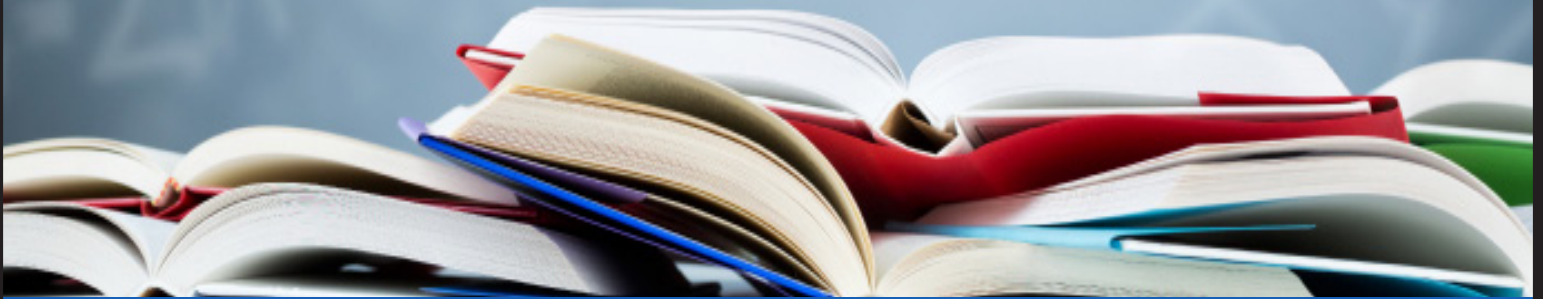


Ventura Unified School District School Plan for Student Achievement



Loma Vista Elementary School

56 72652 6116040

Contact Information:

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Fiscal Year 2026-2027

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The School Plan for Student Achievement

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:

Jenee Wilcox, Principal
Loma Vista Elementary School
300 Lynn Drive
Ventura, CA 93003
(805) 641-5443
jenee.wilcox@venturausd.org

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

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2025-2026 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Jenee Wilcox	X				
Trisha Besanceney		X			
Eva Cherrie		X			
Elisa Takaya		X			
Mallory Woertink			X		
Mason Cohn				X	
David Leoncallo				X	
Margaret Manning				X	
Harben Porter				X	
Mandolyn Sullivan				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: 2/11/26.

Attested:



Jeneé Wilcox, Principal

2/11/26

Date



SSC Chairperson

2/11/26

Date

District information

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 14,000 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 2024-2025 school year, Ventura Unified School District served 14,379 students in grades TK-12 including 15.2% students with disabilities, 13.4 English learners, 58.8% socioeconomically disadvantaged, 0.1% migrant education, 3.5% 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

School Profile

During the 2024-2025 school year, Loma Vista School served 396 students in grades TK-5. Student enrollment included 11.6% students with disabilities, 2.5% English learners, 37.4% socioeconomically disadvantaged, and 2.8% 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

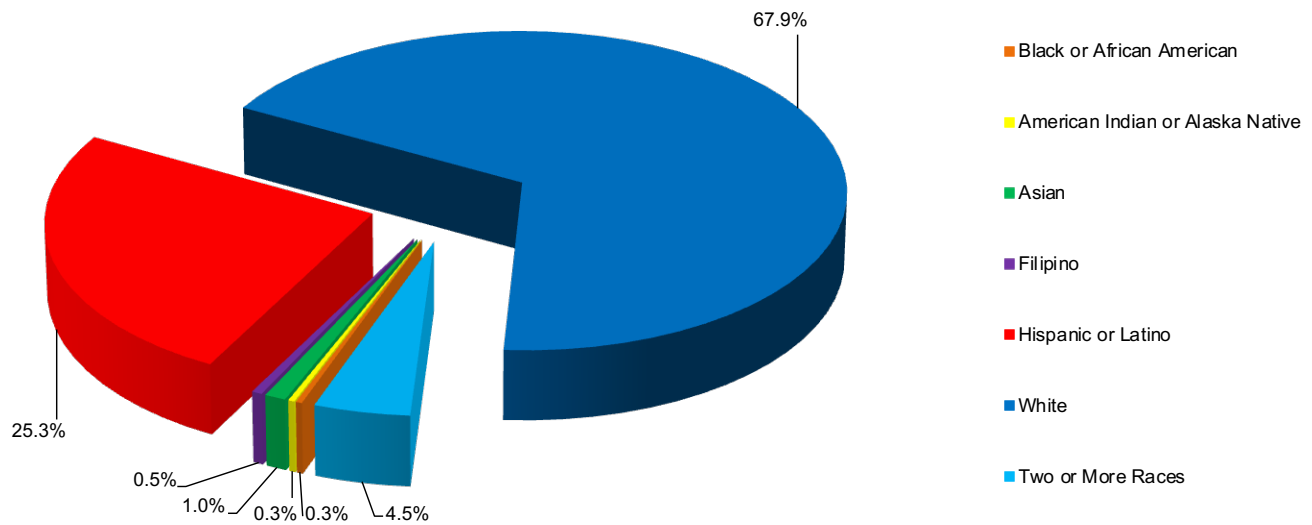
At Loma Vista, all students receive consistent, thoughtful and supportive learning opportunities that promote "personal best" in each child.

School Mission

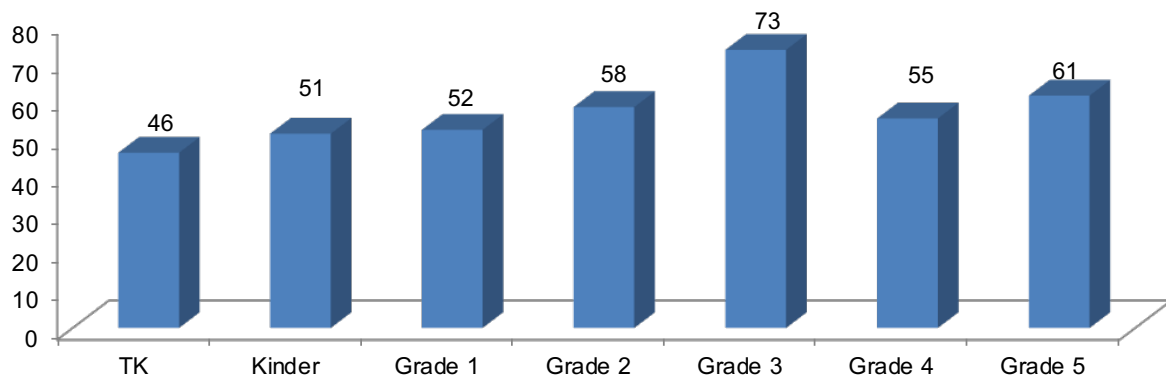
The Loma Vista motto is "Home of the Leopard...Where Everyone Has a Spot".

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.

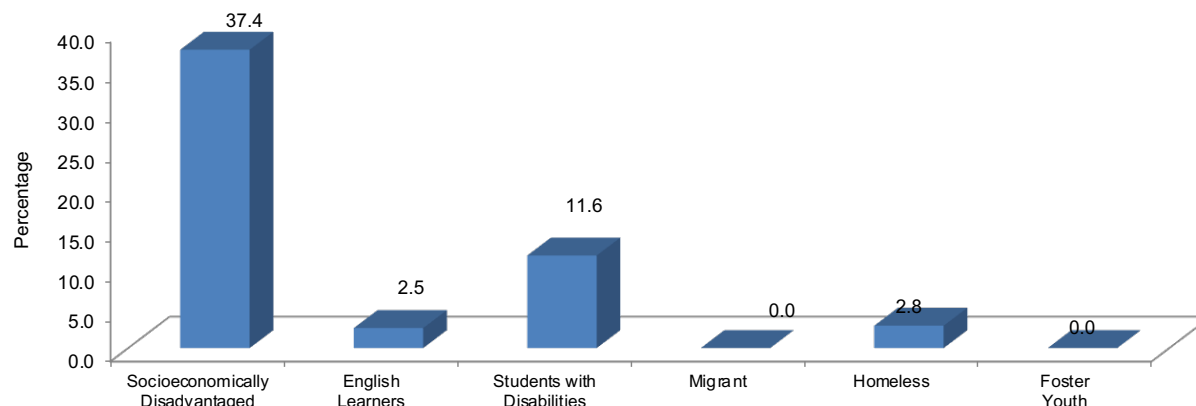
Student Enrollment by Ethnicity – 2024-2025



Student Enrollment by Grade – 2024-2025



Student Enrollment by Student Group – 2024-2025



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: Jumpstart is an early education program administered by Ventura Unified School District and is a California State Preschool Program ('CSPP'). We provide care for children in Ventura and the surrounding community throughout Ventura County.

