

# Ventura Unified School District School Plan for Student Achievement



## Loma Vista Elementary School

56 72652 6116040

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## Fiscal Year 2022-2023

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## **The School Plan for Student Achievement**

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The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This plan is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For additional information on school programs and how you may become involved locally, please contact:

Dr. Michael Wise, Principal  
Loma Vista Elementary School  
300 Lynn Drive  
Ventura, CA 93003  
(805) 641-5443  
[michael.wise@venturausd.org](mailto:michael.wise@venturausd.org)

The district's Governing Board approved this revision of the school plan on \_\_\_\_\_.

**School Site Council Membership**

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2022-23 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Dr. Michael Wise	X				
Mary Elsenbaumer		X			
Deby Quandt		X			
Melanie Strole		X			
Willow McConnell			X		
Sara Brucker				X	
Cheri Colbm				X	
Alicia LaVere				X	
Jessica Needham				X	
Blaire Ridge				X	
Number of members in each category	1	3	1	5	

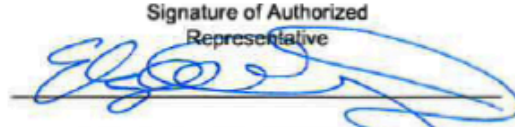
## Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district Governing Board for approval and assures the board of the following:

- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- 3) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

Signature of Authorized  
Representative



- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 11/15/22.

Attested:



Michael Wise, Principal

11/15/22

Date



SSC Chairperson

11-15-22

Date

## District information

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### District Profile

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Just over 15,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, 3 comprehensive high schools, 1 continuation high school, 1 alternative high school, and 1 independent study school.

During the 2021-22 school year, Ventura Unified School District served 15,359 students in grades TK-12 including 11.9% students with disabilities, 16.5% English learners, 55.5% socioeconomically disadvantaged, 0.3% migrant education, 3.4% homeless, and almost 0.4% identified as foster youth.

### District Promise

When it comes to delivering an education that prepares students for a future in the world today, a one-size-fits-all approach no longer suffices. Students must be able to think critically, approach problem-solving with agility and creativity, be open to exploration, and adapt to new ideas and pathways they will invariably encounter throughout their lives.

At Ventura Unified School District, we cultivate a wealth of diverse academic programs so every student in our community has the chance to explore and engage with a learning environment that not only challenges them academically, but also promotes their growth as people, scholars, and citizens of the world, in an open and positive environment.

Our passion is to help the children in our schools find their passion—academically and personally—believing that each and every student has a brilliant future ahead of them.

### District Pillars

We are committed to providing:

- a safe, healthy, and positive learning environment in every school
- rigorous and relevant academics that challenge each student
- engaging settings that stimulate curiosity and empower students to have a voice in their learning
- real world experiences and connections in and out of the classroom to cultivate creativity, critical thinking, and an appreciation for the world in which we live
- consistent, enthusiastic and unwavering encouragement of each and every child—so they can discover who they want to become and be academically, personally, and socially

Our young people are the future of our community and our world. It is incumbent on all of us to become deeply involved in their success, so each student has the freedom, support and resources they need to find their future.

**For the future of every student.**

### **District Vision**

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

### **District Mission**

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

### **District Governing Principles**

Every student can learn. We will make decisions in the best interest of students. We will value and celebrate diversity, and treat all people with dignity and respect. We will operate in a fiscally responsible manner. We will work as a team. We will maintain a working environment that promotes professional growth and excellence. We will celebrate and recognize success, creativity and achievement through a variety of indicators. We will embrace families and the community as partners in education.



## School Information

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### School Profile

During the 2021-22 school year, Loma Vista School served 336 students in grades TK-5. Student enrollment included 12.5% students with disabilities, 7.1% English learners, 38.1% socioeconomically disadvantaged, 0.3% foster youth, and 4.2% homeless youth.

Loma Vista School is located in mid-town Ventura and serves as Ventura County's School for Deaf and Hard of Hearing students and Vision Impaired (preschool-grade 5). The school opened in 1952 and was modernized the summer of 2003 with new infrastructure, classroom interior updates and central heating. All classrooms are equipped with telephones and internet accesses. The technology lab was updated with new computers in the spring of 2014 by the District Office. All students access the technology lab weekly which is operated by staff. Technology is also available in the classrooms. Loma Vista Staff and PTA volunteers operate a library that is open to students five days per week. Books are current and in good condition. The campus is characterized by a sense of warmth, vibrancy and community. Loma Vista is a friendly neighborhood school where all are welcome. Brightly colored flowers bloom throughout the campus and vigorous gardens fill raised beds between classrooms. Classrooms and restrooms are cleaned daily. The front of the campus is made up of a California Coastal Native Garden and a small orchard is located next to the library.

Because Loma Vista serves over 20 deaf and hard of hearing youngsters from surrounding districts, the school provides a unique opportunity for students to learn American Sign Language. The integration of two languages is observed throughout the campus, at assemblies, on the playground, and in the classrooms.

Academically Loma Vista excels in all subject areas in comparison to other schools in the district, county, and the state. Of the 23 staff members, 12 hold Master Degrees and 5 hold dual credentials. The majority of teachers have taught at Loma Vista for more than 10 years with little turnover in staff. The parents and teachers hold music, art, cultural awareness, physical fitness and healthy food choices as a high priority to teaching and learning. Students receive instruction from a music teacher, and art from parent volunteers trained by Art Trek. Teachers meet regularly to design, adapt and assess instructional strategies. All students are provided access to the district adopted core curriculum. A workroom contains supplemental materials and is accessible to all staff; the workroom is organized by grade subject matter. Parents are kept informed about student achievement in the form of regularly scheduled parent conferences, monthly newsletters, website updates, and PTA and School Site Council meetings.

### School Vision

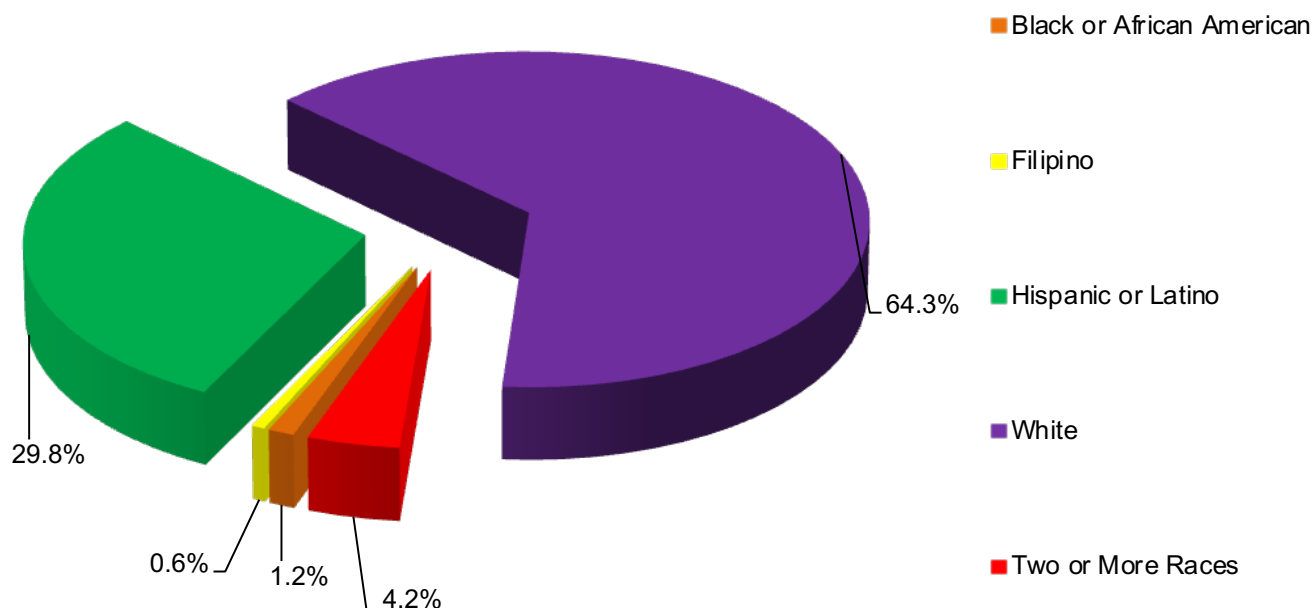
At Loma Vista, all students receive consistent, thoughtful and supportive learning opportunities that promote "personal best" in each child.

### School Mission

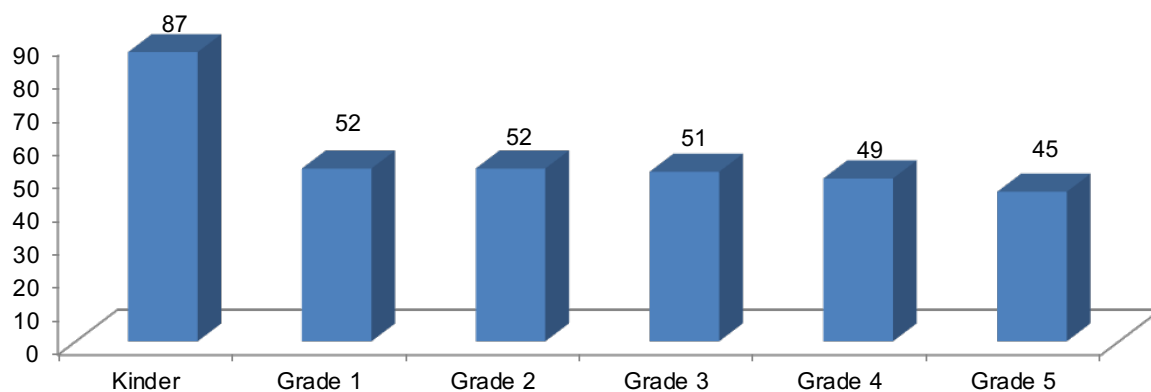
The Loma Vista motto is "Home of the Leopard...Where Everyone Has a Spot".

Our mission is to ensure that every child and his/her parents feel connected to the school. We will expect high quality teaching. We will expect exemplary results; socially confident, academically competent students with a community supporting each and every child we serve.

