

# Ventura Unified School District School Plan for Student Achievement



## Loma Vista Elementary School

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## Fiscal Year 2024-2025

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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:

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300 Lynn Drive  
Ventura, CA 93003  
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The district's Governing Board approved this revision of the school plan on June 25, 2024.

**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 2023-24 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				
Shannon Berry		X			
Christina Kromberg		X			
Melanie Strole		X			
Mallory Woertink			X		
Sherry Danzig				X	
Jorge DeLeon				X	
Tori DiOrio				X	
Lindsay Zibach				X	
Julie Kroener				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: 5/9/24

Attested:



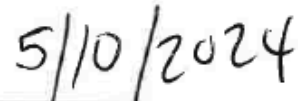
Michael Wise, Principal



SSC Chairperson



Date



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. Approximately 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 2023-24 school year, Ventura Unified School District served 14,672 students in grades TK-12 including 14.3% students with disabilities, 14.6% English learners, 56.2% socioeconomically disadvantaged, 0.3% migrant education, 3.8% homeless, and 0.2% 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 2023-24 school year, Loma Vista School served 404 students in grades TK-5. Student enrollment included 13.4% students with disabilities, 3% English learners, 32.4% socioeconomically disadvantaged, and 0.2% migrant, and 2.7% 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

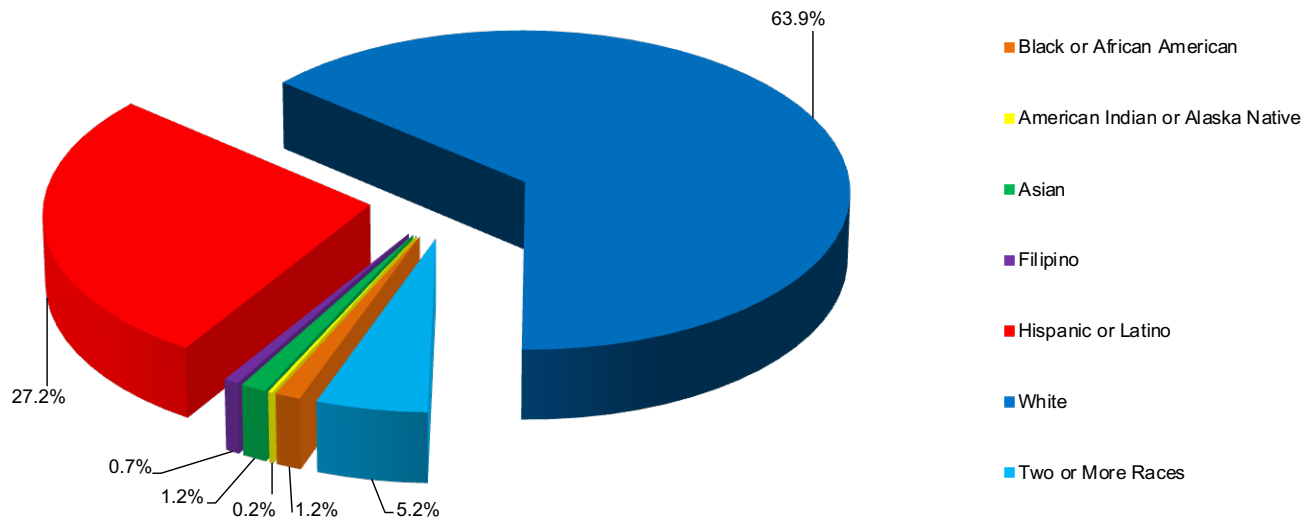
At Loma Vista, all students receive consistent, thoughtful and supportive learning opportunities that promote "personal best" in each child.

### School Mission

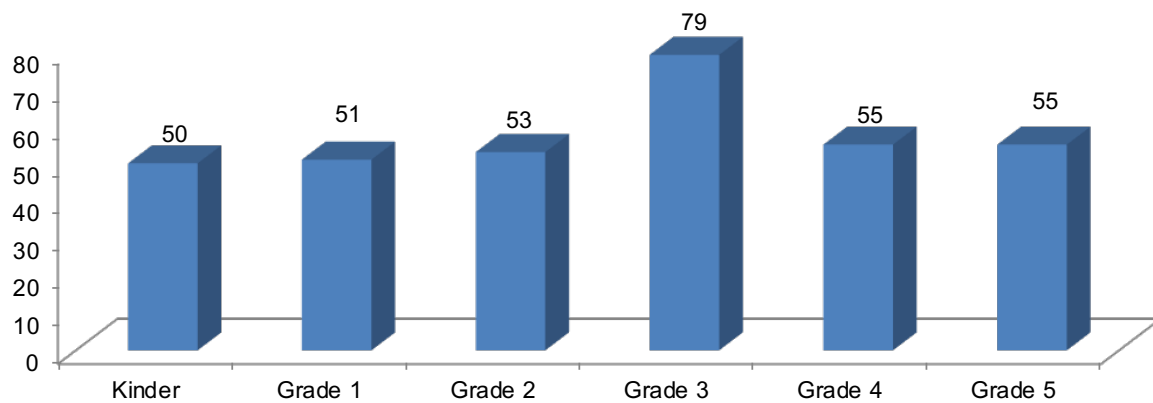
The Loma Vista motto is "Home of the Leopard...Where Everyone Has a Spot".

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.

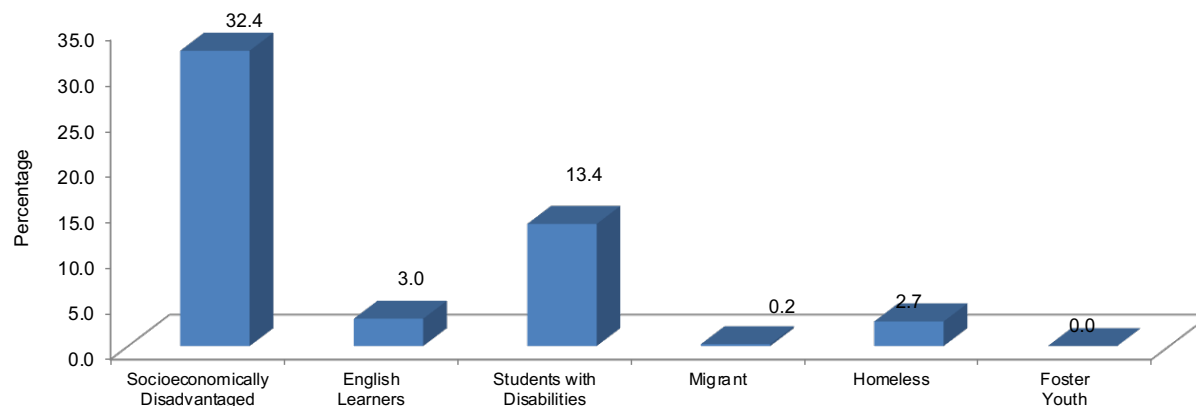
Student Enrollment by Ethnicity – 2023-24



Student Enrollment by Grade – 2023-24



## Student Enrollment by Student Group – 2023-24



## 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
  - Pacific High
- **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:

- 24 Hour Hotline Numbers
- After School Childcare & Activities
- Alcohol, Tobacco, Other Drugs
- Clothing, Food, Shelter
- Confidential Teen Services
- Counseling
- Educational Resources
- Family Support
- Health Notifications
- Healthcare
- Homeless Services
- Hot Line Numbers
- Local Alcohol, Tobacco & Drug Intervention Information
- Low or No-Cost Health Insurance for Children
- Student Assistance/Support
- Teen Services
- 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	05/02/24 and 05/09/24	

## 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, which prides itself on offering between 12 and 15 extracurricular opportunities for students each year in the areas of fine art, performance art, culinary art, and athletics. Additionally, Loma Vista offers two transitional Kinder classes, a resource program for special education services, and a Deaf and Hard of Hearing (DHH) program spanning P-5. Loma Vista services Deaf and Hard of Hearing students from throughout the county in a comprehensive, Total Communication (TC) program. 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 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 2024/25 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:
SSC	4/30/24

## 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** – Using MAP Spring Assessment Data, we will strike a comparison between student growth over the course of a year with the goal to meet or exceed grade level norms for projected growth in grades 1-5

Intervention models in Trimester 1 (T1) and Trimester 2 (T2) will be based upon teacher referral criteria citing student performance metrics outlined below.