The staff and administration at Jumpstart know that young children thrive in safe, friendly and respectful environments. These elements are foundational and at the core of our Program's philosophy; a philosophy that fosters a child-centered curriculum and is based on the guiding principles of the California Preschool Curriculum Foundations where:

- Relationships are central
- Play is the primary context for learning
- Learning is integrated and inclusive
- Intentional interactions enhance children's learning experiences

- Family and community partnerships create meaningful connections
- Individualization of learning includes all children
- Responsiveness to culture and language supports children's learning

Jumpstart is a part-day multi-age opportunity for children between the ages of 2 and 5 years, and, along with parent participation, promotes empathy, self-regulation, and leadership development. We offer care and curriculum that is age appropriate for children's developmental needs in a rich setting allowing for exploration, creativity, problem-solving, science, math, and language acquisition through play, group activities, and individual choice.

Jumpstart Preschool Program is located at 6 sites within the Ventura Unified School District.

- ATLAS Elementary
- E.P. Foster Elementary
- Montalvo Elementary
- Portola Elementary
- Sheridan Way Elementary
- Will Rogers Elementary

Each site offers an AM (8:15 am to 11:15 am) and a PM (12:15 pm to 3:15 pm) program daily that includes a "no cost" nutritionally balanced meal. Each Jumpstart Preschool classroom is designed for team teaching and provides a state and grant funded required teacher-to-child ratio.

Transitional Kindergarten (TK) Program: Transitional Kindergarten (TK) is a bridge between preschool and Kindergarten that gives young learners a headstart and provides them with an opportunity to learn and grow in an environment that is tailored to meet their academic and social-emotional needs. Since enrollment at a school site is not based on a family's residential boundary and the TK program is not offered at all VUSD elementary schools, families must apply via this SOC lottery process:

- A.T.L.A.S. TK-8
- Citrus Glen Elementary School
- Elmhurst Elementary School
- E.P. Foster Elementary School
- Juanamaria Elementary School
- Junipero Serra Elementary School
- Lemon Grove TK-8
- Lincoln Elementary School
- Loma Vista Elementary School
- Montalvo Elementary School
- Mound Elementary School
- Poinsettia Elementary School
- Portola Elementary School
- Sheridan Way Elementary
- Sunset TK-8
- Will Rogers Elementary 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.

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	2/11/26	

Plan Description

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

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, 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) and Visually Impaired (VI) 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).

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 attendance and student connectedness to school, and increase family involvement with accountability measures outlined within the body of the 2026/27 SPSA. Additionally, these goals and activities are reflective of those in the Ventura Unified District LCAP document.

Educational Partner Involvement

How, when, and with whom did your 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:
Loma Vista School Site Council	10/11/25, 11/12/25, 1/14/25, 1/28/25, 2/11/26, 4/8/26
Loma Vista School Faculty	2/10/26
VUSD Business Services Dept.	

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In reviewing the CA Dashboard indicators, the following performance areas are being actively addressed:

ELA performance on summative state testing indicates medium achievement for the Hispanic (Yellow) subgroup. Our strategies include classroom differentiation models with targeted literacy support using district adopted intervention (Sonday, Just Right Readers) and classroom differentiation, small group, and 1 on 1 instruction. Additionally students in this performance band are referred to our Tier 2 intervention, which is a district funded, focused 8-week pull-out model with a 50% FTE credentialed teacher, and consecutive sessions are offered when minimal progress is made.

Mathematics performance on summative state testing indicates low achievement for the Hispanic (Orange) subgroup. Our strategies include a similar model to ELA and classroom differentiation models with targeted

support use district adopted curriculum. The school employs a site funded math intervention teacher for as many hours as our supplemental funding can absorb, and we supplement with support from our PTA to obtain additional hours for this hourly, site supported position in a focused 8-week pull-out model with an hourly credentialed teacher, and consecutive sessions are offered when minimal progress is made.

Chronic absenteeism for our Socioeconomically Disadvantaged and Hispanic (Red) subgroups, and Students with Disabilities (Orange) subgroup, indicates needed improvement. We monitor reports generated by the student information system and our partnership with A2A to identify which students are in need of intervention. We reach out to families and conference with them to understand any challenges or obstacles to encourage positive attendance. Our school has diverse attendance, which is not strictly neighborhood-based, and some of our students commute from long distances through the School of Choice program. We offer engaging activities and a menu of enrichments to engage our student population and create connections and sense of belonging here at school. We also track attendance by classrooms and reward the classroom with the highest attendance percentage each month.

Suspensions show an increase across the Hispanic (Orange) subgroup. Efforts to mitigate disciplinary interventions which result in suspension are ongoing and the site regularly partners with parents, offers social emotional support, behavioral regulation strategies, faculty and staff support and behavior management, and reaches out to appropriate departments including Special Education, Ed Services, and Student Support Services to assist in higher needs cases in due advance of any issued suspensions in an effort to be proactive.

The school offers multiple and ongoing options to engage students and families in positive behavioral and social emotional strategies, and an array of school-based events and activities, many of which are outlined in this plan.

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/Activities, and Expenditures

Goal 1:

2026/27**Increase Student Achievement**

Using MAP Winter Assessment Data, we will strike a comparison between student growth over three years with the goal to meet or exceed grade level norms for projected growth in grades K-5 in 2027. We will analyze achievement year over year looking at 2025, 2026, and 2027 Data. Although there is typically a performance dip across schools during the winter trimester assessment, comparing like data models will inform the evaluation of our instructional program's effectiveness.

Additionally, the 2027 Winter MAP data will be used to inform Intervention model placement for Trimester 3 (T3) data driven recommendations into T3 intervention in ELA and math (as available). Using the predictive analytics, recommendations will be focused upon students in the nearly met standard projection bands across grades 3 through 5.

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

2026/27

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, parent/teacher conferencing, 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 models as funding sources allow for availability of resources and academic support.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2026/27 MAP Assessment Data from Winter 2026, 2025, and 2024	2026/27 MAP Assessment Data (Three Year Analysis): Using MAP Winter Assessment scores from 2026 as baseline achievement to measure 2027 growth indicators, analytics will be studied to determine instructional effectiveness in the areas of mathematics and English Language Arts. Additionally, the council will review analysis to the same assessment data from 2025 for a three year analysis. Anticipated student growth targets and actual student achievement	2026/27 Student growth from assessed application of grade level standards year over year, measuring three years of Winter MAP Assessment Data. Staff discussions and strategies during professional development meetings to support struggling students evolving from whole faculty, grade-alikes, and common planning meetings.

	will be reviewed at each grade level. This data will inform discussion and in planning differentiated strategy implementation in monthly grade-alike meetings.	
2026/27 T3 Intervention Referral Model and Selection Criterion	2026/27 Trimester 3 Intervention, Tier II: Unlike Trimesters 1 and 2, which are based upon teacher referrals of students using assessment scores, general classroom performance concerns, assessments, and observations as the basis for initial consideration in building the grade-level cohorts. Trimester 3 referrals will be data-driven and solely focused upon student performance on 2027 MAP Winter Growth Data and projected CAASPP achievement. Students who are projected to nearly meet the standard on the CAASPP will be prioritized for cohort formations and will focus upon test taking strategies, and skill enhancement across the identified needed areas as funding and resources allow.	2026/27 Narrow winter data-driven referrals for T3 intervention to close the gap for students on the threshold of meeting

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	MAP Assessment Data (Winter 2027, 2026, and 2025) Using the Winter 2027, 2026, and 2025 Winter MAP assessment to analyze student achievement year-over-year across grade-level cohorts in grades K-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.	All Students K-5	No associated expenses	
2	Tier II interventions have been developed for students demonstrating challenges in meeting academic performance standards. This comprehensive strategy addresses the	All Students K-5	Multi-funded \$17,192 \$7,063	Supplemental Site PTA

	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 in trimesters 1 and 2, and utilizes a narrower set of data to support grade 3, 4, and 5 students in trimester 3 in anticipation of the CAASPP. 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. Using our site resources and PTA supplement to retain an hourly math intervention teacher, we will supplement our Tier 2 program to serve students across subjects. Currently, we are allocated a 50% Full Time Equivalency (FTE) to support students in Reading Intervention.			
3	STAR, Accelerated Reader Program, and IXL for teachers to utilize as a differentiation tool for goal setting to advance literacy for individual students at various reading levels across grades.	All Students 1-5	\$4,692 AR <u>\$2,868 IXL</u> \$7,560 Total	Restricted Lottery
4	Professional Development and supplemental materials	All Students TK-5	\$2,000.00	Supplemental

ANNUAL REVIEW

SPSA Year Reviewed: 2025-2026

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.