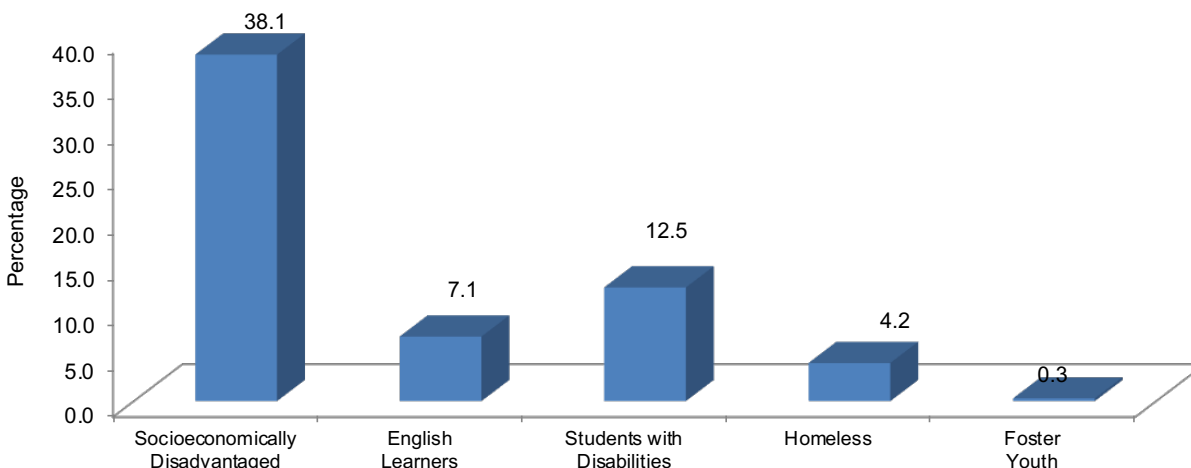
Student Enrollment by Ethnicity – 2021-22



Student Enrollment by Grade – 2021-22



## Student Enrollment by Student Group – 2021-22



## Comprehensive Needs Assessment

Loma Vista Elementary School completed a comprehensive needs assessment survey of all students enrolled, including migratory students, which included the analysis of student performance in relation to the state academic content standards. During leadership team meetings, grade level collaboration, and staff meetings, administration and leadership team members considered the results of the following to identify areas of strength and weakness:

- ✓ Analysis of Student Performance Data:
  - ELPAC Reports
  - District Benchmarks
  - SBAC
  - AR/STAR Results (2-5 Results)
  - CAASPP Results
- ✓ California School Climate Survey

Conclusions from the needs assessment survey were used to identify SPSA goals and program support goals.

## Transition from Preschool to Kindergarten

Ventura Unified School District Office of Educational Services, Child Development Programs Division, manages and coordinates early childhood programs to support the social, emotional, physical, and educational needs of the child in a safe and healthy environment. Teaching staff are fully credentialed through the California Commission on Teacher Credentialing. Support staff are well trained and knowledgeable of community resources, mental health, social services, health, and nutrition.

The Ventura Unified School District's Curriculum and Instruction Division oversees the following programs:

- **Jumpstart State Preschool Program:** Through a contract with the California Department of Education, Ventura Unified School District operates 14 half-day Jumpstart State Preschool programs. The Jumpstart Program is under the auspices of Ventura Unified School District Office of Educational Services, Child Development Programs.

Our State Preschool programs are designed to prepare children for successful entry to kindergarten. Our curriculum offers children opportunities to learn by being actively involved with developmentally appropriate materials in the areas of language, cognitive, social, emotional, creative, and physical development. We value each child as a unique individual and foster a healthy sense of self. We use integrative curriculum that is founded on theories of High Scope and the NAEYC Curriculum Guidelines for Young Children. We pride ourselves in being part of VUSD Language Arts Standards. Jumpstart

utilizes a developmental continuum and benchmarks to document and evaluate student learning. It is the goal of Jumpstart to help minimize the gap between pre-K and the K-5 school system and to increase Kindergarten readiness.

When you visit the Jumpstart classrooms you will observe a print rich environment supporting the developmental process of early literacy. Notably, the importance of a culturally and linguistically sensitive learning environment is demonstrated. Children are engaged daily in language/ literacy lessons, as well as ten developmentally based center activities. Children receive a “no cost” nutritionally balanced meal each day. Each Jumpstart Preschool classroom is composed of a Site Leader (Director) and two qualified Classroom Teachers. The program is structured to provide back-to-back instruction, more commonly known as team teaching.

Children receive a “no cost” nutritionally balanced meal each day. Each Jumpstart Preschool classroom is composed of a Site Leader (Director) and two qualified classroom teachers. The program is structured to provide back-to-back instruction, more commonly known as team teaching. Morning and afternoon sessions are offered.

The Jumpstart State Preschool Programs offer morning and afternoon sessions at:

- E.P. Foster Elementary
  - Montalvo Elementary
  - Portola Elementary
  - Sheridan Way Elementary
  - A.T.L.A.S.
  - Will Rogers Elementary
- **Transitional Kindergarten (TK) Program:** The Ventura Unified School District’s Curriculum and Instruction Division oversees the Transitional Kindergarten Program. The TK program is offered at the following school sites within the Ventura Unified School District:
    - Citrus Glen Elementary School
    - Elmhurst Elementary School
    - Junipero Serra Elementary School
    - Lemon Grove School
    - Lincoln Elementary School
    - Loma Vista Elementary School
    - Sheridan Way Elementary
    - Sunset School

### Bully Prevention, Violence Prevention, and Substance Abuse Curricula

All persons are to be treated with dignity and respect; therefore, the district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. The Ventura Unified School District has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur.

Loma Vista Elementary School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Loma Vista Elementary School follows district guidelines, policies and procedures according to the Education Code as well as school rules pertaining to related matters such as bullying suspension and expulsion, student expression, and the rights and responsibilities of students.

School administration and teaching staff are qualified to identify, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. Loma Vista Elementary School's staff have adopted site-based goals to build a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning. During advisory period, students are engaged in activities targeting bully prevention strategies through classroom discussions and special presentations.

Loma Vista Elementary School has adopted the following district-approved programs aimed at keeping students safe at all times and promoting healthy habits and choices.

- **The Great Body Shop** - includes curricula about harassment/bullying for K-5.
- **Digital Citizenship** - a concept which helps teachers, technology leaders and parents to understand what students/children/technology users should know to use technology appropriately
- **Positive Behavior Intervention & Supports (PBIS)**
- **Second Step** – A research-based program to promote the social-emotional development, safety, and well-being of children.

### Community Resource Guide

The Ventura Unified School District publishes a Community Resource Guide for its student, parents, and community. The guide is available at the district office and on the district website [www.venturausd.org](http://www.venturausd.org). The guide provides local and community resource contact information for:

- After School Childcare & Activities
- Clothing, Food, Shelter
- Confidential Teen Services
- Counseling
- Family Support
- Health Information
- Healthcare Services
- Hot Line Numbers
- Local Alcohol, Tobacco & Drug Intervention List
- Low or No-Cost Health Insurance for Children
- Mental Health
- School-Law Partnership
- Transportation
- Tutoring

# School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Loma Vista Elementary School	56726526056121	11/15/2022	

## Purpose and Description

Briefly describe the purpose of this plan (State whether Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement or Additional Targeted Support and Improvement)

Loma Vista Elementary School is a generational school, serving grades K-5, and which additionally offers transitional Kinder, with a resource program for special education services, and a Deaf and Hard of Hearing (DHH) program. Loma Vista services Deaf and Hard of Hearing students from throughout the county in a comprehensive, Total Communication (TC) program in grades P-5. The purpose of this plan is to align academic and social emotional goals to data, which is demonstrative of needs in the finite, highlighted areas, while simultaneously adhering to the goals of our district's Local Control Accountability Plan (LCAP).

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

We have engaged our stakeholders in our stakeholders regarding the needs of our school, and we will distribute funding to meet these needs. The Loma Vista school plan addresses goals and methodologies to increase student achievement, increase student connectedness to school, and increase family involvement with accountability measures outlined within the body of the 2022/23 SPSA. Additionally, these goals and activities are reflective of those in the Ventura Unified District LCAP document.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

- Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
Michael W. Wise, principal	
Cheri Colborn, parent representative	
Jessica Needham, parent representative	
Sarah Brucker, parent representative	
Alicia LaVere, parent representative	
Blaire Ridge, parent representative	
Willow McConnell, classified representative	
Melanie Strole, certificated representative	
Mary Elsenbaumer, certificated representative	
Deby Quant, certificated representative	

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. **(COMPLETE ONLY IF CSI OR ATSI SCHOOL)**

N/A

## Goals, Strategies, Expenditures, and Annual Review

### Goal 1:

**Increase Student Achievement** – Improve student achievement levels, as measured by the CAASPP summative assessment data in the areas of English Language Arts (ELA) and mathematics for grade 5 (last year's grade 4 students), and maintain or improve achievement in grade 3 and 4 (last year's grade 2 and 3 students). We will strike a comparative analysis between scores achieved in the 2022 state assessment and the 2023 state assessment. We will utilize the same grade levels for respective data comparison in standards achievement and skill application, despite advancing grade level cohort changes from one year to the next. Aggressive growth goals shall once again not be considered this year, as teachers will be mitigating learning loss from the extended school closures and we will focus upon fundamental skill building in more intentional ways.

- Identified Need:

English language arts and mathematics standards-based student skill acquisition, and demonstration of successful skill application(s) in these areas without regression in progressive iterations of the same standards based assessment at year's end, using an apples to apples comparison of grade level achievements from 2022 to 2023 despite changing cohorts. Specifically, this year's grade 5 students have demonstrated additional needs for support in meeting grade level standards in the areas of ELA and mathematics, as evidenced by their grade 4 scores from the 2021 assessment.

- Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																																																																													
English Language Arts (ELA): CAASPP summative, annual state testing for grade 5 using 2022 grade 4 scores as a baseline and 2023 as a comparison to measure growth	<p>Although achieving great successes in grade 3, we experienced significant regression in grades 4 and 5, as can be seen from the 2022 summative scores across the two major subgroups in the area of ELA. These scores represent learning loss from the past years due to COVID school disruptions, closures, and educational program modifications which did not meet students' needs and were not able to be successfully mitigated in one years' time frame upon the full return to school. As grade 5 students in the below referenced chart have enrolled at new schools in grade 6, efforts shall be focused upon grade 4 student scores from 2022, or current grade 5 students.</p> <table><tr><th colspan="7">CAASPP ELA Assessment Results 2022</th></tr><tr><th>Grade Level Assessed</th><th>Overall and Major Subgroups</th><th>Number of Students Tested</th><th>Did Not Meet Standard</th><th>Nearly Met Standard</th><th>Met Standard</th><th>Exceeded Standard</th></tr><tr><td>3</td><td>Overall</td><td>53</td><td>13.21%</td><td>16.98%</td><td>26.42%</td><td>43.40%</td></tr><tr><td>3</td><td>Hispanic/Latino</td><td>14</td><td>21.43%</td><td>7.14%</td><td>42.86%</td><td>28.57%</td></tr><tr><td>3</td><td>White</td><td>33</td><td>6.06%</td><td>24.24%</td><td>18.18%</td><td>51.52%</td></tr><tr><td>4</td><td>Overall</td><td>49</td><td>18.37%</td><td>32.65%</td><td>28.57%</td><td>20.41%</td></tr><tr><td>4</td><td>Hispanic/Latino</td><td>21</td><td>19.05%</td><td>47.62%</td><td>23.81%</td><td>9.52%</td></tr><tr><td>4</td><td>White</td><td>25</td><td>20%</td><td>20%</td><td>32%</td><td>28%</td></tr><tr><td>5</td><td>Overall</td><td>44</td><td>20.45%</td><td>20.45%</td><td>31.82%</td><td>27.27%</td></tr><tr><td>5</td><td>Hispanic/Latino</td><td>16</td><td>31.25%</td><td>18.75%</td><td>31.25%</td><td>18.75%</td></tr><tr><td>5</td><td>White</td><td>27</td><td>14.81%</td><td>18.52%</td><td>33.33%</td><td>33.33%</td></tr></table> <p><b>Note:</b> Overall numbers are higher than the total of Latino and White subgroups alone because the overall group figure includes students from subgroups not considered significant by volume, which fall outside of</p>	CAASPP ELA Assessment Results 2022							Grade Level Assessed	Overall and Major Subgroups	Number of Students Tested	Did Not Meet Standard	Nearly Met Standard	Met Standard	Exceeded Standard	3	Overall	53	13.21%	16.98%	26.42%	43.40%	3	Hispanic/Latino	14	21.43%	7.14%	42.86%	28.57%	3	White	33	6.06%	24.24%	18.18%	51.52%	4	Overall	49	18.37%	32.65%	28.57%	20.41%	4	Hispanic/Latino	21	19.05%	47.62%	23.81%	9.52%	4	White	25	20%	20%	32%	28%	5	Overall	44	20.45%	20.45%	31.82%	27.27%	5	Hispanic/Latino	16	31.25%	18.75%	31.25%	18.75%	5	White	27	14.81%	18.52%	33.33%	33.33%	Referencing the 2022 CAASPP Results to the left of this column, we will endeavor to advance grade 4 students from “nearly met standard” and “did not meet standard” achievement brackets into the next progressive achievement bracket(s) through focused and intentional tier 2 intervention efforts. These results will be quantifiable and measurable when reviewing grade 5 CAASPP results for 2023.
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	<i>the two major subgroups reported above; the CDE does not report on subgroups with numbers below the threshold they deem significant based upon representation by total enrollment.</i>																																																																														
Mathematics: CAASPP summative, annual state testing for grade 5 using 2022 grade 4 scores as a baseline and 2023 as a comparison to measure growth	<p>Although achieving great successes in grade 3, we experienced significant regression in grades 4 and 5, as can be seen from the 2022 summative scores across the two major subgroups in the area of mathematics. These scores represent learning loss from the past years due to COVID school disruptions, closures, and educational program modifications which did not meet students’ needs and were not able to be successfully mitigated in one years’ time frame upon the full return to school. As grade 5 students in the below referenced chart have enrolled at new schools in grade 6, efforts shall be focused upon grade 4 student scores from 2021, or current grade 5 students.</p> <table><tr><th colspan="7">CAASPP Math Assessment Results 2022</th></tr><tr><th>Grade Level Assessed</th><th>Overall and Major Subgroups</th><th>Number of Students Tested</th><th>Did Not Meet Standard</th><th>Nearly Met Standard</th><th>Met Standard</th><th>Exceeded Standard</th></tr><tr><td>3</td><td>Overall</td><td>53</td><td>13.21%</td><td>9.43%</td><td>30.19%</td><td>47.17%</td></tr><tr><td>3</td><td>Hispanic/Latino</td><td>14</td><td>21.43%</td><td>7.14%</td><td>50%</td><td>21.43%</td></tr><tr><td>3</td><td>White</td><td>33</td><td>9.09%</td><td>9.09%</td><td>24.24%</td><td>57.58%</td></tr><tr><td>4</td><td>Overall</td><td>49</td><td>20.41%</td><td>30.61%</td><td>26.53%</td><td>22.45%</td></tr><tr><td>4</td><td>Hispanic/Latino</td><td>21</td><td>33.33%</td><td>38.10%</td><td>14.29%</td><td>14.29%</td></tr><tr><td>4</td><td>White</td><td>25</td><td>12%</td><td>24%</td><td>36%</td><td>28%</td></tr><tr><td>5</td><td>Overall</td><td>44</td><td>29.55%</td><td>27.27%</td><td>25%</td><td>18.18%</td></tr><tr><td>5</td><td>Hispanic/Latino</td><td>16</td><td>56.25%</td><td>25%</td><td>18.75%</td><td>0%</td></tr><tr><td>5</td><td>White</td><td>27</td><td>14.81%</td><td>25.93%</td><td>29.63%</td><td>29.63%</td></tr></table> <p><b>Note:</b> Overall numbers are higher than the total of Latino and White subgroups alone because the overall group figure includes students from subgroups not considered significant by volume, which fall outside of the two major subgroups reported above; the CDE does not report on subgroups with numbers below the threshold they deem significant based upon representation by total enrollment.</p>	CAASPP Math Assessment Results 2022							Grade Level Assessed	Overall and Major Subgroups	Number of Students Tested	Did Not Meet Standard	Nearly Met Standard	Met Standard	Exceeded Standard	3	Overall	53	13.21%	9.43%	30.19%	47.17%	3	Hispanic/Latino	14	21.43%	7.14%	50%	21.43%	3	White	33	9.09%	9.09%	24.24%	57.58%	4	Overall	49	20.41%	30.61%	26.53%	22.45%	4	Hispanic/Latino	21	33.33%	38.10%	14.29%	14.29%	4	White	25	12%	24%	36%	28%	5	Overall	44	29.55%	27.27%	25%	18.18%	5	Hispanic/Latino	16	56.25%	25%	18.75%	0%	5	White	27	14.81%	25.93%	29.63%	29.63%	Move grade 4 students from “nearly met standard” and “did not meet standard” achievement brackets into the next progressive achievement bracket(s) through focused and intentional tier 2 intervention efforts. These results will be quantifiable and measurable when reviewing grade 5 CAASPP results for 2023.
CAASPP Math Assessment Results 2022																																																																															
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**Strategy/Activity 1****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Current grade 5 students who “did not meet standard” and “nearly met standard” on the 2021 CAASPP taken when they were in grade 4.

**Strategy/Activity**

Targeted Intervention for current grade 5 students will be accomplished as follows. Specifically, efforts to advance student understanding and application of grade level standards will be targeted at those students who “nearly met standard” on the 2022 iteration of the CAASPP. Of this cohort, there are 15 students in each discipline who met this criteria. Of the 30 students total across both disciplines, seven are duplicated on each list demonstrating a need for support in both ELA and math.

We will plan to dedicate an additional 53 hours of teacher support. In 30 minute sessions to support struggling students who nearly met the standards in ELA and math for two days per week starting mid November and concluding at the end of March 2023! A recently retired teacher will be solicited to lead three, 30 minute, paid rotations using currently adopted texts and teacher supplements aligned to standards. These tutoring efforts may encompass foundational skill building, targeted differentiation, homework support in the area of math or ELA exclusively, and 1:1 and small group opportunities for extended practice. This additional Tier 2 intervention will support students who “nearly met standard” on the 2022 CAASPP assessment in grade 4 (current fifth graders).

We will dedicate T-2 and T-3 allocated intervention time in the areas of math and ELA to additionally serve the students in grade 5 who “nearly met the standard” in three cohorts of five students each to best facilitate small group instruction and effective teaching. Students will be supported in building foundational skills and applying them to better meet current grade level standards. Currently adopted curriculum and ancillary materials will be utilized for this Tier 2 support.

We will also be instituting monthly CAASPP practice sessions in grades 3, 4, and 5 beginning in January. No less than 25 minutes will be dedicated to this interactive exploration/practice on the CAASPP site once per month. This will give every child a minimum of four opportunities to interact with a digital testing format which will closely mirror the actual assessment, and help in part to mitigate unfamiliarity with screen layouts, various response formats, and digital tools. Teachers may choose to support this activity more often if they choose, and this represents the minimum expectation. Think Central, Moby Max, and other district supported online formative assessment tools may be additionally used for practice beyond the above.

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
<b>Teacher-led, After School Tutoring</b>	<ul style="list-style-type: none"> <li>Site Based Funds: \$1,700.00</li> <li>PTA Funds (pending approval): \$1,000.00</li> </ul>
<i>English language arts and mathematics</i>	
<b>Mathematics Intervention</b>	<ul style="list-style-type: none"> <li>Parent Teacher Association Support: \$2,000.00</li> <li>Supplemental Grant Account: \$18,000.00</li> </ul>
<i>Total Expenditure Not to Exceed \$20,000.00</i>	
<b>English Language Arts Intervention</b>	<ul style="list-style-type: none"> <li>Local Control Accountability Plan (LCAP) supported position at 50% Full Time Employment</li> </ul>
<i>No cost to the school site in the 2022-23 academic year.</i>	

**Annual Review:****SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS:**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

2021/22 student performance on the CAASPP fell short of expectations overall and although targeted interventions have demonstrated a positive impact in classroom applications, seasonal MAP growth scores, and student observation these impacts did not have a demonstrable yield on CAASPP testing scores and did not translate into measurable achievement on the 2022 state summative assessment in grades 4 and 5. We did experience some significant regression in grades 4 and 5, as can be seen from the 2022 summative scores across the two major subgroups. While we did not disaggregate data based upon student participation in intervention as a subgroup for the purposes of CAASPP, we will in 2023 to better measure individual growth. Additionally, we have seen some tremendous gains in grade 3 with 69.82% of students meeting and exceeding grade level standards!

CAASPP ELA Assessment Results 2021						
Assessment Grade	Subgroup	Students Tested	Did Not Meet Standard	Nearly Met Standard	Met Standard	Exceeded Standard
3	Overall	41	26%	24%	34%	14%
3	Hispanic/Latino	18	44%	22%	22%	11%
3	White	21	14%	23%	42%	19%
4	Overall	44	25%	18%	20%	36%
4	Hispanic/Latino	11	54%	9%	18%	18%
4	White	32	15%	21%	18%	43%
5	Overall	55	10%	14%	38%	36%
5	Hispanic/Latino	18	16%	16%	38%	27%
5	White	32	9%	15%	34%	40%

CAASPP ELA Assessment Results 2022						
Grade Level Assessed	Overall and Major Subgroups	Number of Students Tested	Did Not Meet Standard	Nearly Met Standard	Met Standard	Exceeded Standard
3	Overall	53	13.21%	16.98%	26.42%	43.40%
3	Hispanic/Latino	14	21.43%	7.14%	42.86%	28.57%
3	White	33	6.06%	24.24%	18.18%	51.52%
4	Overall	49	18.37%	32.65%	28.57%	20.41%
4	Hispanic/Latino	21	19.05%	47.62%	23.81%	9.52%
4	White	25	20%	20%	32%	28%
5	Overall	44	20.45%	20.45%	31.82%	27.27%
5	Hispanic/Latino	16	31.25%	18.75%	31.25%	18.75%
5	White	27	14.81%	18.52%	33.33%	33.33%

Given the learning loss which occurred over the past years with the COVID closure, we set our achievement marker at a 3% gain in the “nearly met standard” for grades 3, 4, and 5. The data demonstrates dynamic regression in ELA and we did not meet this marker unfortunately. Those grade 3 students who “nearly met standard” in 2021 represent 24% of tested students, and the same cohort of grade 4 students in 2022 who “nearly met standard” increased to 32.65%. Efforts will be targeted to reverse this trending regression in the area of ELA in even more intentional ways as described in the 2022 goal.