Intervention models for Trimester 3 (T3) will be based upon Winter MAP scores for grade 3 students which will be used for student placement recommendations into T3 intervention in ELA and math. 2024 CAASPP scores will be used for grade 4 and 5 student placement recommendations into T3 intervention in ELA and math.

### Identified Need:

Students demonstrate their application of grade level standards and progress on summative testing each trimester in grades 1-5, and additionally on a state summative assessment annually in May in grades 3-5. Additional needs for academic support beyond classroom instruction are highlighted through this process, and students are identified by these scores, classroom performance, and teacher observation, as well as parent input through the SST and IEP processes. Students demonstrating needed extra support and classroom differentiation to meet fundamental grade level standards will be identified for trimester model and limited consecutive enrollments in intervention.

### Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MAP Assessment Data from Spring 2024 and Spring 2025	<b>MAP Assessment Data (Year to Year Progress):</b>  <i>Using MAP Spring scores from 2024 as baseline achievement and scores from 2025 as a growth indicator, analytics will be studied to determine instructional effectiveness in the areas of mathematics and English Language Arts. Anticipated student growth targets and actual student achievement will be reviewed at each grade level 1-5 for staff discussion and the basis for planning differentiated strategy implementation in monthly grade alike meetings.</i>	Student growth from assessed skill level year to year with Spring as the marker.
T3 Intervention Referral Model	<b>Trimester 3 Intervention, Tier II:</b>  <i>Unlike Trimesters 1 and 2, which are based upon teacher referrals of students using MAP math scores, general classroom performance concerns, assessments, and observations as the basis for initial consideration in building the grade-level cohorts, Trimester 3 cohorts will be based on a different model.</i>  <i>Trimester 3 referrals will be solely data-driven and focused upon student performance on 2025 MAP growth data and 2024 CAASPP</i>	Staff discussions and strategies to support struggling students evolving from these discussions  Students below and approaching grade-level standards in ELA and/or math prioritized for T1 and T2 intervention referrals.  Data-driven referrals for T3 intervention to close the gap for students on the threshold of meeting standards.
Grade-Alike Meetings: Student identification for additional classroom differentiation		



	<p><i>assessment data. Students who are projected to nearly meet the standard on MAP assessments, and students who fell into the nearly met the standard performance band on the CAASPP will be prioritized for cohort formations.</i></p> <p><i>*For T1 and T2 Referrals: A baseline exam will be given at the start of intervention, and an exit exam near the close to be used as comparison of like-skills application will be utilized by intervention teacher and sent on to general education teacher. This data will indicate growth as well as a useful evaluative tool should a consecutive intervention in the same subject be referred.</i></p> <p><b>Grade-Alike Meetings:</b></p> <p><i>Monthly grade-alike meetings and collaboration of teachers to review student academic progress as measured by MAP trimester assessments will drive conversations. Teachers will use this data to inform parent discussions at conferences and for their continuous classroom instructional planning.</i></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)

<p>All students grades 1 - 5.</p> <ol style="list-style-type: none"> <li>1. MAP Assessment Data (spring, year to year)</li> <li>2. Tier II Intervention</li> <li>3. Grade-Alike Meetings</li> </ol>
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**Strategy/Activity**

<ol style="list-style-type: none"> <li>1. Using the Spring 2024 MAP growth assessment as a baseline for student achievement, we will compare year-to-year growth across grade-level cohorts in grades 1-5. The data sets will demonstrate the effectiveness of our instructional models and intervention practices and supply the school team with student data for reflection, and analysis of grade-level trends for reteaching strategies, and individual student performance for classroom small group composition by ability level and continued areas of identified need and referrals to intervention.</li> <li>2. Tier II interventions have been developed for students demonstrating challenges in meeting academic performance standards. This comprehensive strategy has been developed to address the needs of students performing within the lower achievement bands. Drawing upon a multifaceted approach, we have integrated various assessment tools including formative and summative measures, teacher referrals, and insights gleaned from the Student Study Team (as appropriate). This holistic evaluation process enables us to accurately identify students who would benefit most from targeted interventions. By focusing our efforts on this select group, we aim to provide tailored support that bridges the learning gaps and propels them toward academic success. Through the collaborative efforts of teachers, administrators, and support</li> </ol>
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staff, our Tier II Intervention plan embodies our commitment to fostering an inclusive and enriched learning environment that uplifts every student on their educational journey.

3. Grade-Alike meetings will occur monthly and trimester MAP assessment data will be reviewed and discussed for Fall, Winter, and Spring. These discussions will inform staff collaboration around classroom instructional models, trends in student performance, and highlight any gaps in student knowledge for reteaching, groupings, and will be one component (of the many discussed above) in making intervention referrals in T1 and T2 respectively.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
<ul style="list-style-type: none"> <li>Math Intervention: \$24,017.00 (new certificated hourly rate, including benefits is \$60.00, which breaks down to 400 hours, or approximately 40 hours of service per month).</li> <li>ELA Intervention: .5 FTE certificated salary schedule</li> <li>STAR and Accelerated Reader: \$4,460.00 approx.</li> </ul>	<ul style="list-style-type: none"> <li>Supplemental Account to pay math intervention in the amount of \$19,706.00 (inclusive of 23.16% benefits payment embedded).</li> <li>PTA to supplement funding for math intervention in the amount of \$4,311.00 (inclusive of 23.16% benefits payment embedded).</li> <li>LCAP to fund a 50% ELA Intervention position.</li> <li>Restricted Lottery Account to pay for STAR and AR licenses for grades 1-5</li> </ul>

**Annual Review:****SPSA Year Reviewed: 2023-2024**

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.

**Goal met.**

The 2023-2024 goal to increase student achievement was measured using a trimester support model in math and reading over an eight week period, with two thirty-minute small group pull-outs to practice fundamental grade level skills and gain proficiency. Baseline and exit data were collected by the intervention teachers to support recommendations for continued, consecutive enrollment, referrals to SST teams and Special education assessors, and teachers measured growth to determine next steps and exit criteria for our students.

Additionally, we adopted a new program for our GATE-identified students beyond our extracurricular offering of the Gifted Collaborative. This year we implemented three full days of GATE instruction through our Gifted Symposium. We invited all identified GATE students, and extended invitations additionally to our students who nearly met testing criteria for inclusion in the program. Over the course of the school year we had three events, once per trimester, in which we had days of specialized instruction facilitated by our GATE coordinator allowing for opportunities to cluster students for meaningful collaboration.