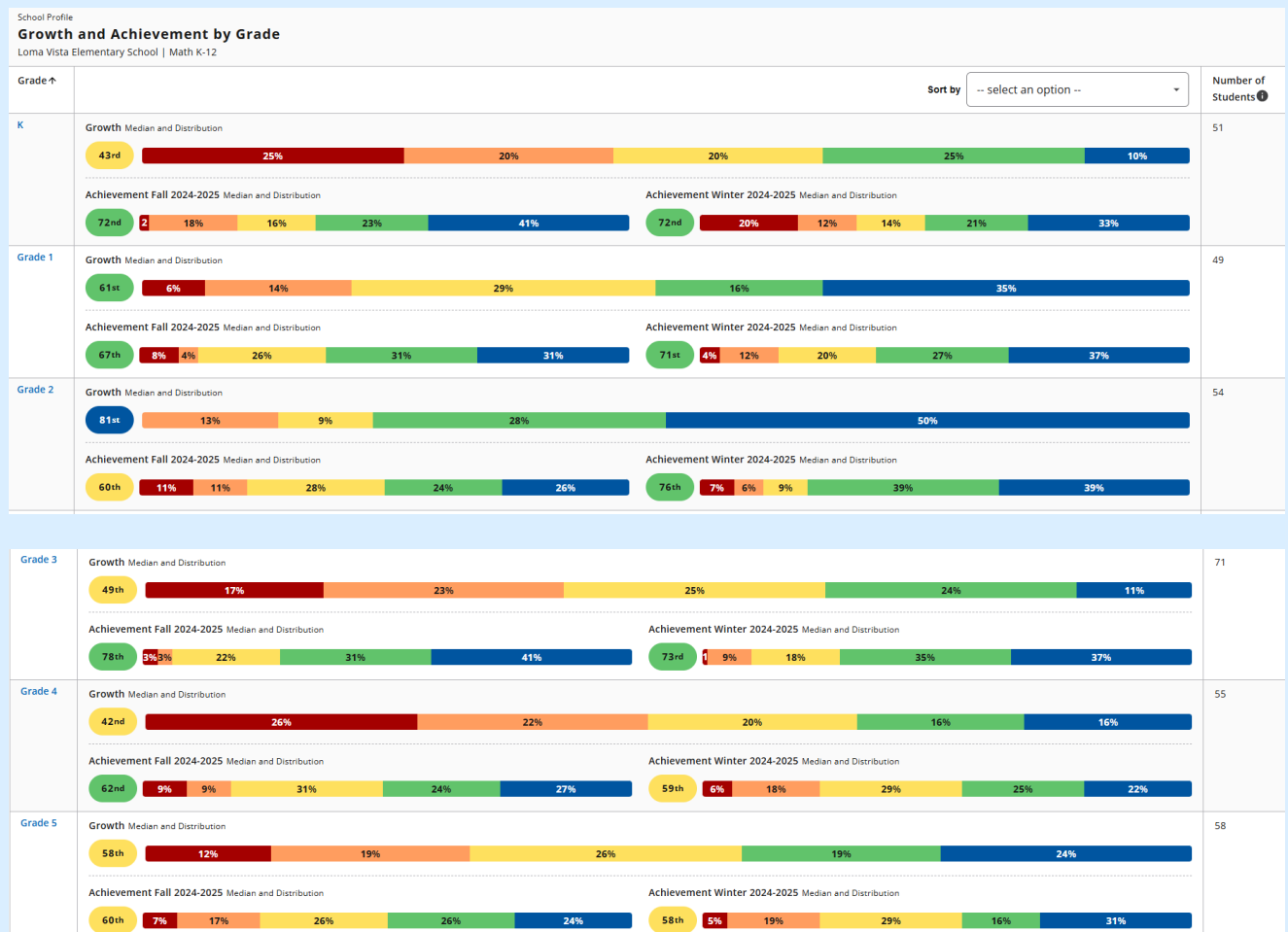
Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

1. Winter 2025 to Winter 2026 MAP Comparison Results
2. T1 and T2 intervention model progress
3. Grade Alike Meetings (changed to PLC meetings)

MAP Achievement: Math, Winter 2025



MAP Achievement: Math, Winter 2026

School Profile Growth and Achievement by Grade Loma Vista Elementary School Math K-12			
Grade ↕		Sort by -- select an option --	Number of Students ⓘ
K	Growth Median and Distribution		52
	53rd 14% 21% 27% 19% 19%		
	Achievement Fall 2025-2026 Median and Distribution 72nd 9% 8% 15% 33% 35%	Achievement Winter 2025-2026 Median and Distribution 70th 13% 4% 19% 27% 37%	
Grade 1	Growth Median and Distribution		50
	71st 16% 10% 14% 22% 38%		
	Achievement Fall 2025-2026 Median and Distribution 70th 10% 14% 18% 30% 28%	Achievement Winter 2025-2026 Median and Distribution 76th 10% 14% 14% 16% 46%	
Grade 2	Growth Median and Distribution		50
	57th 12% 10% 30% 32% 16%		
	Achievement Fall 2025-2026 Median and Distribution 75th 6% 6% 18% 28% 42%	Achievement Winter 2025-2026 Median and Distribution 78th 4% 8% 18% 28% 42%	
Grade 3	Growth Median and Distribution		48
	44th 13% 35% 25% 19% 8%		
	Achievement Fall 2025-2026 Median and Distribution 72nd 10% 4% 19% 31% 36%	Achievement Winter 2025-2026 Median and Distribution 70th 10% 2% 21% 38% 29%	
Grade 4	Growth Median and Distribution		68
	47th 22% 18% 26% 18% 16%		
	Achievement Fall 2025-2026 Median and Distribution 68th 5% 12% 16% 35% 34%	Achievement Winter 2025-2026 Median and Distribution 63rd 1% 19% 25% 31% 24%	
Grade 5	Growth Median and Distribution		49
	72nd 16% 8% 12% 23% 41%		
	Achievement Fall 2025-2026 Median and Distribution 64th 6% 10% 26% 29% 29%	Achievement Winter 2025-2026 Median and Distribution 77th 4% 16% 21% 16% 43%	

Math Analysis

Grade	Achievement Fall 24-25	Achievement Winter 24-25	Change in Achievement	Growth Fall 24-25 to Winter 24-25
K	72	72	0	43
1	67	71	4	61
2	60	76	16	81
3	78	73	-5	49
4	62	59	-3	42
5	60	58	-2	58

Grade	Achievement Fall 25-26	Achievement Winter 25-26	Change in Achievement	Growth Fall 25-26 to Winter 25-26
K	72	70	-2	53
1	70	76	6	71
2	75	78	3	57
3	72	70	-2	44
4	68	63	-5	47
5	64	77	13	72

Mathematics Data Analysis

A review of Fall-to-Winter mathematics achievement and growth data across the 2024–25 and 2025–26 school years indicates areas of strength as well as instructional needs that require targeted action.

Overall, primary grades (K–2) demonstrate consistent student growth and positive achievement trends across both years. In particular, Grades 1 and 2 show sustained improvement in achievement from fall to winter, accompanied by strong growth metrics, indicating that core instructional practices and early intervention supports are effectively meeting student needs in these grade levels.

In contrast, Grades 3 and 4 exhibit a recurring pattern of declining achievement from fall to winter in both years, despite evidence of moderate student growth. This suggests that while students are making progress, the rate of growth is not sufficient to close existing learning gaps or maintain benchmark performance as instructional rigor and content complexity increase. This trend points to a need for stronger alignment between instruction, pacing, and grade-level standards in the intermediate grades, as well as more intentional use of formative assessment to guide instruction.

Grade 5 data in 2025–26 reflects a notable improvement, with a significant increase in achievement and strong growth, indicating that targeted instructional strategies and interventions can successfully reverse prior declines

when implemented with fidelity. This improvement provides an opportunity to identify and replicate effective practices across Grades 3 and 4.

The data also highlights a transition challenge between primary and upper grades mathematics, suggesting a need for enhanced vertical articulation to ensure foundational skills developed in earlier grades are sustained and extended. Strengthening Tier 1 instruction, increasing opportunities for targeted small-group intervention, and refining PLC data cycles will be critical to improving outcomes, particularly in Grades 3–4.

Based on this analysis, Loma Vista Elementary will prioritize instructional coherence, targeted intervention, and collaborative data-driven practices in mathematics to ensure that student growth translates into sustained achievement across all grade levels.

