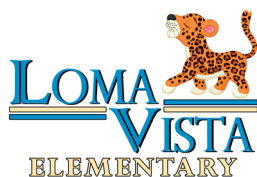


2023-24 School Accountability Report Card

Published January 2025



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 are skillfully facilitated by our dedicated teaching staff, as well as visiting coaches and teachers with relevant credentials. In structuring multiple sessions for student opportunities aligned 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. We also

ensure multiple cohorts of students have opportunities to participate in these after-school enrichments. Additionally, we provide specialized Gifted and Talented instructional days each trimester for our GATE identified students, and homework support twice monthly for our students in need of additional support.

Our school serves a Deaf and Hard of Hearing (DHH) population and Visually Impaired (VI) population and welcomes students from around the county. Our exceptional total communication approach (TC) utilizes oral language and American Sign Language (ASL) based upon students' needs. The integration of both languages is apparent on our campus, in our classrooms, on our playgrounds, and at our school events and assemblies. Many of our Deaf and Hard of Hearing students have opportunities to mainstream with their general education peers and our VI students are fully integrated into the general education classroom settings with modifications and the use of specialized equipment.

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, Winter Musical Production, Grade Level Music Performances, Arts Night, Variety Show,

Board of Education

CALVIN PETERSON

JAMES FORSYTHE

DR. JERRY DANNENBERG

SHANNON TRANI FREDERICKS

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

Ventura Unified
SCHOOL DISTRICT



Trimester Awards Assemblies, and other special events throughout the year. The Ventura community members, staff, parents, and students continue to work together to maintain the California Coastal Native Garden at the front of the school. We believe that parents, community members, and staff must work together for the education of all students.

HONORS

2012-California Distinguished School



District Vision Statement

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

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. 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 2023-24 school year, 404 students were enrolled, including 13.4% in special education, 3% qualifying for English Language Learner support, 2.7% homeless, 0.2% migrant, and 32.4% 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 2023-24			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	48.3%	TK	50
Male	51.7%	Kindergarten	51
Non-Binary	0.0%	Grade 1	53
American Indian or Alaskan Native	0.2%	Grade 2	79
Asian	1.2%	Grade 3	55
Black or African American	1.2%	Grade 4	55
Filipino	0.7%	Grade 5	61
Hispanic or Latino	27.2%		
Native Hawaiian or Pacific Islander	0.2%		
Two or More Races	5.2%		
White	63.9%		
English Learners	3.0%		
Foster Youth	0.0%		
Homeless	2.7%		
Migrant	0.2%		
Socioeconomically Disadvantaged	32.4%		
Students with Disabilities	13.4%		
Total Enrollment			404

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				
2023-24				
% of Students Tested				
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance
Grade Level				
Fifth	92.0%	92.0%	92.0%	92.0%

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.

The administration of the PFT requires only participation results for these five fitness areas.

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
	22-23	23-24	22-23	23-24	22-23
Science (Grades 5, 8, & 10)	30	43.64	32.57	33.34	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 facilitator. 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, The Gifted Collaborative, Soccer Clinics, and the School's Annual Musical Production.

Parents are encouraged to participate in decision-making groups and run for elected seats on the School Site Council, or take on various leaderships roles within 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)

2023-24					
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	59	55	93.22%	6.78%	43.64%
Female	28	26	92.86%	7.14%	38.46%
Male	31	29	93.55%	6.45%	48.28%
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	17	17	100.00%	0.00%	23.53%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	37	33	89.19%	10.81%	60.61%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	19	18	94.74%	5.26%	27.78%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	12	100.00%	0.00%	16.67%

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	
	22-23	23-24	22-23	23-24	22-23	23-24
English-Language Arts/Literacy	60	62	47	47	46	47
Mathematics	61	62	36	37	34	35

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)

2023-24										
	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	170	166	97.65%	2.35%	62.05%	170	166	97.65%	2.35%	62.05%
Female	78	75	96.15%	3.85%	62.67%	78	75	96.15%	3.85%	56.00%
Male	92	91	98.91%	1.09%	61.54%	92	91	98.91%	1.09%	67.03%
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	44	43	97.73%	2.27%	51.16%	44	43	97.73%	2.27%	51.16%
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	110	107	97.27%	2.73%	66.36%	110	107	97.27%	2.73%	67.29%
English Learners	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	44	42	95.45%	4.55%	47.62%	44	42	95.45%	4.55%	45.24%
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	26	26	100.00%	0.00%	26.92%	26	26	100.00%	0.00%	23.08%

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.

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/.