We have also honored our students in five academic growth areas each trimester this year, based upon data and teacher-supported recommendations in front of their families and peers.

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 deviation from the planned 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.

No changes to this goal specifically. Next year we will shift to a standardized testing metric to measure growth more universally.

**Goal 2:****Student Connections to School - Provide a safe and secure environment for all staff and students.**

Utilizing newly identified funding sources through Proposition 28, create a master plan for continued arts enrichment embedded within the school day and beyond the bell. Given the significant retirement of faculty in the 2023/24 school year there will be a need to actively recruit new faculty and staff to take on leadership roles in support of extracurricular activities and enrichments to sustain the well-established programs at the site. We will identify new leaders and continue to offer extracurricular opportunities for student growth beyond the bell in particular areas of interest in an effort to build collaboration and community across classrooms in a shared activity, promote peer connections, and the development of communication and problem-solving skills.

Additionally, we will adopt and implement Kelso's Choice into our counseling model; this is a conflict resolution curriculum designed to support primary students in navigating difficult situations with peers, improve self-esteem, and prevent instances of bullying. Lessons are based upon student's developmental needs and targeted in 15-45 minute interventions and lessons to support students through an auditory, visual, and kinesthetic model to promote appropriate whole-body responses through modeling.

**Identified Need:**

Students consistently show that they derive social and emotional advantages from enhanced opportunities to meaningfully engage in interest-based activities and modeled navigation of challenging social situations and peer conflict. These opportunities foster supportive and trusting relationships with both peers and staff members. Evidence of structured social and interest-based engagement manifests in student behaviors, positive attendance, assessments and observations made by parents and staff, as well as students' own expression of desired growth areas and self-identified needs.

**Annual Measurable Outcomes:**

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
Extracurricular Menu of Activities	<b><i>Arts-Based Enrichment and Extracurricular Offerings:</i></b>	Extracurricular and arts-based opportunities will be embedded within the instructional day and beyond the bell in our after school programs. These initiatives will support student involvement, expose students to new potential interests, and connectedness to school, and foster relationship building with peers and teachers that students may not otherwise interact with on a daily basis. These opportunities will build students' practical skills in arts, athletics, leadership, and collaboration.
Extracurricular Calendar	<i>Students will have increased access to arts-based enrichment embedded in the school day and beyond the bell. We will utilize current certificated staff who currently lead programs in fine art, pottery, media arts and digital journalism for opportunities beyond the bell. We will also work to retain and recruit staff who will begin or continue with roles as drama coaches, fine arts instructors, culinary arts instructors, choreographers, play production and music directors.</i>	
Teacher Extra Pay Assignments for facilitating extracurricular opportunities as aligned to budget line items.		
Teacher/Parent/SST recommendations for student counseling		
Full implementation of Kelso's Choice Curriculum (purchased mid-year 23/24).	<i>Loma Vista will continue to support extended student growth opportunities through our menu of extracurricular activities and maximize student participation following a cohort semester model (doubling unduplicated involvement)</i>	

	<p><i>and through arts-based supplemental instruction which is embedded within the school day for greater equity of access.</i></p> <p><b>Kelso's Choice:</b></p> <p><i>"Kelso's Choice is often presented to small groups of students or used during individual counseling either to reinforce the lessons taught in the classroom or to provide problem-solving techniques. The material has been successfully adapted for use with diverse student groups, including students experiencing physical, behavioral, learning, emotional or psychological challenges. The program has also been proven effective when teaching anger management skills and impulse control."</i></p> <p><i>Building on our culture of kindness and empathy, we will intentionally provide instruction through our counseling model in techniques to de-escalate peer conflicts and promote problem-solving.</i></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 K-5

**Strategy/Activity**

1. We will continue to implement our strategic initiative to recruit and hire experienced teachers for supplementary hourly assignments in the areas of a wide array of arts and athletics. This goal aims to enrich our students' educational experience by offering a diverse range of extracurricular activities that go beyond the traditional classroom setting. These activities will be skillfully facilitated by our dedicated teaching staff, as well as visiting coaches and teachers with relevant credentials. In structuring multiple sessions for student opportunities to a school-wide extracurricular calendar, we ensure a consistent schedule of extracurricular events that align with our educational goals. This year we will also embed some of these opportunities within the school day.
2. Using our site adoption of Kelso's Choice, we will use these materials to reinforce expected behaviors and prosocial development. The lessons will be used for 1:1 counseling, small group, conflict mediation, and whole class instruction as a tool to positively influence student behavior through developmentally targeted curriculum

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
<ul style="list-style-type: none"> <li>• Extracurricular Offerings, Not Arts-Based: \$8,320.00</li> <li>• Additional Arts-Based Offerings (instructional day embedded and extracurricular): \$39,241.60</li> <li>• Counseling Supplemental Curriculum/Materials: \$2,000.00</li> </ul>	<ul style="list-style-type: none"> <li>• PTA Account to supplement the extracurricular programs at teacher hourly rate (inclusive of 23.16% benefits payment embedded).</li> <li>• Proposition 28 Account to fund additional arts-aligned programs at teacher hourly rate (inclusive of 23.16% benefits payment embedded).</li> <li>• Site-Based Account</li> </ul>