MAP Achievement: Reading, Winter 2025



MAP Achievement: Reading, Winter 2026

School Profile				
Growth and Achievement by Grade				
Loma Vista Elementary School Reading				
Grade ↑	Sort by -- select an option --			Number of Students ⓘ
K	Growth Median and Distribution			51
	59th12%16%25%23%24%			
	Achievement Fall 2025-2026 Median and Distribution			
	60th6%14%31%20%29%			50
	Achievement Winter 2025-2026 Median and Distribution			
	61st6%12%22%31%29%			
Grade 1	Growth Median and Distribution			50
	74th10%10%18%26%36%			
	Achievement Fall 2025-2026 Median and Distribution			
	73rd18%12%16%20%34%			50
	Achievement Winter 2025-2026 Median and Distribution			
	77th18%8%10%16%48%			
Grade 2	Growth Median and Distribution			50
	59th12%20%18%22%28%			
	Achievement Fall 2025-2026 Median and Distribution			
	72nd12%18%230%38%			47
	Achievement Winter 2025-2026 Median and Distribution			
	75th10%12%8%26%44%			
Grade 3	Growth Median and Distribution			67
	56th9%23%21%21%26%			
	Achievement Fall 2025-2026 Median and Distribution			
	68th11%8%23%30%28%			67
	Achievement Winter 2025-2026 Median and Distribution			
	69th11%6%21%30%32%			
Grade 4	Growth Median and Distribution			49
	64th14%14%22%19%31%			
	Achievement Fall 2025-2026 Median and Distribution			
	79th8%16%18%9%49%			49
	Achievement Winter 2025-2026 Median and Distribution			
	71st29%22%28%39%			
Grade 5	Growth Median and Distribution			49
	61st10%20%18%31%21%			
	Achievement Fall 2025-2026 Median and Distribution			
	73rd8%8%16%27%41%			67
	Achievement Winter 2025-2026 Median and Distribution			
	68th4%8%22%31%35%			

Reading Analysis

Grade	Achievement Fall 24-25	Achievement Winter 24-25	Change in Achievement	Growth Fall 24-25 to Winter 24-25
K	60	48	-12	54
1	70	76	6	68
2	68	75	7	64
3	77	78	1	62
4	72	72	0	71
5	67	74	7	74

Grade	Achievement Fall 25-26	Achievement Winter 25-26	Change in Achievement	Growth Fall 25-26 to Winter 25-26
K	60	61	1	59
1	73	77	4	74
2	72	75	3	59
3	68	69	1	56
4	79	71	-8	64
5	73	68	-5	61

Reading Data Analysis

An analysis of Fall-to-Winter reading achievement and growth data across the 2024–25 and 2025–26 school years indicates overall student growth with specific areas requiring targeted instructional attention.

In grades 1–3, data shows generally positive trends in both achievement and growth across both years. Grades 1 and 2 demonstrate consistent gains in achievement from fall to winter, supported by strong growth metrics, suggesting that core literacy instruction and early intervention practices are effectively supporting students in developing foundational reading skills. Grade 3 shows stable achievement with moderate growth, indicating progress toward grade-level expectations.

Kindergarten data reflects variability across years. In 2024–25, kindergarten experienced a notable decline in achievement from fall to winter despite moderate growth, suggesting that students were making progress but not at a rate sufficient to meet benchmark expectations. In contrast, 2025–26 data shows stabilization and slight improvement in achievement, indicating that instructional adjustments and early literacy supports may be improving outcomes, though continued focus is needed to strengthen foundational skills.

Grades 4 and 5 present a mixed pattern. In 2024–25, both grades demonstrated stable or improving achievement with strong growth. However, in 2025–26, both grades experienced declines in achievement from fall to winter despite continued student growth. This pattern indicates that while students are progressing,

instructional rigor, comprehension demands, and text complexity may be increasing at a pace that is not fully matched by instructional supports.

Overall, the data suggests that while students are demonstrating growth across grade levels, growth does not consistently translate into sustained or increased achievement, particularly in kindergarten and the upper elementary grades. This points to a need for strengthened Tier 1 literacy instruction, increased emphasis on foundational skills in early grades, and targeted support for reading comprehension and fluency in grades 4 and 5.

This analysis supports SPSA actions focused on strengthening early literacy practices, improving instructional alignment across grade levels, expanding targeted interventions, and using PLC data cycles to monitor progress and adjust instruction to ensure that student growth results in improved reading achievement schoolwide.

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

This year, Loma Vista strategically strengthened instructional supports by intentionally piloting the use of IXL in mathematics classrooms to address specific skill gaps identified through student data. MAP assessment results were used to inform instruction, with MAP learning data syncing directly to IXL skill plans to target and remediate areas of need for individual students and small groups. This approach allowed teachers to differentiate instruction and provide timely, data-informed practice aligned to assessed mathematics standards. Early results from this implementation indicate improved student growth and achievement in targeted grade levels, supporting the effectiveness of this strategy.

In addition, the school began functioning as a cohesive, schoolwide Professional Learning Community (PLC) with an initial focus on mathematics. Staff engaged in a deep analysis of prior-year CAASPP data to identify trends, strengths, and areas for growth in mathematics instruction. Based on this analysis, a leadership team was established to guide PLC structures, support collaborative inquiry, and ensure consistent instructional focus across grade levels.

Throughout the 2025–26 school year, the school continued this work by vertically aligning mathematics standards, prioritizing essential standards, and strengthening articulation across grade levels. This intentional focus on instructional coherence and data-driven decision-making has contributed to improved outcomes and will continue to be expanded to support sustained student achievement as students progress from grade to grade.

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

As a result of this analysis, refinements were made to the strategies and activities aligned to this goal to strengthen instructional coherence and data-driven decision making. Specifically, the SPSA now includes the strategic implementation of IXL within mathematical classroom instruction to address skill gaps identified through MAP assessment data. These adjustments are reflected in the Strategies/Activities section under instructional supports and intervention.

In addition, the SPSA was updated to reflect the establishment of a schoolwide Professional Learning Community (PLC) structure. This includes the formation of a leadership team to guide data analysis, support collaborative planning, and monitor progress toward the goal. These changes can be found in the Professional Development and Collaboration sections of the SPSA.

While the overall goal and annual outcomes remain unchanged, the metrics used to monitor progress have been strengthened through the intentional use of MAP, IXL progress monitoring, and CAASPP data analysis. These updates are reflected in the Metrics and Monitoring sections of the SPSA.

Finally, the SPSA includes a revised focus for the remainder of the 2025–26 school year on vertically aligning and prioritizing math and language arts standards. This work is outlined in the Action Steps and Implementation Timeline sections to ensure sustained improvement and alignment across grade levels.

Goal 2:**2026/27****Student Connections to School - Provide a safe and secure environment for all staff and students.**

By June 2027, average daily attendance for all students at Loma Vista Elementary School will increase to **97 percent**.

- Utilize Ventura Unified School District's A2A attendance monitoring program on a weekly basis to identify attendance trends, address concerns early, and communicate proactively and supportively with families
- Establish and consistently reinforce clear expectations for a respectful, safe, and orderly daily school environment that promotes student engagement and regular attendance
- Implement and sustain a schoolwide Positive Behavioral Interventions and Supports (PBIS) system to strengthen school climate, student belonging, and consistent attendance
- Provide multiple opportunities for meaningful family involvement throughout the school year to build strong school to home connections and reinforce the importance of daily attendance
- Implement attendance incentives to recognize and celebrate positive attendance and improved attendance at both the individual student and classroom levels
- Offer four Saturday Attendance Academies during Spring 2027 to provide additional instructional time and attendance recovery opportunities for identified students

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

2026/27

A review of the California School Dashboard and local attendance data identified chronic absenteeism as an area in need of significant improvement. Specifically, the Socioeconomically Disadvantaged and Hispanic student subgroups are identified at the Red performance level, and the Students with Disabilities subgroup is identified at the Orange performance level. These data indicate disproportionate rates of chronic absenteeism among these student groups and highlight the need for targeted supports and systematic interventions.

To address these areas of need, the school has strengthened attendance monitoring and intervention systems, including weekly use of Ventura Unified School District's A2A attendance monitoring program to identify early patterns of absenteeism and initiate timely family communication. The school has increased family engagement efforts and attendance outreach to build stronger partnerships and reinforce the importance of daily attendance.

Additionally, Loma Vista has implemented attendance incentives and positive reinforcement strategies aligned to the schoolwide PBIS framework to promote a positive school climate and increase student motivation to attend school regularly. Targeted interventions, including Saturday Attendance Academies, have been planned to provide additional instructional time and attendance recovery opportunities for students with the highest needs.