## CAASPP Math Assessment Results 2021

Assessment Grade	Subgroup	Students Tested	Did Not Meet Standard	Nearly Met Standard	Met Standard	Exceeded Standard
3	Overall	41	14%	19%	46%	19%
3	Hispanic/Latino	18	16%	22%	38%	22%
3	White	21	9%	19%	52%	19%
4	Overall	42	19%	26%	35%	19%
4	Hispanic/Latino	11	45%	18%	27%	9%
4	White	30	10%	26%	40%	23%
5	Overall	55	16%	32%	21%	29%
5	Hispanic/Latino	18	27%	44%	0%	27%
5	White	32	9%	25%	34%	31%

## CAASPP Math Assessment Results 2022

Grade Level Assessed	Overall and Major Subgroups	Number of Students Tested	Did Not Meet Standard	Nearly Met Standard	Met Standard	Exceeded Standard
3	Overall	53	13.21%	9.43%	30.19%	47.17%
3	Hispanic/Latino	14	21.43%	7.14%	50%	21.43%
3	White	33	9.09%	9.09%	24.24%	57.58%
4	Overall	49	20.41%	30.61%	26.53%	22.45%
4	Hispanic/Latino	21	33.33%	38.10%	14.29%	14.29%
4	White	25	12%	24%	36%	28%
5	Overall	44	29.55%	27.27%	25%	18.18%
5	Hispanic/Latino	16	56.25%	25%	18.75%	0%
5	White	27	14.81%	25.93%	29.63%	29.63%

Grade 4 and 5 students also demonstrated a significant regression in the area of math. We will focus upon last year's grade 4 cohort in the area of math in even more intentional ways as described in the 2022 goal.

In the area of math, those grade 3 students who "nearly met standard" in 2021 represent 19% of tested students, and the same cohort of grade 4 students in 2022 who "nearly met standard" increased to 30.61%. Efforts will be targeted to reverse this trending regression.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No significant changes or departures from Intervention hour allotments or budgetary allocations.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Shifting from a 6 week intervention model to a trimester based model to extend the time in which students are able to access this tier 2 intervention in small grade alike groupings. A more targeted goal to focus upon the 2022 grade 4 cohort, currently grade 5 students, in the area of ELA growth is described in the 2022-23 school year goal. Additionally, the same 3% growth model will be applied to the overall student population across testing grades in the met and exceeds categories.

**Goal 2:**

**Student Connections to School** - Provide performing arts based opportunities for students to participate in a school-wide play production, drama and improvisation, and music performances at every grade level K-5. All students will have exposure to an embedded performance arts based curriculum to further connect to their school, teacher leads, and classmates through shared collaboration and performance art. Grade level music performances and a play production will be the culminating events for these integrated and extracurricular connections.

- Identified Need:

Performing Arts and culminating performances have not occurred in the past two years due to the measures implemented during the COVID pandemic and ensuing recovery period. Students have not been able to collaborate around performance art in meaningful and personal ways as a result.

- Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> <li>Rehearsal Schedules</li> <li>Audition/Interest Sheet</li> <li>Performance Attendance</li> <li>Performances</li> <li>Drama and Improvisation Session 2 Enrollment</li> </ul>	<p>In the 2022-23 school year, we will continue to offer extracurricular clubs and activities to students at Loma Vista. We will offer 12 extracurricular opportunities for students in the areas of fine arts, performance arts, culinary arts, and athletics.</p> <p>In addition, we will offer performance art opportunities at every grade level 1-5, which will be inclusive of multiple rehearsals culminating in final performances to which parents and extended family will be invited.</p> <p>Music rehearsals will be led by Jill Johnson at every grade level and we will gear performance bands based upon volume of sectional enrollment. For example, first graders will hold their own grade level evening performance because they encompass three sections this year. Grade 2 and 3 will hold a combined performance at four sections in total, grade 4 will have their own performance event, and grade 5 will perform their musical pieces at their graduation ceremony.</p> <p>Our play production this year will be a musical and students will act and sing in "Willy Wonka the</p>	<ul style="list-style-type: none"> <li>Play and Music Rehearsals</li> <li>Play Production: "Willy Wonka the Musical"</li> <li>Grade Level Music Performances: <ul style="list-style-type: none"> <li>Grade 1 performance</li> <li>Grade 2 and 3 performance</li> <li>Grade 4 Performance</li> <li>Grade 5 Performance/Ceremony</li> </ul> </li> </ul>

	<p>Musical.” This will be an audition based production and students who are not selected for a role will have the opportunity to participate instead in our drama and improvisation club during session 2 as an alternative activity. Rehearsals will culminate in an evening performance for parents and extended family.</p> <p>Both of the above performances will also hold preview assemblies for all enrolled students.</p> <p>Hold work days for students to participate in the technical aspects of production including lights, set design, paint, sound, stage management, etc.</p>	
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**Strategy/Activity 1****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students in grades 1-5

**Strategy/Activity**

We will offer performance art opportunities at every grade level 1-5, which will be inclusive of multiple rehearsals culminating in final performances to which parents and extended family will be invited.

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
Music Rehearsal and Performance Hourly Allocation	<ul style="list-style-type: none"> <li>PTA Funds: Not to exceed \$7,500.00</li> </ul>
Play Rehearsal and Production Hourly Allocation	<ul style="list-style-type: none"> <li>PTA Funds: Not to exceed \$1,704.42</li> </ul>
Play Production Set Dressings, Costumes, and Sound Allocation	<ul style="list-style-type: none"> <li>PTA Funds: Not to exceed \$1,000.00</li> <li>Site Donations: Not to exceed \$500.00</li> </ul>

**Annual Review:****SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS:**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall participation in year long activities during the 21-22 school year was at 131 students. Out of 386 enrolled students P-5, we extract our preschool section, our three kinder sections, and our TK section, bringing the total number of enrolled potential participating students to 283. The N=131 is equivalent to 46.29 of eligible students participating regularly. Student participation in extracurricular activities was robust and 51.98% of students enrolled in grades one through five actively participated in one or more extracurricular offerings at the school.

Student Participation Rates	Percentage of Participants
Participation in One Activity	50%
Participation in Two Activities	24%
Participation in Three Activities	16%
Participation in Four Activities	6%
Participation in Five Activities	4%

Additional quantitative measures were employed to determine the effectiveness of this goal and analyzed in a linear regression model. MAP Winter Assessment scores were used as the continuous variable, which also measured student achievement on the assessment in comparison to their grade level peers across the nation who also participated in the testing program. The thirteen continuous independent variables were the extracurricular offerings. The N in each model is equivalent to all test scores for grade 1-5 students who took and completed the MAP winter Assessment.

Student participants in the Drawing Paw, the Gifted Collaborative, Leadership, Leopard's Ladle, and Peer Mediators demonstrated a significant correlation between participation and Winter math scores from the MAP Assessment in the overall statistical model predicting high achievement.

## MATH RIT SCORES

significant

Means and Standard Deviations  
for Winter Math RIT Scores,  
Proximal Time Spent in  
Extracurricular Activities 1  
through 13 (N=218)

Variables	Mean	Standard Deviation
Mathematics RIT Score	193.03	23.25
Soccer Clinic	.07	.28
Basketball Clinic	.07	.25
Cross Country Running	.68	.22
Drama and Improvisation	.07	.24
Drawing ( $p < .001$ )	.08	.25
Gifted Collaborative ( $p = .015$ )	.08	.27
Golf Fundamentals	.04	.19
Leadership ( $p = .018$ )	.07	.26
Cooking and Culinary Arts ( $p = .021$ )	.08	.26
Ceramics	.11	.32
Peer Mediators ( $p = .039$ )	.06	.23
Wildlife Club	.03	.17
Volleyball Fundamentals	.04	.18

Student participants in the Drawing Paw and the Gifted Collaborative additionally demonstrated a significant correlation between participation and Winter English Language Arts scores from the MAP Assessment. Students in Leadership, Ceramics, and the Wildlife Club neared significance in the overall statistical model predicting high achievement.

## ELA RIT SCORES

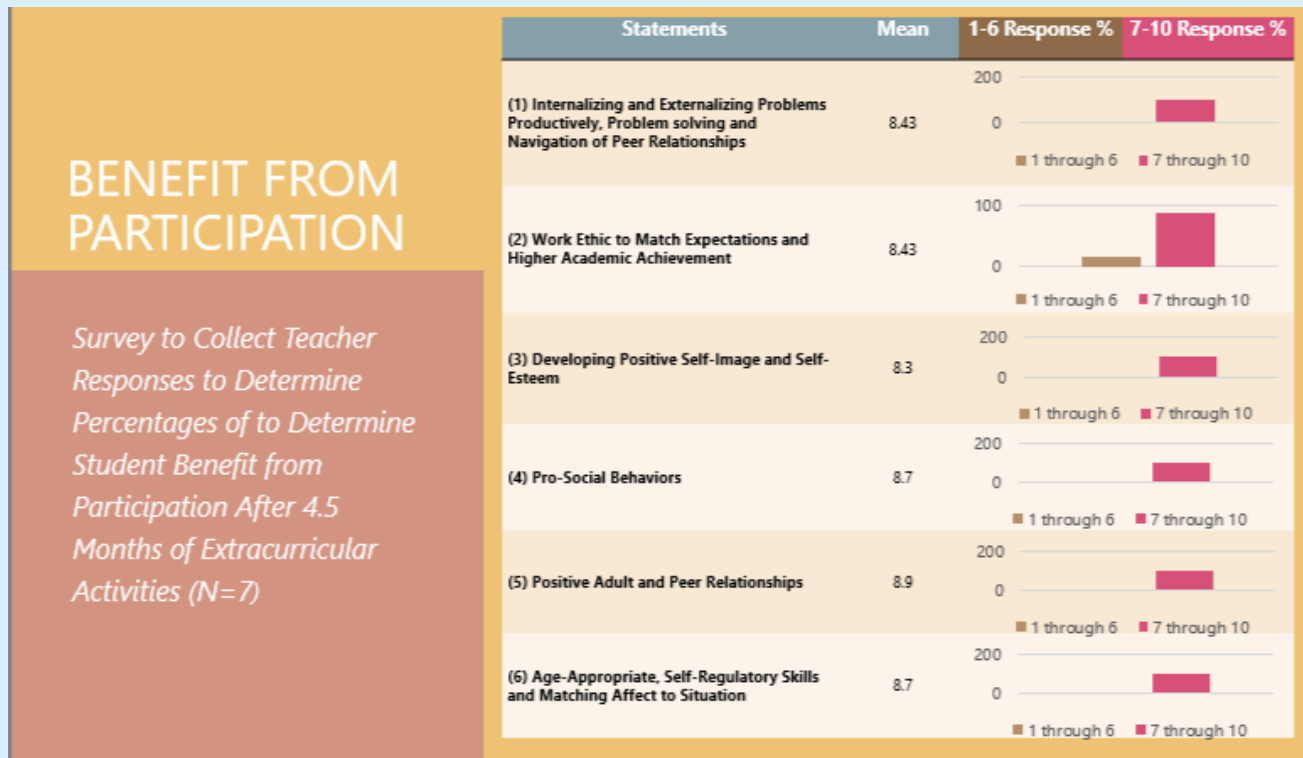
significant

Means and Standard Deviations  
for Winter English Language Arts  
RIT Scores, Proximal Time Spent  
in Extracurricular Activities 1  
through 13 (N=234)

Variables	Mean	Standard Deviation
English Language Arts RIT Score	193.42	23.67
Soccer Clinic	.07	.27
Basketball Clinic	.07	.25
Cross Country Running	.07	.23
Drama and Improvisation	.07	.24
Drawing ( $p = .013$ )	.07	.24
Gifted Collaborative ( $p < .001$ )	.08	.26
Golf Fundamentals	.04	.19
Leadership ( $p = .073$ )	.08	.26
Cooking and Culinary Arts	.08	.25
Ceramics ( $p = .077$ )	.11	.31
Peer Mediators	.07	.24
Wildlife Club ( $p = .063$ )	.04	.17
Volleyball Fundamentals	.04	.17



Regarding teacher data collected, a likert scale was employed in which participating teachers were asked to evaluate several statements about their perceptions and experiences with student development over the course of enrollment in the extracurricular menu of activities. Teachers were supplied with lists of their participating students from which to base this group assessment.



Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The only significant difference in this goal being implemented was the attendance component, which was challenging to accurately measure due to advised and mandatory quarantine periods which were a confounding factor.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will be pared down and refined on the next iteration of the SPSA, and while extracurriculars will continue to be offered the focus of student connections to the school will be adjusted and simplified in scope. All activities and clubs will shift to a two semester model following feedback from stakeholders to maximize student participation opportunities.

Performance arts experiences with culminating events to showcase student growth through presentation, while simultaneously providing greater opportunities for family and community engagement, shall be the revised, narrowed scope of achievement for 22-23.



**Goal 3:**

**2022/23 Family Involvement** - Increase parent/guardian and Loma Vista community involvement in integrated volunteerism, school events, and authentic student recognitions in-person.

- Identified Need:

To ensure opportunities for parent involvement and investment at the school site, greater opportunities for gathering to recognize and celebrate student achievement and accomplishments across multiple areas will be fostered and afforded with the recession of strict COVID protocols.

- Annual Measurable Outcomes:

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
Instructional Rotations and class visitation schedule, with community members from the named organizations leading the various aspects of instruction around the topic of drought tolerant and sustainable landscapes.	Native Garden Instructional Day(s) organized in partnership with Surfrider Foundation and the Ventura MidTown Council.	Instructional rotations in the native garden will be developed in partnership with the Surfrider Foundation and the Ventura MidTown Council representative, and a parent representative as school-wide learning activities.
School wide events calendar, sign-in records, Parent Square notifications and flyers home, and occurrence of multiple scheduled events following the calendar.	Return of for Family Engagement Opportunities inclusive of Back to School Night, Arts Night, Laps for Leopards, Family Picnic, Family Movie Nights, Awards Assemblies, School Performances, Parent Conference Attendance In-Person, and Volunteerism in the Classroom	Parents will have greater continuous access to meaningful interaction with their child's school, school based, and PTA programs. Gatherings for celebratory events, culminating performances, and instructional volunteerism and engagement will be fostered without the mitigating factors.

**Strategy/Activity 1****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students and their families shall be eligible to engage in the various activities enumerated in the above fields.

**Strategy/Activity**

Focused instructional centers shall be developed around our Native Garden and experts in the flora as well as the fauna that sustain life from the benefits which the native flora provides. Instructional centers or rounds will be developed with the above identified community partners and include small group lessons and associated projects to reinforce learning (potentially direct instruction/lecture, fine art, and culinary arts).

Various activities for meaningful parent engagement and student recognition and showcasing of talents shall be accomplished through the academic year following the events calendar.

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
Printed certificates, decorations, and flyers.	<ul style="list-style-type: none"> <li>\$500 from the site based funds</li> </ul>
Various Events for Family Engagement	<ul style="list-style-type: none"> <li>Costs aligned to goal #2 specified in goal #2. Other events have no significant, direct costs associated with implementation to either the site based or supplemental budget.</li> </ul>

**Annual Review:****SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS:**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Workdays in our Native Garden did occur with fidelity spearheaded by community and organizational partnerships with Surfrider Foundation and MidTown Ventura Community Council support. Quarterly maintenance was accomplished throughout the year in our open air Native Garden.

During the full return to school in the 21/22 school year, we were still under a great deal of restriction for gatherings, events, and opportunities for parents to participate in campus and classroom happenings. We had to reimagine events throughout the first half of the year to comply with such guidance and pivoted as was necessitated by directives from Ventura County Public Health and district based Health Services and Risk Management departments.

Parent Volunteerism did emerge anew and we enjoyed robust support in our classrooms. We did vet all parent volunteers through a new district process to ensure they completed a volunteer form, supplied a valid California ID, and proof of a Covid vaccination or negative antigen test within 72 hours of their visit. This was an effective means to open the door to these continued partnerships with parents.

Conferences did occur in-person, and teachers were encouraged to meet with parents at the tables outside of classrooms in open air to mitigate any potential for transmission of airborne germs, while reconnecting in-person for meaningful conferencing.

Due to continuing guidance around indoor gatherings and the challenge imposed with ensuring the health and vaccination status of all who would attend, movie nights were not possible in 21/22.

Our efforts to include our parent community in the recognition of their children's academic efforts were a success, and we shifted our presentation model to an outdoor environment and conducted visitor sign-in at the point of entry/egress.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No departures from the allocations of funding sources in achieving the goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In an effort to honor one of the purposes of the Native Garden installation years ago, we will continue to work with Surfrider Foundation, MidTown Ventura Community Council, and parent representatives to facilitate teaching and learning rotations in the Native Garden in the Spring of 2023.

**Budget****Other Federal, State and Local Funds**

The School Site Council intends for Loma Vista Elementary School to participate in the following programs:

<b>Federal Programs</b>	<b>Allocation (\$)</b>
Title I 2022-23 Pre-Allocation	\$0.00
Title I 2022-23 Allocation	\$0.00

Subtotal of additional federal funds included for this school: **\$0.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

<b>State or Local Programs</b>	<b>Allocation (\$)</b>
Site-Based Funds 2021-22 Carryover	\$1,449.00
Site-Based Funds 2022-23 Allocation	\$18,480.00
Supplemental Funds 2021-22 Carryover	\$2,562.00
Supplemental Funds 2022-23 Allocation	\$30,630.00

Subtotal of state or local funds included for this school: **\$53,121.00**

Total of federal, state, and/or local funds for this school: **\$53,121.00**

## 2022-23 Centralized Support for Planned Improvements in Student Performance

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### VUSD - Program Support Goals

The Educational Services Department provides direction, coordination, and assistance to schools in carrying out a District Title I program for disadvantaged students. These include areas of program development, School Plan Review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state required reports and documents.

#### Multilingual/Multicultural Education

The VUSD Multilingual and Multicultural Education Department supports programs that prepare Multilingual Learners at all grade levels for college and career success. Department staff supports Multilingual Learner identification, parent notification, annual assessment routines, reclassification procedures and compliance monitoring.

Program models offered for Multilingual Learners in VUSD include Structured English Immersion, English Language Mainstream, and Dual Language Programs. The department supports program design, planning and articulation, professional development, curriculum selection, program evaluation, parent involvement, management of fiscal resources, and community awareness.

Migrant Education student services are provided to eligible students and families as part of the Multilingual and Multicultural Department.

The Multilingual and Multicultural Department supports world language instruction and multilingualism in VUSD schools through course development, curriculum selection, and professional development.

VUSD promotes and celebrates multilingualism with the VUSD Multilingual Recognition Seal and the California State Seal of Biliteracy. The Department assists schools in providing this recognition for graduating seniors each year.

District translation support is offered through the Multilingual and Multicultural Department and by staff at many schools.

VUSD collaborates with the Mexican Secretary of Public Education to provide educational opportunities at our Plaza Comunitaria located at Sheridan Way School.

The VUSD Multilingual and Multicultural Education Department also supports programs and curriculum TK-12 that honor the diverse identities and community cultural wealth all our students bring. The goal is for all students in VUSD to feel safe, valued, nurtured and loved.

#### Curriculum & Instruction

The Curriculum & Instruction Department serving TK-12 students, under the direction of Educational Services, provides leadership and support for VUSD staff by coordinating the development, alignment, and implementation of standards, assessments, curriculum, instruction, staff development, and support services to ensure each student meets or exceeds grade level content standards. The education of the whole child, academically, as well as socially and emotionally, is our goal.

#### Gifted and Talented Education

The Gifted and Talented Education Office provides direction, coordination, and assistance in carrying out the GATE Program. This includes accounting, management, legal compliance, evaluation, placement and identification, the community advisory processes, as well as providing District and state required reports. Assistance to schools is provided by the GATE Coordinator and secretary.

Migrant Education

The Migrant Education Program provides for the coordination and implementation of various services in partnership with the Ventura County Office of Education, and the local colleges and universities. Services include identification and recruitment, monthly parent advisory committee meetings, early child development supports, supplemental instruction, summer school, emergency medical services, Spelling, Speech & Debate Tournaments, college tours, academic counseling, credit recovery courses, Family Literacy Programs, Migrant Family Conference, informational events, computer program trainings, accounting, management, legal compliance, evaluation, as well as providing district and state required reports. Services are provided to academically support and ensure that migratory students receive the appropriate opportunities to help reduce with the educational disruption and other problems as a result of repeated moves. Service to the schools are provided by the Migrant Education Coordinator and the Migrant Liaison/Recruiter.

Indian Education

The Indian Education Program is a federally-funded program serving only American Indian or Alaskan Native students in all grade levels who have an Indian Student Eligibility Certification Form 506 completed by their parents and on file in our Indian Education Office. The main focus of the program is to encourage all students of American Indian descent to finish high school and attend college. The Indian Education program was implemented to reduce the high drop-out rate among Native Americans throughout the United States

Elementary grade students (K-5) are engaged in a rigorous, standards-based hands-on Indian Education curriculum and reading development. Students participate in fun activities which explore their Native American history, heritage, and culture. Intervention and tutoring are available based on individual progress in meeting state proficiency standards and basic skills acquisition.

All qualifying 6-12 students have access to counselors who are experienced in working with students of American Indian and Native Alaskan descent in the areas of personal and academic counseling as well as tutoring in all areas of the middle school and high school curricula. Students in grades 6-9 are engaged in cultural presentations, heritage lessons, successful time management and study skills lessons, goal setting for middle school success and high school expectations, thinking about college and post high school educational and career planning, and basic skills support for language, reading and mathematics. Students in grades 9-12 are provided career counseling which includes information about special grants, scholarships, and financial assistance, and are engaged in activities to facilitate a better understanding in such areas as individual tribal history and history of other tribes.

Instruction and support are administered at each qualifying student's school site through a series of monthly sessions which may include 1) small group instruction based upon reading and language development, through interactive discussion, 2) hands-on learning activities, 3) booklets, and 4) computerized lessons. The school's Indian education teacher or 6-12 counselor work with the district's Indian Education Coordinator to develop a specialized curriculum and appropriate support services. Tutoring services are determined by the school administrator and Indian Education Coordinator.