**Annual Review:****SPSA Year Reviewed: 2023-24**

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:**

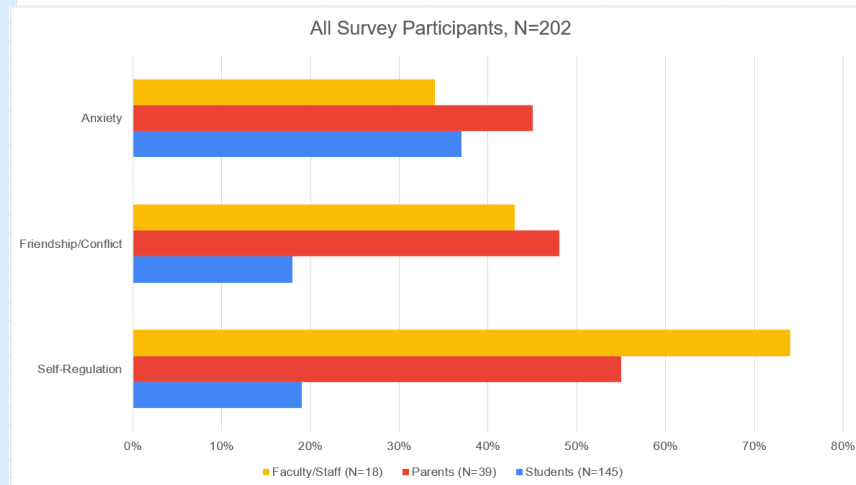
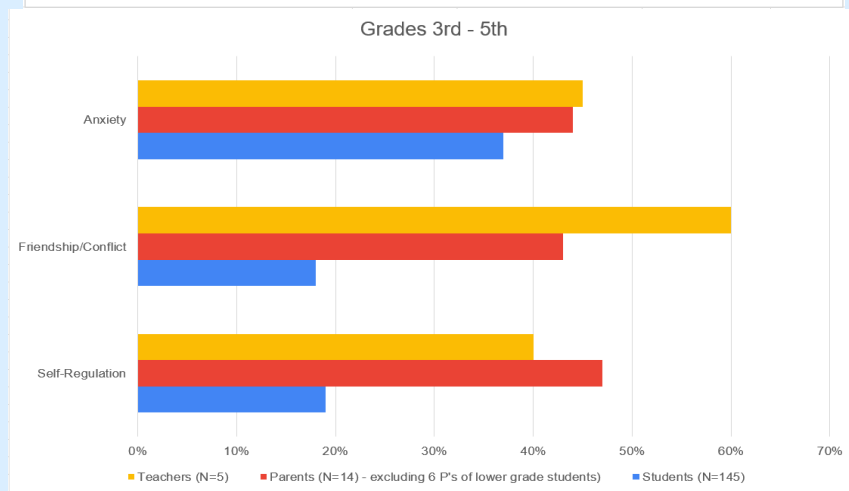
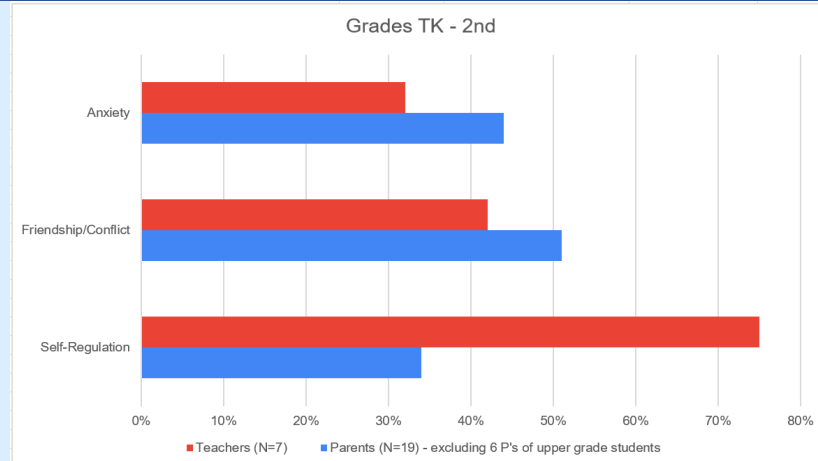
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

**Goal met and exceeded.**

The 2023-2024 goal of Student Connections to School was achieved by taking an SEL approach to student connections. We continued to offer dynamic, interest-based extracurricular opportunities for student growth beyond the bell in an effort to build collaboration and community across classrooms in a shared activity, promote peer connections, and helped students to develop communication and problem-solving skills. This was accomplished in twice-monthly meetings (or more frequent over shorter periods in some cases) in the areas of fine arts, performing arts, athletics and team sports, leadership, digital journalism, and culinary arts following a published calendar which was sent home each month to parents and announced each morning to our student body.

Our weekly Spotted Being Kind recognition program continued, and students recognized by a staff member were awarded a ticket (extrinsic motivator) for a chance to win one of four prizes at the end of the week. These were announced over the public address system and helped to motivate the student body through individual positive praise for good character, promoting a positive school culture. Winners were tracked on a spreadsheet to ensure equity in future weekly awards and drawings.

We narrowed our focus with our counselor facilitated, SEL skill-building groups and base designated supports around identified student needs. Identification of needs were drawn from a needs assessment, parent and teacher outreach, and discipline and counseling trends from 22/23. From these areas of data collection, themes emerged, which can be seen in the charts below:



Our counselor used the thematic data that emerged from the surveys, cross-referenced behavioral data, and prior counseling participants, to build her groups of focus for the school year, as seen below.

## Target Groups: 6-8 weeks

Group Topic	Number of Groups & Students Served
Stress/Anxiety Group	T1: 2 cohorts of 4 students (primary) T2: 2 cohorts of 4 students (upper grades) T3: 2 cohort of 4-5 students (1 primary, 1 upper grade)
Conflict Management Group	T2: 1 cohort of 4-5 students (primary) T3: 1 cohort 4-5 students (upper grade)
Friendship	T2: 1 cohorts of 5-6 students (upper grade) T3: 1 cohorts of 5-6 students (primary grade)
Self-Regulation/Decision Making	T1: 1 cohort of 3 students (upper grade)
<b>Projected Total Groups</b>	<b>11 cohorts serving 40-42 students</b>

Classroom lessons were built upon the same focus of data and projections can be seen below. Actual classroom lessons exceeded the projection as additional needs arose and were identified throughout the year, requiring more immediate attention.

## To Date Classroom Lessons: 30-40 minutes

Lesson Title/Topic	To Date Number of Lessons Delivered
Counselor Introduction	7 primary lessons 6 upper grade lessons
Big Deals/Little Deals	11 primary lessons
Bullying Prevention Lessons	8 primary lessons 9 upper grade lessons
Coping Skills	2 primary lessons 2 upper grade lessons
Community Helpers	1 primary lesson
<b>Total</b>	<b>46 Lessons</b>

## Projected Classroom Lessons: 30-40 minutes (con't)

Lesson Title/Topic	Projected Number of Lessons: Spring 2024
Career Interests	4 upper grade lessons
Transition to Middle School	2 upper grade lessons
Kelso's Choice	2-3 introductory lessons per grade level <ul style="list-style-type: none"> <li>8-12 TK-K lessons (individual classrooms)</li> <li>6-9 1st-3rd lessons (combining classes)</li> <li>4-6 4th-5th lessons (combining classes)</li> </ul>
Self-Regulation & Coping Skills	7 primary lessons
Additional Stress Management/Coping Skills (3rd-5th)	3 upper grade (combining classes)
<b>Projected Total for Spring</b>	<b>43 Lessons</b>
<b>2023-2024 Total</b>	<b>80-89 Delivered Lessons</b>

Reiterative groups based upon data were implemented, and individual student counseling opportunities were created as students and student needs were identified throughout the year as measured below.



**To Date Individual School Counseling**

(Total number of students served, not the number of visits per student)

Grade	Need	Number Served
K	Peer Conflict/Friendship, Self-Regulation/Transition, Behavior	9
1	Peer Conflict/Friendship, Self-Regulation	4
2	Self-Regulation, Anxiety, Social Skills, Friendship	8
3	Peer Conflict/Friendship, Behavior	20
4	Peer Conflict/Friendship, Behavior	10
5	Peer Conflict/Friendship, Behavior, Family, Anxiety	53
<b>K-5th</b>	<b>Total</b>	<b>104 Students</b>

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 changes or deviations.

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.

No changes or deviations. The new goal will focus on sustaining extracurricular activities in the wake of a mass retirement event and identifying new leaders, and in integrating a supplementary counseling curriculum.

**Goal 3:**

**2023/24 Family Involvement** - Continue to create calendared opportunities to welcome and inclusion for students and their families through engagement activities and planned events that involve a child's immediate and extended family. Efforts to further engage families will be realized through school-based events which include community business partnerships, collaboration with the PTA, and school-led, school-based events that celebrate togetherness and promote community building.

**Identified Need:**

The creation of a welcoming and inclusive school environment positively impacts students' social and emotional well-being. When students feel that their families are involved and valued by the school, they are more likely to experience a sense of security, belonging, and self-esteem.

Actively engaged parents and families lead to greater connection to school and promote greater student successes. Opportunities for meaningful engagement in school activities and events and regular interaction with parents and extended family members create opportunities for open and effective communication between educators and families. This communication can be vital in addressing any concerns or challenges that students may face, ensuring that appropriate support and resources are provided when needed

Loma Vista School encourages parents to take active roles in their child's educational experience by fostering an inclusive environment that welcomes families.