These actions are intended to reduce chronic absenteeism, close attendance gaps among identified student subgroups, and improve overall attendance outcomes for all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance	95% (ADA)	96% (ADA)

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Loma Vista Elementary will use arts enrichment and extracurricular programs to strengthen student engagement and connection to school as a strategy to improve attendance. Expanded opportunities in visual and performing arts, clubs, and enrichment will promote belonging and motivation to attend school regularly.	All Students TK-5	Extracurricular Arts-Based Offerings: Play Production: Ryana Aguilera NTE 50 hrs or \$3,000.00 Play Production Music Dir.: Jill Johnson NTE 50 hrs or \$3,000.00 Drama and Improv: Maryl Kruger NTE 23 hrs or \$1,258.00 Pottery: Deby Quandt NTE 18 hrs or \$1,100.00 Variety Show: Faculty based assignment NTE 35 hrs or \$2,100.00 Digital Journalism: Laura Cohn NTE 22 hrs or \$1,320.00 Embedded Arts-Based Offerings (during the instructional day): Music Lessons: Mrs. Johnson, K-5 and evening performances for each grade. NTE \$9,000.00 (150 hours)	Proposition 28 at the district hourly rate (inclusive of 23.16% benefits). Proposition 28 at the district hourly rate (inclusive of 23.16% benefits)

			Dance: Recruit New Staff (5 hrs per week) NTE \$10,942.00 TOSA Share across 15 sites: Weekly Music Zooms on Fridays and Art Zooms on Mondays. NTE \$3,109.00 Extracurricular Non-Arts-Based Offerings: Leadership: Nikula @ 25 hrs Cross Country: NTE @ 30 hrs, Multi-Funded GATE Collaborative. Total PTA allocation NTE \$5,600.00	PTA at the district hourly rate (inclusive of 23.16% benefits)
2	Loma Vista Elementary will use the A2A attendance monitoring system to review and analyze attendance data on a weekly basis. This data will be used to identify patterns of absenteeism, communicate with families in a timely manner, and implement targeted supports and interventions to improve overall attendance and reduce chronic absenteeism.	All Students TK-5	N/A	N/A
3	Loma Vista Elementary will implement School Attendance Review Team (SART) attendance contracts for students identified with chronic or ongoing attendance concerns. These contracts will outline clear expectations, provide targeted supports, and establish regular progress monitoring in partnership with families to improve student attendance and accountability.	All Students TK-5	N/A	N/A
4	Loma Vista Elementary will offer Saturday School opportunities for students with attendance concerns to provide additional instructional time and reinforce the	All Students TK-5	N/A	N/A

	importance of regular school attendance. These sessions will support academic engagement while offering families flexible options to help students remain connected to learning and improve overall attendance.			
5	Loma Vista Elementary will implement attendance incentives to encourage regular school attendance and reinforce positive attendance behaviors. Incentives will be aligned with PBIS practices and used to recognize and celebrate individual and classroom attendance improvement, supporting a positive school climate and reduced chronic absenteeism.	All Students TK-5	N/A	N/A

ANNUAL REVIEW:**SPSA Year Reviewed: 2025-2026**

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.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

An analysis of how this goal was carried out in the previous year indicates that Loma Vista Elementary implemented attendance incentives and conducted SART conferences with written attendance contracts for students experiencing chronic absenteeism. These strategies increased awareness, accountability, and follow-up for identified students. Attendance data also highlights the ongoing need to strengthen family communication and education around the importance of regular school attendance, including minimizing absences related to vacations. This analysis supports continuing these strategies while expanding proactive family outreach to improve attendance outcomes.

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

There were no major differences between the intended implementation and the budgeted expenditures, as attendance was not a primary focus area in the previous SPSA. As a result, no specific funds were allocated for attendance-focused strategies during that cycle. Attendance-related supports that were implemented occurred within existing school resources and structures.

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

As a result of this analysis, attendance has been identified as a new focus area and added as a goal in the current SPSA. New annual outcomes, metrics, and strategies have been established to improve overall attendance and reduce chronic absenteeism. These changes include the implementation of weekly attendance monitoring using A2A, the use of SART attendance contracts, expanded attendance incentives aligned to PBIS, the addition of Saturday School opportunities, and increased family communication and education regarding the importance of regular school attendance. These updates can be found in the Attendance Goal section of the SPSA, including the associated actions, metrics, and budgeted expenditures.

Goal 3:**Family Involvement**

Loma Vista will continue to offer meaningful opportunities for students and families to engage in school activities that strengthen connections and build a sense of community. These events will be inclusive of both immediate and extended family members and will promote strong partnerships with the PTA and local stakeholders.

At the end of the 2025–26 school year, the principal will convene a stakeholder committee to review and plan family engagement events for the 2026–27 school year. Events will be thoughtfully selected, scheduled, and communicated in advance to support family participation and avoid conflicts with other school priorities.

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A welcoming and inclusive school environment, grounded in a PBIS framework, supports students' social-emotional well-being and sense of belonging. When families are actively welcomed and engaged, students feel more connected to school and are better positioned for success.

At Loma Vista Elementary, PBIS is used to strengthen partnerships with families by creating meaningful opportunities for involvement, reinforcing shared expectations, and maintaining open, ongoing communication in support of every student's growth.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2026-2027 Family Engagement activities shall include, but are not limited to: • Parent volunteer opportunities in the classroom and for event support (GATE Symposiums, Picture Day, Classroom support, and extra curricular support) • SPOT-astic Color Run • Grade Level Music Performances • Trimester Awards Assemblies • Loma Pumpkin Patch	2026/27 Collaborative Creation of Annual Events Calendar: A collaboratively created 26/27school-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 and sent home monthly. Communication: 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. The school office will also have hard copies for a given month available for	2026/27 All 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. 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. 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

• Character Parade • Cross Country Meets • Multiple PTA Night Events • PTA meetings • School Musical • Variety Show • Spelling Bee • Art Night • TK Dance • K-5 Spring Dance • Parent/Teacher Conferences • Wax Museum • Variety Show • School Carnival • Fifth Grade CIMI Chaperones • Culminating 5th grade Boom Ball Game • Promotion Ceremonies	pick-up, a rotating display on the lobby slide deck, and posted in the outdoor cabinet showcase.	families. School-wide events will be well advertised and communicated monthly.
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Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.	2026/27 By incorporating these activities and strategies into the school calendar our school seeks to enhance family engagement opportunities while also enriching the overall educational experience for students and our school community as a whole. 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. SPOT-astic Color Run: 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	All Students	1-5 Dance: \$2,500 (DJ, food, decorations) Cross-Country Participation Fees and Uniforms \$1,800 Trimester Awards \$300 Pumpkin Patch, L4L: \$2,500 est Promotion: \$600 All other events either do not have an associated expense or have been qualified in the above goal and linked to a funding source.	PTA Supplemental/PTA Site Based/PTA PTA PTA

	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: 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.			
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	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. 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. ArtS 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. 1-5 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.			
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	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.			
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ANNUAL REVIEW:**SPSA Year Reviewed: 2025-2026**

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.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

This goal was achieved during the 2025–26 school year and will be replicated in 2026–27 with an increased focus on intentionally engaging new and more peripheral families. Consistent use of ParentSquare and increased visibility before and after school will support relationship-building, allowing staff to personally connect with families, strengthen communication, and invite participation in school teams and activities throughout the year.