## References

CAASPP – Grade 3 English Language Arts/Literacy – 2021-22

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	53	53	53	43.40%	26.42%	16.98%	13.21%
Male	28	28	28	42.86%	28.57%	14.29%	14.29%
Female	25	25	25	44.00%	24.00%	20.00%	12.00%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	14	14	14	28.57%	42.86%	7.14%	21.43%
Hawaiian or Pacific Islander							
White (not Hispanic)	33	33	33	51.52%	18.18%	24.24%	6.06%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	24	24	24	33.33%	29.17%	12.50%	25.00%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	11	11	11	18.18%	18.18%	27.27%	36.36%
Migrant Education							
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 3 Mathematics – 2021-22

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 3						
All Students Tested	53	53	53	47.17%	30.19%	9.43%	13.21%
Male	28	28	28	50.00%	28.57%	10.71%	10.71%
Female	25	25	25	44.00%	32.00%	8.00%	16.00%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	14	14	14	21.43%	50.00%	7.14%	21.43%
Hawaiian or Pacific Islander							
White (not Hispanic)	33	33	33	57.58%	24.24%	9.09%	9.09%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	24	24	24	41.67%	29.17%	4.17%	25.00%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	11	11	11	18.18%	18.18%	18.18%	45.45%
Migrant Education							
Homeless	*	*	*	*	*	*	*



CAASPP – Grade 4 English Language Arts/Literacy – 2021-22

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 4						
All Students Tested	51	49	49	20.41%	28.57%	32.65%	18.37%
Male	35	33	33	15.15%	30.30%	33.33%	21.21%
Female	16	16	16	31.25%	25.00%	31.25%	12.50%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	23	21	21	9.52%	23.81%	47.62%	19.05%
Hawaiian or Pacific Islander							
White (not Hispanic)	25	25	25	28.00%	32.00%	20.00%	20.00%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	26	26	26	19.23%	19.23%	38.46%	23.08%
English Learners	5	5	5	*	*	*	*
Students with Disabilities	9	8	8	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 4 Mathematics – 2021-22

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 4						
All Students Tested	51	49	49	22.45%	26.53%	30.61%	20.41%
Male	35	33	33	24.24%	21.21%	30.30%	24.24%
Female	16	16	16	18.75%	37.50%	31.25%	12.50%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	23	21	21	14.29%	14.29%	38.10%	33.33%
Hawaiian or Pacific Islander							
White (not Hispanic)	25	25	25	28.00%	36.00%	24.00%	12.00%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	26	26	26	19.23%	26.92%	26.92%	26.92%
English Learners	5	5	5	*	*	*	*
Students with Disabilities	9	8	8	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 5 English Language Arts/Literacy – 2021-22

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	45	44	44	27.27%	31.82%	20.45%	20.45%
Male	21	21	21	33.33%	23.81%	28.57%	14.29%
Female	24	23	23	21.74%	39.13%	13.04%	26.09%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	16	16	16	18.75%	31.25%	18.75%	31.25%
Hawaiian or Pacific Islander							
White (not Hispanic)	28	27	27	33.33%	33.33%	18.52%	14.81%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	18	17	17	11.76%	29.41%	29.41%	29.41%
English Learners	5	5	5	*	*	*	*
Students with Disabilities	7	6	6	*	*	*	*
Migrant Education							
Homeless	5	5	5	*	*	*	*

CAASPP – Grade 5 Mathematics – 2021-22

	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 5						
All Students Tested	45	44	44	18.18%	25.00%	27.27%	29.55%
Male	21	21	21	19.05%	23.81%	28.57%	28.57%
Female	24	23	23	17.39%	26.09%	26.09%	30.43%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	16	16	16	0.00%	18.75%	25.00%	56.25%
Hawaiian or Pacific Islander							
White (not Hispanic)	28	27	27	29.63%	29.63%	25.93%	14.81%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	18	17	17	5.88%	11.76%	23.53%	58.82%
English Learners	5	5	5	*	*	*	*
Students with Disabilities	7	6	6	*	*	*	*
Migrant Education							
Homeless	5	5	5	*	*	*	*

## 2022-23 Supplemental Funding Program Budget

REVISED AND  
ADOPTED ON 10/18/22**2022-23 BUDGET****School Site:****Loma Vista Elementary****Program:****Supplemental Fund**

2021-22 Carryover	\$	2,562.00
2022-23 Allocation	\$	30,630.00
Total Available Funding:	\$	33,192.00

		Budget
<b>Expenditures:</b>		
1000s - Certificated Salaries		
	Teachers, Extra hours	\$ 17,744.00
	Teachers, Sub	\$ 2,800.00
	Other	\$ -
2000s - Classified Salaries		
	Paraed, Extra hours	\$ -
	Clerical, Extra hours	\$ 2,380.00
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ 4,758.00
	35.63% for Classified	\$ 848.00
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ -
	Materials and Supplies	\$ 2,012.00
	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ 2,650.00
	Rentals and Repairs	\$ -
	Operating Lease	\$ -
	Graphics	\$ -
	Contracted Services	\$ -
	Internet Publications/Software	\$ -
	Communications	\$ -
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
<b>Total</b>		<b>\$ 33,192.00</b>
<b>Budget Balance</b>		
		\$ -

Principals Signature:	
Date:	10/18/22
School Site Council Approval: (Chair)	
Date:	10/18/22
English Learner Advisory Committee Review:	
Date:	10/18/22
Director, Special Projects Approval:	
Date:	11/14/22

MK 10/28

## 2022-23 Site Funding Program Budget

**2022-23 BUDGET**

School Site:

Loma Vista Elementary

Program:

Site Based

2021-22 Carryover	\$	1,449.00
2022-23 Allocation	\$	18,480.00
<b>Total Available Funding:</b>	<b>\$</b>	<b>19,929.00</b>

		Budget
<b>Expenditures:</b>		
1000s - Certificated Salaries		
	Teachers, Extra hours	\$ 1,555.00
	Teachers, Sub	\$ -
	Other	\$ -
2000s - Classified Salaries		
	Paraed, Extra hours	\$ -
	Clerical, Extra hours	\$ -
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ 360.14
	35.63% for Classified	\$ -
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ -
	Materials and Supplies	\$ 8,513.86
	Equipment not Capitalized	\$ 1,500.00
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ -
	Rentals and Repairs	\$ 2,000.00
	Operating Lease	\$ -
	Graphics	\$ 3,000.00
	Communications	\$ 3,000.00
	Contracted Services	\$ -
	Internet Publications/Software	\$ -
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
<b>Total</b>		<b>\$ 19,929.00</b>
<b>Budget Balance</b>		
		<b>\$ 0.00</b>

Principals Signature:	
Date:	9/27/22
School Site Council Approval: (Chair)	
Date:	9.27.22
English Learner Advisory Committee Review:	
Date:	
Director, Special Projects Approval:	
Date:	10/1/22

MKC 10/3

### VUSD - Parent Involvement Policy

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

#### Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy



If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

#### Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

VUSD Board Policy 6020, USC Title 20



### Loma Vista Elementary Parent Involvement Policy

Loma Vista School will follow the guidelines developed with parent input as listed below in accordance with the No Child Left Behind Act of 2001. This policy will be distributed to parents of students participating in the Title I program and will be updated periodically.

#### Policy Guidelines

- Convene an annual meeting to explain Title I Program Description, school parent involvement policy, and the rights of parents of program participants
- Involve parents in an organized, ongoing, and timely way to plan, review and improve planning and policy documents, such as:
  - Single plan for student achievement (NOTE: The school will submit any parent comments on the plan when the school makes the plan available to the LEA)
  - Parent involvement policy
  - Title One program description
  - School-Parent Compact, a written agreement of what schools and parents are each supposed to do to help students achieve
  - Plans for training school staff on how to strengthen ties between home and school
- Provide parents of participating students with
  - Opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children if parents express an interest in doing so
  - Timely responses to suggestions
  - Description and explanation of curriculum to be used
  - The forms of academic assessment used to measure student progress
  - Proficiency levels that students are expected to meet
  - Materials and training on how to improve their child's achievement
  - Information sent home in a language and format parents can understand
- Coordinate and integrate, as appropriate, parent involvement with Head Start, Even Start and other public preschool programs
- Develop appropriate roles for community-based organizations and businesses and encourage partnerships with elementary, middle and high schools
- Offer a flexible schedule of meetings that is convenient to parents
- Provide other reasonable support for parental involvement at parents' request

### Professional Development Plan

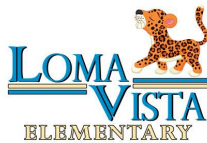
Loma Vista Elementary believes strongly in providing all employees opportunities to develop professional skills and abilities as well as acquire training on current trends aimed at improving student achievement. The goals developed for this year's school plan have identified the areas and groups of teachers that will require additional support and training to ensure students meet state proficiency targets. The School Accountability Report Card, also included in this plan, provides: 1) an overview of the basic structure of staff development practices at the site and district level, and 2) site-based areas of concentration.

During the 2022-23 school year, teachers at Loma Vista Elementary School will participate in the following staff development trainings:

- Social Emotional Learning
- Professional Learning Communities
- ELD Strategies
- MAP Assessments

# 2021-22 School Accountability Report Card

Published January 2023



## LOMA VISTA ELEMENTARY SCHOOL

300 LYNN DRIVE, VENTURA, CA 93003  
(805) 641-5443

DR. MICHAEL W. WISE, PRINCIPAL  
GRADES TK-5

### PRINCIPAL'S MESSAGE

The purpose of this School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials and facilities, and the staff. Information about Ventura Unified School District is also provided.

At Loma Vista Elementary, it is our mission to deliver a holistic approach to comprehensive education. We accomplish this by fostering a culture of inclusion, which inspires students at a multi-dimensional level, harnessing academic, artistic, ecological, humanitarian, and technological fields of study for authentic student engagement. Our teachers provide context-rich learning opportunities that engage students based on individual interests and mentor our young scholars to acquire critical skills, while developing students' confidence and a passion for learning.

All students receive consistent, meaningful, and supportive opportunities for academic and social growth, which promotes each child's personal best.

Our school serves a Deaf and Hard of Hearing (DHH) population and welcomes students from around the county into our exceptional simultaneous language program utilizing oral language and American Sign Language (ASL). The integration of both languages is apparent on our campus, in our classrooms, on our playgrounds, and at our school events and assemblies. Additionally, Loma Vista provides services for vision impaired students who are fully integrated into the classroom settings.

We are dedicated to ensuring that Loma Vista is a welcoming, stimulating environment where students are actively engaged in learning as well as developing positive values. The

excellent quality of our program is a reflection of our highly committed staff. Teachers meet regularly throughout the year to design, adapt, and assess instructional strategies, giving all students access to effective, standards-based curriculum. We have made a commitment to provide the best educational program possible for our students. Together we can challenge our students to reach their maximum potential.

Loma Vista prides itself in involving parents and community members in every aspect of the school. We welcome visitors on campus for many different reasons including volunteering, Back-To-School Night, Art Night, Variety Show, Awards Assemblies, and other special events. The Ventura community members, staff, parents, and students continue to work together to maintain the California Coastal Native Garden at the front of the school. We believe that parents, community members, and staff must work together for the education of all students.

### HONORS

2012-California Distinguished School



### District Vision Statement

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

### Board of Education

SABRENA RODRIGUEZ  
DR. JERRY DANNENBERG  
AMY (YAMAMOTO) CALLAHAN  
JAMES FORSYTHE  
CALVIN PETERSON

### District Administration

DR. ANTONIO CASTRO  
SUPERINTENDENT

DR. GREG BAYLESS  
ASSISTANT SUPERINTENDENT  
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ  
ASSISTANT SUPERINTENDENT  
HUMAN RESOURCES

AHSAN MIRZA  
ASSISTANT SUPERINTENDENT  
BUSINESS SERVICES

## VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100  
VENTURA, CALIFORNIA 93001  
(805) 641-5000  
[www.venturausd.org](http://www.venturausd.org)



### District Mission Statement

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

## DISTRICT & SCHOOL DESCRIPTION

### Ventura Unified School District

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than 16,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

### Loma Vista Elementary School

Loma Vista Elementary School follows a traditional calendar schedule. The campus is characterized by a sense of warmth, vibrancy, and community. A California Native Garden, raised beds, and a small orchard create a wonderful connection between school and community.