**Annual Measurable Outcomes:**

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
<p>Family Engagement activities shall include, but aren't limited to:</p> <ul style="list-style-type: none"> <li>• Acclimation weeks 8/14 - 8/21</li> <li>• Parent volunteer opportunities in the classroom and for event support (GATE Symposiums, Picture Day, Classroom support,</li> <li>• Laps for Leopards</li> <li>• Grade Level Music Performances</li> <li>• Trimester Awards Assemblies</li> <li>• Loma Pumpkin Patch</li> <li>• Character Parade</li> <li>• Cross Country Meets</li> <li>• Multiple PTA Night Events</li> <li>• PTA meetings (twice monthly)</li> <li>• School Musical</li> <li>• Movie Nights</li> <li>• Spelling Bee</li> <li>• Art Night</li> <li>• TK Dance</li> </ul>	<p><b>Collaborative Creation of Annual Events Calendar:</b></p> <ul style="list-style-type: none"> <li>- <i>A collaboratively created 24/25 school-wide events calendar shall be created with input from key stakeholders inclusive of teachers, classified staff, PTA Board Members, and the school principal. The completed calendar will be published electronically via Parent Square prior to the start of school in August.</i></li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>- <i>To ensure regular and clear communication, the office will additionally produce hard copies of each month's planned events to send home with students prior to the start of each month.</i></li> </ul>	<p>The site principal and all stakeholders will be able to monitor this goal transparently by following the school's Events Calendar and attending the events in which they wish to participate.</p> <p>Targeted invitations for participation in activities which capture an identified portion of the school demographic (Trimester Awards, GATE Symposium special instructional days) will be sent to the appropriate students and their families. School-wide events will be well advertised and communicated monthly.</p> <p>Events will occur following the calendar with minimal deviation and parents will be informed at the start of the year about all calendared events electronically. We will also send home paper events calendars each month to reflect any updates or minimal adjustments.</p>

<ul style="list-style-type: none"> <li>• K-5 Spring Dance</li> <li>• Parent/Teacher Conferences</li> <li>• Wax Museum</li> <li>• Variety Show</li> <li>• School Carnival</li> <li>• Culminating 5th grade Boom Ball Game</li> <li>• Promotion Ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>- <i>The school office will also have hard copies for a given month available for pick-up.</i></li> </ul> <p><b>Attendance and Engagement:</b></p> <ul style="list-style-type: none"> <li>- <i>We will maintain sign-in sheets for visitors as is practicable, to gauge attendance for the numerous events listed.</i></li> </ul>	
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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 TK-5.

**Strategy/Activity**

**Acclimation Week** (8/14 - 8/21): At the start of the school year, acclimation week helps families and students transition smoothly into the new academic year. Families are encouraged to park and walk their children onto campus so both child and parent gain a sense of comfort with routines and location before transitioning to a close campus model. These days help to forge a sense of security and set a positive tone for the year ahead.

**Parent Volunteer Opportunities:** Encouraging parents to volunteer in the classroom and for various school events enhances parental involvement in their children's education. It also eases the workload on teachers and school staff. Parents are encouraged to work directly with their child's teacher for volunteer opportunities and complete the volunteer form in the office.

**Laps for Leopards:** This event promotes physical fitness and fundraising within the school community. It's a fun way for students to engage in healthy activities together and supports the PTA's fundraising efforts, which support numerous student-centered school activities.

**Grade Level Music Performances:** These performances showcase the talents of students and encourage family attendance to celebrate their achievements. They also strengthen the connection between arts and education through targeted grade-level lessons led by Mrs. Johnson.

**Trimester Awards Assemblies:** Recognizing and celebrating student achievements at regular intervals fosters a sense of pride in self-accomplishment and motivation. These assemblies provide a platform for parents to share in their children's success.

**Loma Pumpkin Patch:** The pumpkin patch event combines fun and education, offering families an opportunity to experience seasonal activities while learning about agriculture and highlighting the Halloween season.

**Character Parade:** This creative event encourages students to express themselves through a character dress up on Halloween. Parents are encouraged to attend and watch the procession.

**Cross Country Meets:** Participation in cross country meets promotes physical activity and teamwork, and it offers families a chance to support their young athletes and is another activity which promotes a sense of pride for our school.

**PTA Night Events:** Multiple PTA night events bring our parents together for social engagement and help build connections and community, while simultaneously fundraising for the school site.

**PTA Meetings (Twice Monthly):** Regular PTA meetings facilitate communication between parents, teachers, and the school administration. They allow for the discussion of important matters and the planning of future events and provide a platform for parents and teachers to discuss school-related topics, share ideas, and collaborate on initiatives to benefit students.

**School Musical:** The school musical is an opportunity for students to showcase their performing arts skills. It's also a family-friendly event for parents and relatives to attend.

**Movie Nights:** Movie nights offer a relaxed environment for families to enjoy quality time together. They serve as community-building events and are always free of charge.

**Spelling Bee:** Our annual spelling bee promotes literacy and vocabulary development. Participation creates a sense of competition and achievement for both students and their families.

**Art Night:** Art night showcases the creativity of students and encourages family engagement in the arts. It provides a platform to appreciate and celebrate artistic expression.

**TK Dance and K-5 Spring Dance:** These dances are fun, age-appropriate social events for students and their families. They allow for social interaction and dancing, reinforcing a sense of community. Our TK cubs attend this first school dance experience with their parents in a more intimate setting.

**Parent/Teacher Conferences:** These conferences are crucial for discussing students' progress, setting academic goals, and maintaining open lines of communication between families and teachers.

**Wax Museum:** The wax museum is a unique project where students research and portray historical figures. It offers families an opportunity to see their children's research and presentation skills in action led by Mrs. Trapp and Ms. Ulvaeus.

**Variety Show:** The variety show is an entertaining event where students entertain the school community with various talents, from singing and dancing to magic tricks and comedy. It's a great way to involve families and celebrate student abilities.

**School Carnival:** The school carnival is a traditional, fun-filled event that brings the whole school community together. It includes games, rides, food, and entertainment, making it a highlight of the year.

**Culminating 5th Grade Boom Ball Game:** This culminating event for 5th graders offers a memorable experience before transitioning to middle school as they compete against faculty, staff, and parents for bragging rights!

**Promotion and Celebration Ceremonies:** These ceremonies mark the academic achievements of students moving on to the next grade level. They provide an emotional and celebratory closure to the school year.

Incorporating these activities and strategies into the school calendar not only enhances family engagement but also enriches the overall educational experience for students and the school community as a whole.

## Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
<ul style="list-style-type: none"> <li>School Musical (K-5): \$8,500.00 (75 hours at the district rate, production rights, sets and costumes)</li> <li>TK Dance and K-5 Dance: \$2,500.00 (DJ, food, decorations)</li> <li>Trimester Awards \$300.00</li> <li>Cross Country: \$500.00-\$700 league fee</li> <li>Grade Level Music: \$8,800.00 (148 hours at the district rate)</li> <li>Pumpkin Patch, L4L, Art Night: \$1,500.00 est.</li> <li>Promotion: \$500.00</li> </ul>	<ul style="list-style-type: none"> <li>Prop 28 Arts Account</li> <li>Donations Account</li> <li>Site Based Funds</li> <li>Supplemental Account</li> <li>Prop 28 Arts Account</li> <li>PTA Account</li> <li>PTA Account</li> </ul>

## Annual Review:

## SPSA Year Reviewed: 2023-24

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.