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

N/A

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

N/A

Budget

Budget Summary Table

Description	Amount (\$)
Total Funds Provided to the School Through the ConApp	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$81,944.00

Overall total of funds included for this school: **\$81,944.00**

Other Federal, State and Local Funds

The School Site Council intends for School Name to participate in the following programs:

Federal Programs	Allocation (\$)
Title I 2025-2026 Carryover	\$0.00
Title I 2026-2027 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 2026-2027 Allocation	\$14,880.00
Supplemental Funds 2026-2027 Allocation	\$19,470.00
Restricted Lottery Funds 2026-2027 Allocation	\$22,320.00
Prop 28 Funds 2026-2027 Allocation	\$62,153.00
PTA Funds 2026-2027	\$5,600.00

Subtotal of state or local funds included for this school: **\$124,423.00**

Total of federal, state, and/or local funds for this school: **\$124,423.00**

2026-2027 Centralized Support for Planned Improvements in Student Performance

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 & Mathematics – 2024-2025

	English Language Arts/Literacy						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
All Students Tested	74	73	73	34.25%	32.88%	15.07%	17.81%
Male	39	38	38	26.32%	31.58%	26.32%	15.79%
Female	35	35	35	42.86%	34.29%	2.86%	20.00%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	19	19	19	21.05%	26.32%	15.79%	36.84%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	51	50	50	40.00%	38.00%	12.00%	10.00%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	29	29	29	17.24%	41.38%	17.24%	24.14%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	10	10	10	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

	Mathematics						
	2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
All Students Tested	7454	73	73	32.88%	32.88%	21.92%	12.33%
Male	39	38	38	31.58%	36.84%	21.05%	10.53%
Female	35	35	35	34.29%	28.57%	22.86%	14.29%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	19	19	19	10.53%	31.58%	21.05%	36.84%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	51	50	50	40.00%	34.00%	22.00%	4.00%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*	*
English Learners	*	*	*	*	*	*	*
Students with Disabilities	710	10	10	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

CAASPP – Grade 4 English Language Arts/Literacy & Mathematics – 2024-2025

	English Language Arts/Literacy						
	2024-25						
	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	35.71%	19.64%	17.86%	26.79%
Male	35	34	34	41.18%	8.82%	17.65%	32.35%
Female	22	22	22	27.27%	36.36%	18.18%	18.18%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	12	11	11	9.09%	36.36%	18.18%	36.36%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	39	39	39	43.59%	15.38%	17.95%	23.08%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	23	22	22	22.73%	9.09%	27.27%	40.91%
English Learners	*	*	*	*	*	*	*
Students with Disabilities	7	6	6	*	*	*	*
Migrant Education							
Homeless	4	*	*	*	*	*	*

	Mathematics						
	2024-25						
	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	26.79%	21.43%	35.71%	16.07%
Male	35	34	34	26.47%	23.53%	35.29%	14.71%
Female	22	22	22	27.27%	18.18%	36.36%	18.18%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	12	11	11	9.09%	18.18%	36.36%	36.36%
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	39	39	39	25.64%	25.64%	38.46%	10.26%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*	*
English Learners	*	*	*	*	*	*	*
Students with Disabilities	7	6	6	*	*	*	*
Migrant Education							
Homeless	4	*	*	*	*	*	*

CAASPP – Grade 5 English Language Arts/Literacy & Mathematics – 2024-2025

	English Language Arts/Literacy						
	2024-25						
	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	61	59	59	38.98%	33.90%	16.95%	10.17%
Male	30	29	29	31.03%	37.93%	10.34%	20.69%
Female	31	30	30	46.67%	30.00%	23.33%	0.00%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	18	16	16	31.25%	31.25%	31.25%	6.25%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	38	38	38	44.74%	34.21%	10.53%	10.53%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	23	21	21	28.57%	33.33%	28.57%	9.52%
English Learners	*	0	0	N/A	N/A	N/A	N/A
Students with Disabilities	7	6	6	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

	Mathematics						
	2024-25						
	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	61	61	61	36.07%	13.11%	36.07%	14.75%
Male	30	30	30	33.33%	16.67%	33.33%	16.67%
Female	31	31	31	38.71%	9.68%	38.71%	12.90%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	18	18	18	27.78%	16.67%	33.33%	22.22%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	38	38	38	42.11%	13.16%	31.58%	13.16%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*	*
English Learners	*	*	*	*	*	*	*
Students with Disabilities	7	7	7	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

VUSD - Parent Involvement Policy

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

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

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

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

Title I Schools

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

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

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

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

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

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

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

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

Non-Title I Schools

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

VUSD Board Policy 6020, USC Title 20

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 2026-2027 school year, teachers at Loma Vista Elementary School will participate in the following staff development trainings:

- Positive Behavioral Interventions and Supports (PBIS)
 - Strengthening Tier 1 classroom PBIS practices aligned to SPOT expectations
 - Increasing consistency of behavior expectations across all campus settings
 - Using behavior and attendance data to inform Tier 2 interventions
 - Implementing restorative practices to support student accountability and belonging
 - Building student voice and leadership within PBIS systems
- Professional Learning Communities (PLCs)
 - Recommitting to the four PLC guiding questions
 - Identifying and refining essential standards by grade level
 - Developing and utilizing common formative assessments
 - Analyzing student work to guide reteach and enrichment cycles
 - Strengthening vertical articulation across grade levels
 - Increasing collective efficacy and shared accountability for student outcomes
- Mathematics Curriculum Adoption and Implementation
 - Initial training and ongoing implementation support for newly adopted math curriculum
 - Facilitating academic discourse and mathematical reasoning
 - Strengthening conceptual understanding, procedural fluency, and application
 - Promoting transfer of learning across math domains
 - Using assessment data to guide differentiated Tier 1 instruction
 - Supporting math fact fluency and flexibility development

2024-25 School Accountability Report Card

Published January 2026



LOMA VISTA ELEMENTARY SCHOOL
300 LYNN DRIVE, VENTURA, CA 93003
(805) 641-5443

JENEE WILCOX, PRINCIPAL
GRADES TK-5

PRINCIPAL'S MESSAGE

Welcome to Loma Vista Elementary, the school where everyone has a spot. The School Accountability Report Card provides families and community members with important information about our school's academic programs, student progress, and the learning environment we strive to create for all students.

At Loma Vista, our mission is to ensure that every student feels valued and has a meaningful place in our community. We work each day to build a learning environment where students grow academically, socially, and personally through strong relationships and engaging instruction. As a high achieving school, we are committed to maintaining strong academic outcomes while ensuring that students experience joy, belonging, and meaningful instructional depth in their learning. This includes our development of a comprehensive Positive Behavior Interventions and Supports (PBIS) system, which helps our Leopards thrive socially and emotionally, strengthens academic success, and keeps our school community connected through consistent expectations and positive recognition. Our staff collaborates in Professional Learning Communities (PLCs) to refine practice, align instruction, and support all learners with high quality, standards based curriculum.

We are proud of the unique programs that set Loma Vista apart, including our Deaf and Hard of Hearing (DHH) and Visually Impaired (VI) programs, a wide range of extracurricular opportunities, and our commitment to whole child education. These programs reflect our belief that students thrive when they are offered multiple pathways to learn and opportunities to explore their strengths and interests.

Our strong partnerships with families and the broader Ventura community are a defining strength of Loma Vista. Many of our families are multi generational Leopards, returning year after year with deep pride and connection to our school. This legacy of care helps create a warm, inclusive, and vibrant school community. Parent involvement brings incredible energy to campus and supports meaningful engagement opportunities such as our annual Costume Parade, Carnival, Spot-astic Color Run, Talent Show, and many other events that enrich the student experience. These shared traditions strengthen our sense of belonging and ensure that every Leopard feels part of something special.

DISTRICT & SCHOOL DESCRIPTION

District Vision Statement

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

Board of Education

JAMES FORSYTHE
SHANNON TRANI FREDERICKS
SABRENA RODRIGUEZ
DR. JERRY DANNENBERG
CALVIN PETERSON

District Administration

DR. ANTONIO CASTRO
SUPERINTENDENT

DR. GREG BAYLESS
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

DR. 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



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.

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. Over 14,000 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 2024-25 school year, 396 students were enrolled, including 11.6% in special education, 2.5% qualifying for English Language Learner support, 2.8% homeless, and 37.4% socioeconomically disadvantaged.

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

**LOCAL CONTROL ACCOUNTABILITY
PLAN (LCAP)**

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

The SARC provides the following information relevant to the State priority: Basic (Priority 1)

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

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

Student Enrollment by Grade Level 2024-25	
Grade Level	# of Students
Transitional Kindergarten	46
Kindergarten	51
Grade 1	52
Grade 2	58
Grade 3	73
Grade 4	55
Grade 5	61
Total Enrollment	396

Student Enrollment by Student Group

2024-25

Student Group	% of Total Enrollment
Female	47.7%
Male	52.3%
Non-Binary	0%
American Indian or Alaska Native	0.3%
Asian	1.0%
Black or African-American	0.3%
Filipino	0.5%
Hispanic or Latino	25.3%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	4.5%
White	67.9%
English Learners	2.5%
Foster Youth	0%
Homeless	2.8%
Migrant Services	0%
Socioeconomically Disadvantaged	37.4%
Students with Disabilities	11.6%

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

The SARC provides the following information relevant to the State priority: School Climate (Priority 6)

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

PARENT INVOLVEMENT

Parents 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 leadership 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, Color Run Jog-A-Thon, 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, Lindsay Zibach, 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**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 grade five. 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/pft/.