Physical Fitness

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

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

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:

2023-24 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 13, 2024. During fiscal year 2024-25, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: July 13, 2024	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			Classroom 5 - New thermostat installed does not function, will not sit properly on the base
Interior Surfaces		✓		Classroom 1 - Water damaged ceiling tiles at the south east corner; Classroom 2 - The drinking fountain does not shut off on its own; Classroom 4 - Water damaged ceiling tiles above the sink; Building A Girl's RR East - Excessive peeling plaster and paint on the walls and ceiling; Classroom 17 - Water damaged ceiling tiles at the east wall; Building D Girl's RR West, Building D Boy's RR West - Excessive peeling plaster and paint on the walls and ceilings; Classroom 19 - Carpet seam is peeling at the center modular line
Cleanliness	✓			Classroom 7 - Rat traps present in the room; Classroom 17 - Signs of termites at the south cabinets
Electrical	✓			Classroom 13 - Wiremold corner trim is missing in the southeast corner of the room behind book shelf, exposed live wires; Classroom 15 - Fire alarm wiremold has detached from the wall
Restrooms/Fountains	✓			Classroom 2 - Water damaged ceiling tiles above the sink; Classroom 12 - Drinking fountain does not shut off on its own; Classroom 14 - Wiremold end cap is missing along the south wall
Safety	✓			Classroom 11 - Fire alarm wire mold has detached from the wall and is hanging by the wires; Classroom 15 - Fire alarm wiremold has detached from the wall; Cafeteria - Stage fire extinguisher is out of service date (6/24/22)
Structural	✓			Classroom 17 - The east wall and floor are damaged and separating
External	✓			Kindergarten Play Area - Numerous holes in the rubber fall surface; Building B Unisex RR East - Broken window west side; Cafeteria - ADA stage lift is blocked by storage debris; Café Office - Broken window at the north elevation; Cafeteria Exterior - Exterior screen missing at upper roof soffit, contrasting stripe is missing from the exterior stair treads; Front Yard/Parking Lot - Deficiency noted
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.

CLASSROOM ENVIRONMENT

Chronic Absenteeism

The chart in this table identifies the chronic absenteeism rates by student group for Loma Vista Elementary School for the 2023-24 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.

Chronic Absenteeism by Student Group (2023-24)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	411	407	56	13.80%
Female	197	196	23	11.70%
Male	214	211	33	15.60%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	115	113	19	16.80%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	22	4	18.20%
White	259	257	28	10.90%
English Learners	12	12	2	16.70%
Foster Youth	--	--	--	--
Homeless	16	16	6	37.50%
Socioeconomically Disadvantaged	138	137	30	21.90%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	64	62	12	19.40%

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.

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

Suspensions and Expulsions

	Loma Vista			VUSD			CA		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspensions	0.29%	1.20%	1.22%	2.74%	3.22%	2.81%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.01%	0.00%	0.07%	0.08%	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 (2023-24)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	1.22%	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	0.87%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	4.55%	0.00%
White	1.16%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	6.25%	0.00%
Socioeconomically Disadvantaged	2.90%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	6.25%	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.

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 October 2024.

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.

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 lifes 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 2022-23, 2023-24, and 2024-25 school years, the teachers at Loma Vista Elementary School had the opportunity to participate in districtwide staff development training focused on:

2022-23 Trainings:

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

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)

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%

2024-25 Trainings:

- K-5 Grade Level Collaboratives
- Trauma Informed Practices
- District Assessments
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Family Engagement
- Multilingual Learner Liaisons Collaboration
- Strategies and Techniques to Support All Students in Reading
- K-5 English Language Development

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 2023-24 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.

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 September 24, 2024, 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 #24-17 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

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0	1	0
Misassignments	0.4	0	1
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	0.4	1	1

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	0	0

Class Assignments / Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.1	0	14.2
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	5.2

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

School Year 2022-23						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.4	83.74	495.7	78.16	231142.4	100
Intern Credential Holders Properly Assigned	1	5.44	6.9	1.09	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	5.44	37.3	5.9	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	61.4	9.68	11746.9	4.23
Unknown	1	5.44	32.7	5.17	14303.8	5.15
Total Teaching Positions	18.3	100	634.2	100	277698	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.

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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2024-25 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

PROFESSIONAL STAFF

Counseling & Support Staff

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

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 2023-24		
	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: 2022-23 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2022-23		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	54,404	59,551
Mid-Range Teacher Salary	78,341	93,855
Highest Teacher Salary	108,510	120,219
Average Principal Salaries:		
Elementary School	138,247	151,525
Middle School	150,507	158,215
High School	156,704	171,087
Superintendent Salary	269,500	300,043
Percentage of Budget For:		
Teacher Salaries	26.7	31
Administrative Salaries	5.47	4.91

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

Expenditures Per Student

For the 2022-23 school year, Ventura Unified School District spent an average of \$17,067 of total general funds to educate each student (based on 2022-23 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/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Expenditures Per Pupil and School Site Teachers Salaries 2022-23					
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	8,345	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,725	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,620	6,510	101.7%	10,771	60.4%
Average Teacher Salary	94,835	87,311	N/A	97,756	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 2022-23 school year, the district received categorical, special education, and support programs funds for:

- A-G Completion Grant
- After School Education and Safety (ASES)
- Agricultural Career Technical Education Incentive
- American Rescue Plan – Homeless Children and Youth
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Development
- Child Nutrition: Food Service Staff Training Funds
- Child Nutrition: Kitchen Infrastructure and Training Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Department of Rehabilitation
- Educator Effectiveness
- Education Protection Account
- Expanded Learning Opportunities Program
- Indian Education
- Learning Recovery Emergency Block Grant
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding

- State Lottery
- Strong Workforce Program
- Supplementary Programs
- Title I, II, III, IV

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/ 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 November 2024.