**Goal met.**

The 2023-2024 goal of Family Involvement was met through multiple engagement activities and planned events involving the immediate and extended families of our students, as enumerated in the 2023-2024 SPSA goal metrics and our annual events calendars published for parents monthly and sent home with students as hard copies, and messaged through our Parent Square platform. Efforts to further engage families through school-based events included partnerships with community businesses, partnership with the PTA, which celebrated togetherness and built community relationships.

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 changes or deviations.

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.

No changes or deviations. We will continue to refine and implement this goal, and begin in collaboration with our PTA and our teachers in crafting family events for the 2024-2025 school year prior to the close of the 2023-2024 school year.

## Budget

### Other Federal, State and Local Funds

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

Federal Programs	Allocation (\$)
Title I 2023-24 Carryover	\$0.00
Title I 2024-25 Pre-Allocation	\$0.00
Title I 2024-25 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.

State or Local Programs	Allocation (\$)
Site-Based Funds 2023-24 Carryover	\$0.00
Site-Based Funds 2024-25 Allocation	\$14,105.00
Supplemental Funds 2023-24 Carryover	\$0.00
Supplemental Funds 2024-25 Allocation	\$22,925.00

Subtotal of state or local funds included for this school: **\$37,030.00**

Total of federal, state, and/or local funds for this school: **\$37,030.00**

## 2024-25 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.

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 – 2022-23

	English Language Arts/Literacy						
	2022-23						
	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	52	52	42.31%	21.15%	23.08%	13.46%
Male	26	26	26	34.62%	23.08%	26.92%	15.38%
Female	27	26	26	50.00%	19.23%	19.23%	11.54%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	17	17	17	41.18%	11.76%	35.29%	11.76%
Hawaiian or Pacific Islander							
White (not Hispanic)	33	32	32	43.75%	21.88%	18.75%	15.63%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	15	15	15	33.33%	20.00%	20.00%	26.67%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	9	9	9	*	*	*	*
Migrant Education							
Homeless							

## CAASPP – Grade 3 Mathematics – 2022-23

	Mathematics						
	2022-23						
	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	52	52	40.38%	28.85%	15.38%	15.38%
Male	26	26	26	34.62%	38.46%	15.38%	11.54%
Female	27	26	26	46.15%	19.23%	15.38%	19.23%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	17	17	17	35.29%	29.41%	17.65%	17.65%
Hawaiian or Pacific Islander							
White (not Hispanic)	33	32	32	43.75%	28.13%	12.50%	15.63%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	15	15	15	26.67%	20.00%	20.00%	33.33%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	9	9	9	*	*	*	*
Migrant Education							
Homeless							

## CAASPP – Grade 4 English Language Arts/Literacy – 2022-23

	English Language Arts/Literacy						
	2022-23						
	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	57	57	57	45.61%	24.56%	14.04%	15.79%
Male	30	30	30	53.33%	16.67%	13.33%	16.67%
Female	27	27	27	37.04%	33.33%	14.81%	14.81%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	15	15	15	26.67%	20.00%	26.67%	26.67%
Hawaiian or Pacific Islander							
White (not Hispanic)	37	37	37	54.05%	27.03%	10.81%	8.11%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	22	22	22	40.91%	18.18%	13.64%	27.27%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	13	13	13	23.08%	23.08%	0.00%	53.85%
Migrant Education							
Homeless							

CAASPP – Grade 4 Mathematics – 2022-23

	Mathematics						
	2022-23						
	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	57	56	56	25.00%	44.64%	19.64%	10.71%
Male	30	30	30	30.00%	53.33%	6.67%	10.00%
Female	27	26	26	19.23%	34.62%	34.62%	11.54%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian							
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	15	15	15	20.00%	26.67%	33.33%	20.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	37	36	36	27.78%	52.78%	13.89%	5.56%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	22	22	22	31.82%	27.27%	22.73%	18.18%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	13	13	13	15.38%	7.69%	30.77%	46.15%
Migrant Education							
Homeless							

## CAASPP – Grade 5 English Language Arts/Literacy – 2022-23

	English Language Arts/Literacy						
	2022-23						
	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	63	62	62	25.81%	22.58%	20.97%	30.65%
Male	41	40	40	30.00%	17.50%	27.50%	25.00%
Female	22	22	22	18.18%	31.82%	9.09%	40.91%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	26	25	25	16.00%	16.00%	16.00%	52.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	33	33	33	33.33%	27.27%	27.27%	12.12%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	30	30	30	13.33%	23.33%	23.33%	40.00%
English Learners	4	4	4	*	*	*	*
Students with Disabilities	10	10	10	*	*	*	*
Migrant Education							
Homeless							

CAASPP – Grade 5 Mathematics – 2022-23

	Mathematics						
	2022-23						
	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	63	60	60	18.33%	26.67%	23.33%	31.67%
Male	41	38	38	26.32%	26.32%	21.05%	26.32%
Female	22	22	22	4.55%	27.27%	27.27%	40.91%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian							
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	26	24	24	8.33%	29.17%	25.00%	37.50%
Hawaiian or Pacific Islander							
White (not Hispanic)	33	32	32	28.13%	18.75%	25.00%	28.13%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	30	28	28	0.00%	28.57%	21.43%	50.00%
English Learners	4	4	4	*	*	*	*
Students with Disabilities	10	9	9	*	*	*	*
Migrant Education							
Homeless							

## 2024-25 Supplemental Funding Program Budget

**2024-2025 BUDGET****School Site:****Loma Vista****Program:****Supplemental**

<b>2024-2025 Allocation</b>	\$	22,925.00
<b>Total Available Funding:</b>	\$	22,925.00

		<b>Budget</b>
<b>Expenditures:</b>		
1000s - Certificated Salaries		
1103	Teachers, Extra hours	\$ 16,000.00
1106	Teachers, Sub	\$ -
	Other	\$ -
2000s - Classified Salaries		
2103	Paraed, Extra hours	\$ -
2403	Clerical, Extra hours	\$ 1,000.00
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ 3,706.00
	38.06% for Classified	\$ 381.00
4000s - Books and Supplies		
4200	Books Other Than Textbooks	\$ -
4300	Materials and Supplies	\$ 1,838.00
4400	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
5202	Conferences/Travel	\$ -
5600	Rentals and Repairs	\$ -
5719	Transportation for field trips	\$ -
5710	Graphics	\$ -
5800	Contracted Services	\$ -
5806	Internet Publications/Software	\$ -
6000s - Capital Outlay		
6400	Capital Equipment >\$5,000 ea.	\$ -
<b>Total</b>		<b>\$ 22,925.00</b>
<b>Budget Balance</b>		
		<b>\$ -</b>



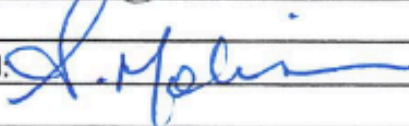
Principals Signature:	
Date:	4/30/24
School Site Council Approval: (Chair)	
Date:	4/30/24
English Learner Advisory Committee Review:	
Date:	
Director, Special Projects Approval:	
Date:	6/12/24

