, intensive instruction as follow-up or re-teaching.

Intervention/Enrichment: There may be additional after-school instruction as staffing permits. When all appropriate interventions have been used, students who have been studied by the Student Success Team (SST) may be referred to the Special Education department for assessment. The SST consists of the principal, teachers, and the instructional coach.