At the beginning of the 2021-22 school year, 336 students were enrolled, including 12.5% in special education, 7.1% qualifying for English Language Learner support, 0.3% foster youth, 4.2% homeless, and 38.1% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2021-22			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	45.8%	Kindergarten	87
Male	54.2%	Grade 1	52
Non-Binary	0.0%	Grade 2	52
American Indian or Alaskan Native	0.0%	Grade 3	51
Asian	0.0%	Grade 4	49
Black or African American	1.2%	Grade 5	45
Filipino	0.6%		
Hispanic or Latino	29.8%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	4.2%		
White	64.3%		
English Learners	7.1%		
Foster Youth	0.3%		
Homeless	4.2%		
Migrant	0.0%		
Socioeconomically Disadvantaged	38.1%		
Students with Disabilities	12.5%		
Total Enrollment			336

The district's DHH (deaf and hard of hearing) program is located at Loma Vista Elementary and offered to children in grades PreK-5. The PreK special education program serves children ages 3-5 who have an IEP and qualify for DHH services.

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

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;
- School facilities are maintained in good repair

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 alternative 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 sequences or programs of student.

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

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

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)

- High school dropout rates; and
- High school graduation rates

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

## PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through ParentSquare, school newsletters, teacher newsletters, the school website, school & PTA social media (Facebook, Instagram), and Parent Connect. An interpreter is available for parents requiring Spanish translation or sign language. Contact the PTA President, Jessica Needham, or your child's teacher at (805) 641-5443 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Classroom Helper
- Library Helper
- School Garden Maintenance
- Recycling Program

Committees

- School Site Council
- Parent Teacher Association

### California Physical Fitness Test Results

2021-22				
% of Students Tested				
Grade Level	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance Flexibility
Fifth	97.7%	95.5%	97.7%	97.7%

Note: Due to changes to the 2021-22 Physical Fitness Test administration, only participation results are required for these five fitness areas.

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.

### California Assessment of Student Performance and Progress Test Results in Science

All Students					
Percentage of Students Meeting or Exceeding the State Standards					
	Loma Vista		VUSD		CA
	20-21	21-22	20-21	21-22	21-22
Science (Grades 5, 8, & 10)	49.09	38.64	30.74	32.31	28.72

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



- English Learner Advisory Council
- Superintendent's Parent Advisory Council

#### School Activities

- Annual Variety Show
- Art Night
- Awards Assemblies
- Back-to-School Night
- Campus Beautification Projects
- Cross County
- Family Picnics
- Intramurals
- Movie Nights
- School Dance
- Student Performances
- VAPA (Assistance & Leadership)

## STUDENT ACHIEVEMENT

### California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

### Physical Fitness

In the spring of each year, Loma Vista Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and State results can be found at the CDE's website [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

	2021-22				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	45	44	97.78	2.22	38.64
Female	24	23	95.83	4.17	34.78
Male	21	21	100	0	42.86
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	16	16	100	0	25
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	28	27	96.43	3.57	48.15
English Learners	--	--	--	--	--
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	18	17	94.44	5.56	23.53
Students Receiving Migrant Education Services					
Students with Disabilities	--	--	--	--	--

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.

	Percentage of Students Meeting or Exceeding the State Standards					
	Loma Vista		VUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
English-Language Arts/Literacy	N/A	60	N/A	47	N/A	47
Mathematics	N/A	58	N/A	35	N/A	33

Note: 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.

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.

ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAAA.

The "Percent Met and 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 CAAA divided by the total number of students who participated in both assessments.

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	149	146	97.99	2.01	59.59	149	146	97.99	2.01	57.53
Female	65	64	98.46	1.54	62.5	65	64	98.46	1.54	59.38
Male	84	82	97.62	2.38	57.32	84	82	97.62	2.38	56.1
American Indian or Alaskan Native										
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	53	51	96.23	3.77	49.02	53	51	96.23	3.77	37.25
Native Hawaiian or Pacific Islander										
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	86	85	98.84	1.16	65.88	86	85	98.84	1.16	69.41
English Learners	12	12	100	0	25	12	12	100	0	41.67
Foster Youth										
Homeless										
Military										
Socioeconomically Disadvantaged	70	69	98.57	1.43	47.83	70	69	98.57	1.43	46.38
Students Receiving Migrant Education Services										
Students with Disabilities	28	26	92.86	7.14	30.77	28	26	92.86	7.14	19.23

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.

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 FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Loma Vista Elementary School's original facilities were built in 1953; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. During the 2021-22 the following campus repairs or improvements were completed and 2022-23 repairs or improvements were planned:

### 2021-22 Campus Improvements:

- Redo ball wall
- Addition of new mural
- Addition of outdoor lunch seating areas and umbrellas for shade
- Remodel library with whiteboard, tables and collaborative furniture

### 2022-23 Planned Campus Improvements:

- Installation of new front gate for security

Every morning before school begins, either the principal or the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Loma Vista Elementary School. The day custodian is responsible for:

- Restrooms
- Cafeteria Setup/Cleanup
- General Cleaning and Custodial Functions
- Library
- Office

Restrooms are checked twice a day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classrooms
- Restrooms
- Routine Maintenance

Campus Description	
Year Built	1953
Acreage	10
Bldg. Square Footage	33476
	Quantity
# of Permanent Classrooms	18
# of Portable Classrooms	2
# of Restrooms (student use)	6 sets
Cafeteria/Multipurpose Room	1
Computer Lab	1
Library	1
Staff Lounge	1
Teacher Conference Room	1
Teacher Work Room	1
Support Staff Offices	4

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

### Facilities Inspections

The district's maintenance department inspects Loma Vista Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Loma Vista Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 30, 2022. During fiscal year 2021-22, all restrooms were fully functional and available for student use at the time of the inspection.

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Loma Vista Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed and updated in October 2022 and shared with school staff at a faculty meeting in November 2022.

Campus culture promotes a secure learning environment. All persons are to be treated with dignity and respect. The district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. Bullying and harassment are not tolerated. The school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and

harassment when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

### Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, a classified member supervises the front bus area and two teachers are strategically assigned to designated entrance areas to provide student supervision and one classified staff member is in the cafeteria to monitor breakfast activity. During recess, campus safety assistants supervise playground activity. Noon aides, the principal, and paraeducators monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, teachers and campus safety assistants monitor student behavior to ensure a safe and orderly departure. The principal assists with supervision in the morning, during recess, and during dismissal.

During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

## CLASSROOM ENVIRONMENT

### Chronic Absenteeism

The chart in this table identifies the chronic absenteeism rates by student group for Loma Vista Elementary School for the 2021-22 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total

School Facility Good Repair Status				
Item Inspected		Repair Status		
Inspection Date: August 30, 2022		Good	Fair	Poor
		Repair Needed and Action Taken or Planned		
Systems	✓			Building C Boys RR West - Signs of sewer line backup at the urinal
Interior Surfaces	✓			Admin - Excessive peeling paint behind the toilet in the nurse's office
Cleanliness	✓			
Electrical	✓			Library - Broken outlet coverplate on west wall; Classroom 13 - Wire mold corner trim is missing in the southeast corner of the room, exposed live wires; Classroom 15 - Low voltage cover plate is missing from the wire mold south wall east corner
Restrooms/Fountains	✓			Classroom KB - The drinking fountain does not function
Safety	✓			Classroom 11, 14 - Fire alarm wire mold has detached from the wall and is hanging by the wires; Classroom 15 - Fire alarm wire mold has detached from the wall
Structural	✓			Cafeteria Exterior - Exterior screen missing at upper roof soffit
External	✓			Kindergarten Play Area - Numerous holes in the rubber fall surface; Building B Unisex RR East - Broken window; Library - Screw missing from the mortise lock faceplate, preventing door from closing; YMCA Room - Broken window at the north elevation
Overall Summary of School Facility Good Repair Status				
		Exemplary	Good	Fair
Overall Summary			✓	

#### Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.



Chronic Absenteeism by Student Group (2021-22)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	350	348	92	26.4
Female	162	161	46	28.6
Male	188	187	46	24.6
American Indian or Alaska Native				
Asian	1	1	1	100
Black or African American	4	4	3	75
Filipino	2	2	0	0
Hispanic or Latino	104	104	33	31.7
Native Hawaiian or Pacific Islander				
Two or More Races	14	14	2	14.3
White	225	223	53	23.8
English Learners	24	24	8	33.3
Foster Youth	1	1	1	100
Homeless	20	20	12	60
Socioeconomically Disadvantaged	141	139	48	34.5
Students Receiving Migrant Education Services				
Students with Disabilities	50	50	21	42

Suspensions and Expulsions								
	Loma Vista			VUSD			CA	
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21 21-22
Suspensions	0.00%	0.00%	0.29%	2.53%	0.47%	2.74%	0.00%	0.20% 3.17%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.01%	0.00%	0.00%	0.00% 0.07%

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.

Data collected during the 2020-2021 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.

Suspensions & Expulsions by Student Group (2021-22)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.29%	0.00%
Female	0.00%	0.00%
Male	0.53%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.44%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.71%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.00%	0.00%

number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

### Discipline & Climate for Learning

Loma Vista Elementary School's discipline policies are based upon a schoolwide discipline model and Guidelines for Success to create a positive behavior management program and promote responsibility, respect, and thoughtfulness. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. At the

beginning of the school year, the principal leads grade level assemblies to reinforce the importance of being responsible, respectful, and safe. Loma Vista Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

School administration and teaching staff are qualified to recognize, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. Loma Vista Elementary School's staff and the school counselor talk with students about the Big Deals, Little Deals program. This program helps children differentiate big deals - situations that require adult intervention and little deals - those things children are capable of handling on their own. Once children have learned the difference and know the strategies, they are better equipped to cope with and handle life's everyday difficulties independently.

### Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Average Class Size and Class Size Distribution				
Grade Level	2019-20			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	24.0	1	2	1
1	24.0		2	
2	39.0		1	1
3	25.0		2	
4	24.0		2	
5	29.0		2	
	2020-21			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	15.0	2	2	
1	20.0	1	1	
2	33.0		1	1
3	24.0		1	
4	27.0		1	
5	20.0	1	2	
	2021-22			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	22.0	1	3	
1	26.0		2	
2	25.0		2	
3	25.0		2	
4	24.0	1	1	
5	22.0	1	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.

The "K" number of students shown in the chart above includes both TK and kindergarten numbers.

## CURRICULUM & INSTRUCTION

### Staff Development

All professional development activities at Ventura Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based on State Standards implementation, the new science standards, teacher surveys, and district initiatives. Findings from formative assessment results indicate that reading, writing, and mathematics are the primary focus areas.