## 2024-25 Site Funding Program Budget

**2024-2025 BUDGET****School Site:****Loma Vista****Program:****Site Based Fund**

<b>2024-2025 Allocation</b>	\$	14,105.00
<b>Total Available Funding:</b>	\$	14,105.00

		<b>Budget</b>
<b>Expenditures:</b>		
1000s - Certificated Salaries		
1103	Teachers, Extra hours	
1106	Teachers, Sub	\$ 1,000.00
	Other	\$ -
2000s - Classified Salaries		
2103	Paraed, Extra hours	\$ -
2403	Clerical, Extra hours	
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ 232.00
	38.06% for Classified	
4000s - Books and Supplies		
4200	Books Other Than Textbooks	\$ -
4300	Materials and Supplies	\$ 7,500.00
4400	Equipment not Capitalized	\$ 900.00
5000s - Services & Other Operating Expenses		
5202	Conferences/Travel	\$ 1,023.00
5600	Rentals and Repairs	\$ -
5719	Transportation for field trips	\$ -
5710	Graphics	\$ 3,450.00
5800	Contracted Services	\$ -
5806	Internet Publications/Software	\$ -
5900	Communications	\$ -
6000s - Capital Outlay		
6400	Capital Equipment >\$5,000 ea.	\$ -
<b>Total</b>		<b>\$ 14,105.00</b>
<b>Budget Balance</b>		
		<b>\$ -</b>

Principals Signature:	
Date:	4/30/24
School Site Council Approval: (Chair)	
Date:	4/30/24
Director, Special Projects Approval:	
Date:	4/6/24



### 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)

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

Support for programs that reach parents/guardians and family members at home, in the community, and at school

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

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

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

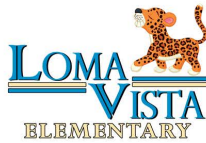
Loma Vista Elementary believes strongly in providing all employees opportunities to develop professional skills and abilities as well as acquire training on current trends aimed at improving student achievement. The goals developed for this year's school plan have identified the areas and groups of teachers 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 2024-25 school year, teachers at Loma Vista Elementary School will participate in the following staff development trainings:

- CRLP and Writing Workshops Progress
- Enrichments
- SST Process Refinement/Review
- Universal Access Schedule by Grade
- Intervention Model and Referral Process
- Use of Prop 28 Funds and Site Needs Assessments
- SPSA Goals
- Enrichments and New Facilitators
- MAP and CAASPP Growth and Assessment Data Analysis
- Adjunct Duties
- School Events Calendars

# 2022-23 School Accountability Report Card

Published January 2024



**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.

Loma Vista Elementary prides itself on enriching our students' educational experience by offering a diverse range of extracurricular activities that go beyond the traditional classroom setting, and sets Loma Vista apart from other comprehensive elementary sites. These activities will be skillfully facilitated by our dedicated teaching staff, as well as visiting coaches and teachers with relevant credentials. In structuring multiple sessions for student opportunities to a school-wide extracurricular calendar, we ensure a consistent schedule of extracurricular events that align with our educational goals and improve student connections to school and promote the growth

of positive peer to peer and student to teacher relationships.

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.

## Board of Education

DR. JERRY DANNENBERG  
CALVIN PETERSON  
JAMES FORSYTHE  
ALICIA LAVERE  
SABRENA RODRIGUEZ

## 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)





## 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.

### 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 fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than approximately 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, 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 2022-23 school year, 392 students were enrolled, including 12% in special education, 3.1% qualifying for English Language Learner support, 2.8% homeless, and 34.4% qualifying for free or reduced price lunch.

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.

Student Enrollment by Student Group and Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	48.5%	Kindergarten	92
Male	51.5%	Grade 1	74
Non-Binary	0.0%	Grade 2	55
American Indian or Alaskan Native	0.3%	Grade 3	50
Asian	0.5%	Grade 4	60
Black or African American	1.0%	Grade 5	61
Filipino	0.5%		
Hispanic or Latino	30.1%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	4.1%		
White	63.5%		
English Learners	3.1%		
Foster Youth	0.0%		
Homeless	2.8%		
Migrant	0.0%		
Socioeconomically Disadvantaged	34.4%		
Students with Disabilities	12.0%		
			Total Enrollment 392

## 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

### California Physical Fitness Test Results

2022-23					
% of Students Tested					
Grade Level	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Fifth	93.4%	91.8%	91.8%	90.2%	91.8%

Note: The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

Double dashes (--) appear in the table when the number of students is ten or fewer, 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
	21-22	22-23	21-22	22-23	21-22 22-23
Science (Grades 5, 8, & 10)	38.64	30	32.31	32.57	29.47 30.29

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Double dashes (--) appear in the table when the number of students is ten or fewer, 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 receive scores.

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 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.

Parents are always welcome to assist in our extracurricular offerings for our students with advanced communication with the teacher. These include Paws on Pottery, Cross Country Competitive Race Team, Leopard Tales Digital Journalism, Drama and Improvisation, The Art Spot, Student Leadership, The Leopard's Ladle: A Kid's Kitchen, Dancing Paws, The Gifted Collaborative, Pickleball, Soccer Clinic with Buena High, and the School Musical Production.

Parents are encouraged to participate in decision-making groups such as the School Site Council, the Parent Teacher Association, the English Learner Advisory Council or the Superintendent's Parent Advisory Council.

Parent volunteer opportunities in the classroom and for event support are always encouraged. These opportunities include GATE Symposiums (each trimester), Picture Day, Classroom Support, Family Picnic, Laps for Leopards, Grade Level Music Performances, Trimester Awards Assemblies, Loma Pumpkin Patch, Character Parade, Cross Country Meets, Multiple PTA Night Events, PTA Meetings (twice monthly), the School Musical, Movie Nights, Spelling Bee, Art Night, TK Dance, K-5 Spring Dance, Parent/Teacher Conferences, Wax Museum, Variety Show, School Carnival, and the Culminating 5th Grade Boom Ball Game.

Contact the PTA President, Alicia LaVere, or your child's teacher at (805) 641-5443 for more information on how to become involved in your child's learning environment.

## 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.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)					
2022-23					
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	63	60	95.24	4.76	30
Female	22	22	100	0	13.64
Male	41	38	92.68	7.32	39.47
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	26	24	92.31	7.69	12.5
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	33	32	96.97	3.03	40.63
English Learners	--	--	--	--	--
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	20	19	95	5	26.32
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.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11					
Percentage of Students Meeting or Exceeding the State Standards					
	Loma Vista		VUSD		CA
	21-22	22-23	21-22	22-23	21-22
English Language Arts/Literacy	60	60	47	47	47
Mathematics	58	61	35	36	33

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)										
2022-23										
	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	173	171	98.84	1.16	60.23	173	168	97.11	2.89	60.71
Female	76	75	98.68	1.32	64	76	74	97.37	2.63	51.35
Male	97	96	98.97	1.03	57.29	97	94	96.91	3.09	68.09
American Indian or Alaskan Native										
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	58	57	98.28	1.72	42.11	58	56	96.55	3.45	48.21
Native Hawaiian or Pacific Islander										
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	103	102	99.03	0.97	69.61	103	100	97.09	2.91	67
English Learners	--	--	--	--	--	--	--	--	--	--
Foster Youth										
Homeless										
Military										
Socioeconomically Disadvantaged	51	51	100	0	50.98	51	50	98.04	1.96	46
Students Receiving Migrant Education Services										
Students with Disabilities	32	32	100	0	21.88	32	31	96.88	3.12	22.58

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

Double dashes (--) appear in the table when the number of students is ten or fewer, 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.