Physical Fitness Test**% of Students Participating in each of the Five Fitness Components****2024-25**

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	97%	97%	97%	97%	97%

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

California Assessment of Student Performance and Progress (CAASPP)

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

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

CAASPP Test Results in ELA and Mathematics for All Students**2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	62.0	65.0	47.0	49.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	62.0	55.0	37.0	37.0	35.0	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group**2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	192	188	97.92	2.08	65.43
Female	88	87	98.86	1.14	73.56
Male	104	101	97.12	2.88	58.42
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	49	46	93.88	6.12	52.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	128	127	99.22	0.78	72.44
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	74	71	95.95	4.05	50.70
Students with Disabilities	24	22	91.67	8.33	27.27

CAASPP Test Results in Mathematics by Student Group					
2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	192	190	98.96	1.04	55.26
Female	88	88	100	0	53.41
Male	104	102	98.08	1.92	56.86
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	49	48	97.96	2.04	39.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	128	127	99.22	0.78	61.42
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	74	73	98.65	1.35	45.21
Students with Disabilities	24	23	95.83	4.17	21.74
<i>Note: ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.</i>					
<i>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i>					
<i>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.</i>					

CAASPP Test Results in Science for All Students						
2024-25						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	43.64	54.10	33.34	31.52	30.73	32.33
<i>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.</i>						
<i>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i>						
<i>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.</i>						

CAASPP Test Results in Science by Student Group					
2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	61	61	100	0	54.10
Female	31	31	100	0	51.61
Male	30	30	100	0	56.67
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	18	18	100	0	38.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	38	38	100	0	65.79
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	23	23	100	0	43.48
Students with Disabilities	--	--	--	--	--
<i>Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i>					

SCHOOL FACILITIES & MAINTENANCE

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

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. The following campus repairs or improvements were planned or completed in the last 12 months:

2024-25 Campus Improvements:

- Installation of portable AC's in all rooms
- Renovate the conference room
- Installation of a new intercom system (2025-26)

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.

Campus Description	
Year Built	1953
Acreage	10
Square Footage	33,476
Quantity	
Permanent Classrooms	18
Portable Classrooms	2
Restrooms (Sets)	6
Cafeteria/Multipurpose Room	1
Library	1
Staff Lounge	1
Computer Lab	1
Teacher Conference Room	1
Support Staff Offices	4
Teacher Workroom	1

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 January 2026.

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 be buzzed in at the gate, sign in at the school's office and wear identification badges while on school grounds.

Facilities Inspections

The district's maintenance department inspects Loma Vista Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Loma Vista Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 26, 2025. During fiscal year 2025-26, 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: August 26, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces		X		Classroom 1 - Water damaged ceiling tiles at the southeast corner; Classroom 2, Classroom 4, Classroom 12 - Water damaged ceiling tiles above the sink; Classroom 3 - The sink cabinet door handle is missing a screw; Building A Girls' RR East - Excessive peeling plaster and paint on the walls and ceilings; Classroom 19 - Carpet seam is peeling at the center modular line
Cleanliness	X			Classroom K-A - Ants present at the sink during inspection; Classroom 5 - Ants present by the south door at time of inspection; Classroom 7 - Rat traps present in the room under the sink at the time of inspection
Electrical			X	Classroom 9 - The GFCI at the sink did not function at time of testing; Classroom 13 - Wiremold corner trim is missing in the SE corner of the room, the Promethean Board exposed live wires; Classroom 14 - Wiremold end cap is missing along the south wall
Restrooms/Fountains	X			
Safety		X		Classroom K-B - Excessive peeling paint on the windows above the sink at the south wall; Classroom 2, Classroom 4, Classroom 6 - the fire alarm wire mold is falling off the wall by the north door; Building A Exterior - Excessive peeling paint at the east roof eaves; Classroom 10, Classroom 11 - Fire alarm wire mold has detached from the wall and is hanging by the wires; Building C Boys' RR West - Excessive peeling plaster and paint on the walls and ceilings; Classroom 15 - Fire alarm wire mold has detached from the wall; Building D Boys' RR - Excessive peeling paint throughout
Structural	X			
External		X		Kindergarten Play Area - Numerous holes in the rubber fall surface; 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 - Contrasting stripe is missing from the exterior stair treads
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary			X	
Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.				

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

Loma Vista Elementary School's discipline policies are based upon a the Positive Behavioral Interventions and Supports (PBIS) model 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.

Suspensions and Expulsions by Student Group 2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	0.99	0.00
Female	0.52	0.00
Male	1.42	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	1.94	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.73	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	7.69	0.00
Military	0.00	0.00
Migrant Services	0.00	0.00
Socioeconomically Disadvantaged	1.31	0.00
Students with Disabilities	1.79	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions & Expulsions

	22-23	23-24	24-25
School			
% Students Suspended	1.20	1.22	0.99
% Students Expelled	0.00	0.00	0.00
District			
% Students Suspended	3.22	2.81	2.10
% Students Expelled	0.01	0.00	0.01
State			
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Class Size

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

Average Class Size and Class Size Distribution				
Grade Level	2022-23			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	22	1	3	
1	26		2	
2	25		2	
3	25		2	
4	24	1	1	
5	22	1	1	
	2023-24			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	18	2	3	
1	25		3	
2	27		2	
3	25		2	
4	28		2	
5	30		2	
	2024-25			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	17	1	2	
1	26		2	
2	28		2	
3	24		3	
4	18	1	2	
5	20	1	2	
Other	4	1		

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

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

Chronic Absenteeism by Student Group				
2024-25				
Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	405	402	57	14.2
Female	193	912	25	13.0
Male	212	210	32	15.2
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	103	102	25	24.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	18	18	7	38.9
White	275	273	23	8.4
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	13	13	10	76.9
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	153	152	34	22.4
Students with Disabilities	56	56	11	19.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Chronic Absenteeism

The chart in this table identifies the chronic absenteeism rates by student group for Loma Vista Elementary School for the 2024-25 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."

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 2023-24, 2024-25, and 2025-26 school years, the teachers at Loma Vista Elementary School had the opportunity to participate in districtwide staff development training focused on:

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)

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

2025-26 Trainings:

- Step Up to Writing / Handwriting Without Tears (New Curriculum)
- Sonday (Structured Literacy Supplemental Curriculum)
- IXL (Online Platform - Various Subjects)
- Professional Learning Communities (PLCs)
- ESGI (Online Platform for Assessing/Progress Monitoring Early Literacy)
- RAZ Kids (Online Materials for Upper Elementary Literacy)
- AMIRA (At Risk for Reading Difficulty Screener Training and Structured Literacy)
- California Reading and Literacy Project (CRLP)
- Healthy Campus (Online Platform for Conducting Wellness Services)

During the 2025-26 school year, teachers also have the opportunity to attend supplemental training offered by the District Office focused on:

- Elementary Collaborations (Structured Literacy, Math Framework, ML Progress Monitoring and Strategies)
- Lexia - ELD Strategies, Best Practices
- Dually Identified Training for SAI/ML Liaisons - Best Practice for Teaching/Progress Monitoring English Learners with Disabilities
- Structured Literacy
- Ed Tech Trainings (Canvas, etc.)
- Designed ELD Strategies
- Interim CAASPP Trainings
- Interim ELPAC Trainings
- PLC Coaching
- Anti-Bias and Anti-Racist (ABAR) Resources, Responses and protocols
- Aeries Student Information System Navigation
- SPARKS
- COGAT Identification Protocols for GATE Identification

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 2024-25 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 both TK and 9-12 are aligned to state standards and approved by the district's board of education.

On September 23, 2025, 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 #25-22 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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2025-26 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

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.

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2016	Benchmark Education Company: <i>Benchmark Advanced</i>	Yes	0%
History-Social Science			
2022	Savvas: <i>myWorld Interactive</i>	Yes	0%
Mathematics			
2017	Houghton Mifflin: <i>Math Expressions</i>	Yes	0%
Science			
2021	McGraw Hill: <i>California Inspire Science</i>	Yes	0%

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of- field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	17.1	0.0	1	0.0	0.0	18.1
School %	94.49	0.0	5.51	0.0	0.0	100
District #	476.8	4.6	32.6	51.8	34.2	600.2
District %	79.43	0.78	5.44	8.64	5.7	100
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	15.4	1.0	1.0	0.0	1.0	18.3
School %	83.74	5.44	5.44	0.0	5.44	100
District #	495.7	6.9	37.3	61.4	32.7	634.2
District %	78.16	1.09	5.9	9.68	5.17	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	14.0	1.0	1.0	0.0	0.0	16.0
School %	87.5	6.25	6.25	0.0	0.0	100
District #	515.8	6.2	23.3	66.0	43.2	654.7
District %	78.78	0.96	3.56	10.09	6.6	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.						
Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA)				Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator		
Authorization / Assignment				School Number		
	School Number				21-22	22-23
	21-22	22-23	23-24			
Permits and Waivers	1.0	0.0	1.0	Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0
Misassignments	0.0	1.0	0.0	Local Assignment Options	0.0	0.0
Vacant Positions	0.0	0.0	0.0	Total Out-of-Field Teachers	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.0	1.0	1.0			

Class Assignments / Indicator

	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0	14.2	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	5.2	0.0
<i>Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.</i>			

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 & Other Support Staff
(Nonteaching Professional Staff)

2024-25

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

Note: 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.