During the 2020-21, 2021-22, and 2022-23 school years, the teachers at Loma Vista Elementary School had the opportunity to participate in districtwide staff development training focused on:

2020-21 Trainings:

- Behavior Team's Role during Distance Learning (Special Education)
- Canvas Basics & Gradebook
- Distance Learning Plans
- Elementary Resource
- English Learner Support and Review and ELPAC
- Facilitated Canvas Course Customization Support (Special Education)
- GATE Icons
- Google Basics
- Grade Level Meetings with District Lesson Builders
- Paraeducator Role during Distance Learning

- Positive Behavioral Interventions & Supports
- Screen Casting with Screencastify
- Souday Reading
- Video Conferencing
- Utilizing Behavioral Strategies from the Family Guide to Distance Learning
- Zoom and Google Meet Videoconferencing

#### 2021-22 Trainings:

- Bridges Math Intervention
- Benchmark & Math Expressions
- Implicit Bias
- Number Corner Refresher (Kinder)
- NGSS Curriculum Training
- Canvas

#### 2022-23 Trainings:

- Active Assailant
- Behavior Management Strategies
- Bully Prevention
- CHAMPS Overview
- Digital Creations for the Classroom - Using Google Apps and Extensions to Enhance Student Engagement
- Digital Platforms (Let's Take a Tech Trip)
- Ellevation Training
- ELPAC Strategies
- Ethnic and Social Justice Studies
- Expanded Learning Training
- Indian Ed Curriculum Training
- Inspire Science
- Leader in Me Training
- Lexia English
- Mandated Reporter
- Multi-Disciplinary Training for Supporting Multilingual Learners with Disabilities
- Scholastic Curriculum Training (TK)
- SIRAS and Case Management
- Social and Emotional Learning: Community Circles
- Social Studies Training
- SPARK Training
- Trauma Informed Practices
- Suicide Prevention

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2021-22 school year, Loma Vista Elementary School's staff development activities concentrated on:

- Benchmark Assessments
- Canvas & SeeSaw Training
- Data Analysis
- ELlevation
- MAP Assessment Training
- Mathematics
- Response to Intervention
- Safety - Lockdowns & Evacuation Process
- School Connectedness
- SST Process
- Technology Training

The district also offers supplemental professional development to follow up and support year-round and ongoing programs centered around reading, writing, and math and tied to either specific strategies to improve student learning or district-adopted curriculum materials. Supplemental professional development is offered throughout the school year on early student release days, after school, on designated staff development days, and during substitute release time. Teacher Content Specialist Teams work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2016	Yes	Benchmark Education Company: <i>Benchmark Advanced</i>	0%
Math			
2017	Yes	Houghton Mifflin: <i>Math Expressions</i>	0%
Science			
2021	Yes	McGraw Hill: <i>California Inspire Science</i>	0%
Social Science			
2007	Yes	Pearson-Scott Foresman: <i>History Social Science for California</i>	0%

The Ventura County Teacher Induction Consortium is a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching for newly credentialed teachers in California. The program is accredited by the Commission on Teacher Credentialing (CTC) and is administered by the Ventura County Office of Education (VCOE), Educator Support and Effectiveness (ESE) department, in coordination with a consortium of 18 school districts, local charter schools, private schools, and 5 university partners.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Ventura County Superintendent of Schools as well as the Ventura Unified School District. Profession and subject specific offerings are consistent with the California Content Standards. Classified support staff may receive job-related training from district representatives; training activities and workshops are designed to enhance and extend job performance.

### Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials for K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education, and instructional materials for 9-12 are aligned to state standards and approved by the district's board of education.

Ventura Unified School District is currently piloting History-Social Science curriculum is in the 2022-23 school year with adoption and implementation anticipated for the 2022-2023 school year. Currently, supplemental bridge materials are being used to support the implementation of the new History-Social Science state framework.

On October 11, 2022, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #22-40 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2022-23 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

## PROFESSIONAL STAFF

### Counseling & Support Staff

Loma Vista Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Loma Vista Elementary School's students.



Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment			2020-21	2021-22
Permits and Waivers			0	
Misassignments			0.4	
Vacant Positions			0	
Total Teachers Without Credentials and Misassignments			0.4	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator			2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver			0	
Local Assignment Options			0	
Total Out-of-Field Teachers			0	

Class Assignments / Indicator			2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)			7.1	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)			0	

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

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.1	88.77	526.1	80.91	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	9	1.4	4205.9	1.53
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	0.4	2.35	20.1	3.09	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	65.1	10.03	12115.8	4.41
Unknown	1.5	8.82	29.7	4.57	18854.3	6.86
Total Teaching Positions	17	100	650.2	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
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.*

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

#### Academic Counselors and Other Support Staff 2021-22

	No. of Staff	FTE*
Academic Counselor	0	0.0
Health Technician	1	0.4
Psychologist	1	0.5
School Nurse	1	0.2
Speech Pathologist(s)	2	1.0
School Counselor	1	0.2

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

#### Teacher Preparation and Credentials

The charts below identify the number of teachers at Loma Vista Elementary School, Ventura Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Loma Vista Elementary School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Note: The 2021-22 teacher information will be updated once CDE releases the information for this school year.

**DISTRICT EXPENDITURES****Salary & Budget Comparison**

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2020-21 salary comparison data was the most recent data available at the time this report was published.)

**Expenditures Per Student**

For the 2020-21 school year, Ventura Unified School District spent an average of \$12,634 of total general funds to educate each student (based on 2020-21 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Expenditures Per Pupil and School Site Teachers Salaries 2020-21					
Dollars Spent Per Student					
Expenditures Per Pupil	Loma Vista	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	292	N/A	N/A	N/A	N/A
Restricted (Supplemental)	157	N/A	N/A	N/A	N/A
Unrestricted (Basic)	135	157	86.2%	6,593	2.4%
Average Teacher Salary	312	77,987	N/A	88,358	N/A

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

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2020-21 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- Classified School Employee Summer Assistance Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Department of Rehabilitation
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other State: Locally Defined
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV

**Teacher and Administrative Salaries  
2020-21**

	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	48,017	54,370
Mid-Range Teacher Salary	69,145	82,680
Highest Teacher Salary	95,772	106,610
Average Principal Salaries:		
Elementary School	117,729	135,282
Middle School	123,578	141,243
High School	132,064	152,955
Superintendent Salary	229,637	264,366
Percentage of Budget For:		
Teacher Salaries	30.35	33.09
Administrative Salaries	4.93	5.03

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

**SARC DATA****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 Loma Vista Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school 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.

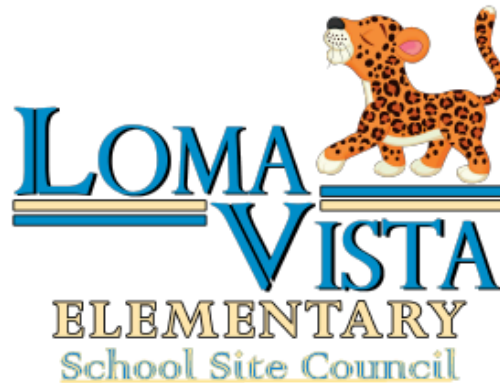
**Internet**

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.

**Disclosure**

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections and the school facilities section was acquired in December 2022.

## School Site Council Bylaws



2021-2022

**Loma Vista Elementary School Site Council By-Laws****Article I****Duties of the School Site Council**

The School Site Council of Loma Vista School, hereinafter referred to as the School Site Council, shall carry out the following duties:




- ✚ Obtain recommendations for, and review of the proposed Single Plan for Student Achievement from all school advisory committees.
- ✚ Develop and approve the plan and related expenditures in accordance with all district guidelines and state and federal laws and regulations.
- ✚ Recommend the plan and expenditures to the governing board for approval.
- ✚ Provide ongoing review of the implementation of the plan with the principal, teachers, and other school staff members.
- ✚ Make modifications to the plan whenever the need arises.
- ✚ Submit the modified plan for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures.
- ✚ Annually, (and at each semester, trimester, etc.), evaluate the progress made toward school goals to raise the academic achievement of all students.
- ✚ Carry out all other duties assigned to the school site council by the district governing board and by state law.

**Article II****Members****Section A: Composition**

The school site council shall be composed of 10 members. Classroom teachers will select classroom teacher representatives, classified staff will select classified representative and parents will select parent representatives. Parent membership openings for the following school year will be posted via Parent Square.

- ✚ The school principal (chairperson)



-  3 classroom teachers
-  1 other school staff member (classified)
-  5 parents or community members

School site council members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

#### Section B: Term of Office

School site council members shall be elected for 2 year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. At the first regular meeting of the school site council, each member's current term of office shall be recorded in the minutes of the meeting.

#### Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the school site council. Absentee ballots shall not be permitted.

#### Section D: Termination of Membership

The school site council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the school site council chairperson.

#### Section E: Transfer of Membership

Membership on the school site council may not be assigned or transferred.

#### Section F: Vacancy





Any vacancy on the school site council occurring during the term of a duly elected member shall be filled by appointment of the chairperson.

### **Article III Officers**



#### Section A: Officers

The officers of the school site council shall be a chairperson, vice-chairperson, secretary, and other officers the school site council may deem desirable.

##### *The chairperson shall:*

-  Preside at all meetings of the school site council.
-  Sign all letters, reports and other communications of the school site council.
-  Perform all duties incident to the office of the chairperson.
-  Have other such duties as are prescribed by the school site council.

##### *The vice-chairperson shall:*

-  Represent the chairperson in assigned duties.
-  Substitute for the chairperson in his or her absence.

##### *The secretary shall:*



Keep minutes of all regular and special meetings of the school site council.



Transmit true and correct copies of the minutes of such meetings to members of the school site council and to the principal as custodian of the records of the school site council.



Provide all notices in accordance with these bylaws.

- ✚ Be custodian of the records of the school site council.
- ✚ Keep a register of the names, addresses and telephone numbers of each member of the school site council, the chairpersons of school advisory committees, and others with whom the school site council has regular dealing, as furnished by those persons.
- ✚ Perform other such duties as are assigned by the chairperson or the school site council.

#### Section B: Election and Terms of Office

The officers shall be elected annually, at the first regular meeting of the school site council and shall serve for one year, or until each successor has been elected.

#### Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members.

#### Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the school site council, for the remaining portion of the term of office.

### **Article IV Committees**

#### Section A: Subcommittees

The school site council may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the school site council. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the school site council.

#### Section B: Other Standing and Special Committees

The school site council may establish and abolish standing or special committees with such composition and to perform such duties as shall be prescribed by the school site council. No such committee may exercise the authority of the school site council.

#### Section C: Membership

Unless otherwise determined by the school site council, the school site council chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

#### Section D: Terms of Office

The school site council shall determine the terms of office for members of a committee.

#### Section E:

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the school site council, or policies of the district governing board.

Section F: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the school site council. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

**Article V****Meetings of the School Site Council**Section A: Meetings

The school site council shall meet on Tuesdays. All dates will be determined at the first school site meeting in September and will be posted for the remainder of the school year. Special meetings of the school site council may be called by the chairperson or by a majority vote of the school site council.

Section B: Place of Meetings

The school site council shall hold its regular meetings at a facility provided by the school, unless such a facility accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by the majority vote of the school site council.

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time or location shall be given special notice. All meetings shall be publicized in the following venues: in the office window and in the west cafeteria window.

All required notices shall be delivered to school site council and committee members no less than 72 hours, personally or by mail (or by e-mail).

Section D: Quorum

The act of a majority of the members present shall be the act of the school site council, provided a quorum is in attendance, and no decision may otherwise be attributed to the school site council. A majority of the members of the council shall be six (6) votes.