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/pfi/](http://www.cde.ca.gov/ta/tg/pfi/).

## 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

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

school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. The following campus repairs or improvements were planned or completed in the last 12 months:

#### 2022-23 Campus Improvements:

- Installation of new front gate for security with automated entry system and cameras and two-way radio communication

#### 2023-24 Planned Campus Improvements:

- Perimeter fencing replacement along the large play yard facing the medical building
- New kindergarten playhouse
- New soccer goals for the primary playground
- New large soccer nets for existing goals on upper grades playground
- New Promethean Interactive Instruction boards for each classroom
- New collaborative tables and stools for small group instruction in five classrooms
- Monthly maintenance on the Native Garden with the support of the Surfrider Foundation
- Bond measure monies and District priorities to be systematically revisited
- Planned refresh of office and faculty conference room

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

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 July 31, 2023. During fiscal year 2023-24, 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, updated, and shared with school staff at a faculty meeting in November 2023.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: July 31, 2023	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			Building C Boys RR - Sewer line backup at the urinal, does not drain, overflows onto the floor when flushed
Interior Surfaces	✓			Building B Exterior - Excessive peeling paint at the north eaves at classroom 8; Classroom 19 - Damaged ceiling tile next to the HVAC vent
Cleanliness	✓			
Electrical	✓			Classroom 13 - Wiremold corner trim is missing in the SE corner of the room, behind book shelf, exposed live wires; Classroom 16 - Wiremold end cap is missing at the south wall west side next to the door
Restrooms/Fountains	✓			Classroom 14 - Drinking fountain is out of order
Safety	✓			Classroom 11 - Fire alarm wiremold has detached from the wall and is hanging by the wires; Classroom 15 - Fire alarm wiremold 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 west side; Café Office - Broken window at the north elevation; Front Yard/Parking Lot - The yellow truncated domes at the ADA parking walkway have lifted from the concrete and create a trip hazard
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
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 (2022-23)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	415	409	98	24
Female	201	199	46	23.1
Male	214	210	52	24.8
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	124	121	39	32.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	19	19	5	26.3
White	260	257	50	19.5
English Learners	30	28	9	32.1
Foster Youth	--	--	--	--
Homeless	17	17	8	47.1
Socioeconomically Disadvantaged	151	149	54	36.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	67	66	24	36.4

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Suspensions and Expulsions								
	Loma Vista			VUSD			CA	
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22
Suspensions	0.00%	0.29%	1.20%	0.17%	2.74%	3.22%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.00%	0.01%	0.00%	0.07%

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Suspensions & Expulsions by Student Group (2022-23)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	1.20%	0.00%
Female	0.00%	0.00%
Male	2.34%	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	10.53%	0.00%
White	0.77%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	5.88%	0.00%
Socioeconomically Disadvantaged	1.99%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.49%	0.00%

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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. Campus safety assistants, 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 2022-23 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 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."

### 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				
		2020-21		
Grade Level	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		
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	
		2022-23		
K	18.0	2	3	
1	25.0		3	
2	27.0		2	
3	25.0		2	
4	28.0		2	
5	30.0		2	

\*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.

### 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.

## 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 2021-22, 2022-23, and 2023-24 school years, the teachers at Loma Vista Elementary School had the opportunity to participate in districtwide staff development training focused on:

#### 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)
- Elevation 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

#### 2023-24 Trainings:

- K-5 Grade Level Collaboratives
- Trauma Informed Practices
- California Reading & Literature Project: RESULTS Training (K-3)
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Multilingual learner Liaisons Collaboration
- English Language Development (K-5)

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 2022-23 school year, Loma Vista Elementary School's staff development activities concentrated on:

- Benchmark Assessments
- Data Analysis

- ELLevation
- MAP Assessment Training
- Mathematics
- Professional Development Opportunities through VCOE Supported by Site Funding Sources
- 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.

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.

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			
2022	Yes	Savvas: <i>myWorld Interactive</i>	0%

### 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.

On October 10, 2023, 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 #23-33 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 2023-24 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.



Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment			2020-21	2021-22
Permits and Waivers			0	1
Misassignments			0.4	0
Vacant Positions			0	0
Total Teachers Without Credentials and Misassignments			0.4	1

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	0
Local Assignment Options			0	0
Total Out-of-Field Teachers			0	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	0
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	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)	14	87.5	515.8	78.78	234405.2	84
Intern Credential Holders Properly Assigned	1	6.25	6.2	0.96	4853	1.74
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	1	6.25	23.3	3.56	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	66	10.09	11953.1	4.28
Unknown	0	0	43.2	6.6	15831.9	5.67
Total Teaching Positions	16	100	654.7	100	279044.8	100

*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.*

## 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.

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 2022-23

	No. of Staff	FTE*
Academic Counselor	0	0.0
Health Technician	1	0.7
Psychologist	1	0.5
School Nurse	1	0.2
Speech Pathologist(s)	2	1.0
School Counselor	1	0.6

\*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 in this report 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.

**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: 2021-22 salary comparison data was the most recent data available at the time this report was published.)

**Expenditures Per Student**

For the 2021-22 school year, Ventura Unified School District spent an average of \$15,181 of total general funds to educate each student (based on 2021-22 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.)

**Teacher and Administrative Salaries  
2021-22**

	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	49,458	55,550
Mid-Range Teacher Salary	71,219	84,645
Highest Teacher Salary	98,645	111,294
Average Principal Salaries:		
Elementary School	121,009	139,860
Middle School	129,391	146,440
High School	133,862	158,447
Superintendent Salary	235,497	278,268
Percentage of Budget For:		
Teacher Salaries	28.16	32.21
Administrative Salaries	5.15	4.89

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

**Expenditures Per Pupil and School Site Teachers Salaries**

2021-22

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	8,685	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,054	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,631	6,550	101.2%	7,607	86.1%
Average Teacher Salary	84,600	79,491	N/A	90,632	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 2021-22 school year, the district received categorical, special education, and support programs funds for:

- A-G Completion Grant
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan – Homeless Children and Youth
- Child Nutrition: Food Service Staff Training Funds
- Child Nutrition: Kitchen Infrastructure Upgrade Funds
- Classified School Employee Summer Assistance Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Department of Rehabilitation
- Educator Effectiveness
- Education Protection Account
- Expanded Learning Opportunities Program
- Indian Education
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Supplementary Programs
- Title I, II, III, IV
- Tobacco Use Prevention Education

**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.

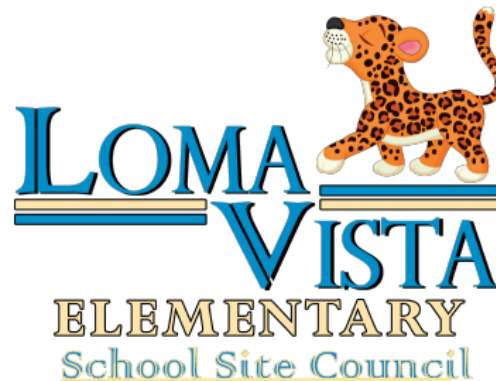
**Internet**

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 2023.









## School Site Council Bylaws



2023-2024



**Loma Vista Elementary School Site Council By-Laws****Article 1****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) vote.