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

Teacher and Administrative Salaries

2023-24

	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$57,712	\$62,783
Mid-Range Teacher Salary	\$83,105	\$97,783
Highest Teacher Salary	\$115,107	\$128,020
Superintendent Salary	\$283,083	\$313,465

Average Principal Salaries:

Elementary School	\$144,454	\$160,224
Middle School	\$158,093	\$166,992
High School	\$164,183	\$180,971

Percentage of Budget:

Teacher Salaries	24.46%	30.05%
Administrative Salaries	5.39%	5.00%

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

Expenditures Per Pupil and School Site Teacher Salaries					
2023-24					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$8,052	N/A	N/A	N/A	N/A
Restricted	\$2,825	N/A	N/A	N/A	N/A
Unrestricted	\$5,227	\$6,125	85.3%	\$11,146	46.9%
Avg Teacher Salary	\$97,901	\$92,704	105.6%	\$103,743	94.4%

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

Expenditures Per Student

For the 2023-24 school year, Ventura Unified School District spent an average of \$17,067 of total general funds to educate each student (based on 2023-24 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.)

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2023-24 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 2025.

School Site Council Bylaws

Loma Vista Elementary School School Site Council (SSC) Bylaws

Article I - Preamble

VUSD elects to establish the below School Site Council (SSC) bylaws for all VUSD Elementary school sites to govern SSC functions and provide clarity of process, roles and duties. While these bylaws conform to the State of California Department of Education (CDE) [SSC Operation Guide](#) and other [CDE guidance](#) on SSCs, other than the bylaws that are *italicized & underlined*, they are not statutorily required by California Education Code, Federal Law or VUSD Board Policy. The district may alter these SSC bylaws at any time for the effective functioning of SSCs, for compliance with CDE and Federal guidance/requirements and to conform to the VUEA & VESPA collective bargaining agreements. SSCs may not change these bylaws or operate under other bylaws. On an annual basis and prior to the start of SPSA development for the upcoming year, VUSD will solicit recommendations from all VUSD SSCs for bylaw revisions.

Article II - Role of Council

The primary role of the SSC is to develop the Single Plan for Student Achievement (SPSA). At Title I school sites, the California Department of Education (CDE) requires SSCs to conduct a comprehensive needs assessment, including an analysis of verifiable state and local data, provide recommendations related to the school's Title I program, and participate in the development of the SPSA for recommendation to the board of education for final approval. VUSD's practice is that all schools, regardless of Title I status, develop SPSAs and establish SSCs. The SPSA must align with the district's LCAP content and process. The SSC also serves as the site's designated Safety Planning Committee and approves the annual [Comprehensive School Safety Plan](#) (CSSP) and votes on VUEADistrict Article 27 and VESPA/District Article 42 Site-Based Decision Making proposals.

Article III - Membership

The composition of the SSC must have an equal number of members between the school staff members and parent/community members with a minimum of 10 members; five school site members, of which classroom teachers must be a majority, and five parent/community members (see below).

Composition of VUSD Elementary SSCs with the required minimum of 10 members:

Role	Amount
School Staff Members: Principal or their designee	1
School Staff Members: Classroom teachers	3
School Staff Members: Classified Unit Member* <i>*Note: Per VESPA/District Contract Article 42</i>	1
Parents and/or Community members	5
Total minimum membership	10

SSCs larger than 10 must maintain the required (see above paragraph) ratios. The discretion to establish a SSC larger than the minimum 10 members resides with the school site principal on an annual basis. Changes to the size of the SSC may only be implemented at the meeting when the development of the SPSA for the upcoming year is first discussed (typically in late winter/early spring of the current school year).

The SSC at an elementary school must be composed of the both of the following two groups; school staff and parent and/or community members (EC Section 65000[c][1]):

School Group Members (Elementary Schools):

- The principal of the school or their designee;
- School personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers; and
- Classroom teachers employed at the school, selected by classroom teachers employed at the school; The classroom teachers selected shall constitute a majority of the school members selected (EC Section 65000[c][1][A]); and

Parent and/or Community Group Members (Elementary Schools):

- Parents of students attending the school, or other members of the school community, selected by parents of students attending the school. The number of parent and/or community members selected must equal the number of the school staff members selected (EC Section 65000[c][1][B]).

Annual SSC elections shall be held in August-September whenever practicable. A simple majority shall determine the outcome of the election. Only eligible members of each membership group shall vote for the group's SSC member(s) (e.g., teachers elect teacher members, etc.).

A term for elected SSC parent/community members and staff members is two years. There are no limits to the number of terms an eligible member can be elected to. Members' terms should, whenever possible, be staggered such that as close to one-half of membership group's (e.g., Parent/Community member and Staff Member groups) seats are up for election any given year.

Elected SSC parent/community members shall reside within the VUSD attendance boundary. If a member no longer resides within VUSD's boundaries or if they become ineligible (e.g., an elected member teacher enrolls their child at that school) during their term, their membership on SSC shall be automatically terminated. A site principal may terminate the membership of any elected or interim SSC member from any category who does not attend three consecutive SSC meetings. SSC membership or the completion of a SSC member's term is not transferable under any circumstances.

A member may resign anytime by submitting a written resignation to the SSC Chairperson. If membership on the SSC is terminated at any time for any reason prior to the finish of the two-year term, the school site Principal will appoint an interim member who is eligible and from the same required membership category (e.g., Classroom Teachers, Other School Personnel, Parents/Community Members) of the resigning member. That school site Principal-appointed member will serve as an interim SSC member for the duration of the vacating member's term, at which point the interim SSC member must be elected to a two-year term through the required election process.

For any SSC action/matter that requires a vote, each member shall be entitled to one vote.

SSC members must be present at the SSC meeting in which the vote is taking place for the vote to be counted. Absentee ballots or proxies shall not be permitted.

Training of all SSC members by the school site Principal, both new and returning, shall take place annually using the latest district-provided SSC training materials. The training shall be agendized annually at the first meeting where the discussion of the following year's SPSA is discussed. If a member resigns or is removed prior to serving the duration of their term and an interim member is installed, the interim member must be trained by the school site Principal using the latest district-provided SSC training materials.

Article IV - Officers

SSC offices are held by SSC members and shall be established by SSC member election annually. Any officer may be removed from office by a 2/3rds majority vote of all SSC members for failing to fulfill the duties of the office. The SSC offices and duties are as follows:

Chairperson Duties:

Presides over SSC meetings and is responsible for the council's effective completion of SSC meeting agendas including the provision of open and inclusive discussion of agenda items, ensuring members have sufficient data/materials required for each agenda item, and prepares the agenda with the school site Principal.

Vice-Chairperson Duties:

Supports the chairperson in the fulfillment of their duties and serves as Chair at a meeting when Chairperson is absent.

Secretary Duties:

Maintains meeting minutes, distributes meeting minutes from prior meetings to all SSC members present at the beginning of a meeting, records actions and/or votes when applicable, collaborates with the school site Principal on communications about SSC business to staff and parents. Ensures all SSC meeting minutes are publicly available to all and upon specific request (see Greene Act requirements below).

Article V - Meetings

To the extent practicable, SSCs will meet at least five times each school year. Additional meetings may be called by the school site Principal. Prospective meeting dates for the year will be established at the beginning of the school year and publicized in advance to all staff and parents. Any changes to established meeting dates, both cancellations/postponements and additional meetings, shall be communicated broadly and with as much advance notice as possible (see Greene Act requirements below).

SSC meetings shall be held at the school site campus whenever practicable.

Any meeting held by the SSC must follow the Greene Act requirements:

- *Posting the notice of meeting at the school site, or other appropriate place accessible to the public, at least 72 hours before the time set for the meeting. The notice must specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon (EC Section 35147[c][1]).*
 - ***Note:** Required notification of a VUSD SSC meeting shall occur both in a formal paper posting in the most visible location possible on campus for parent/community and electronic notification via school communication system (e.g., ParentSquare).*
- *Shall be open to the public and allow for any member of the public to address the SSC during the meeting on any item within the subject matter jurisdiction of the SSC. The SSC may not take any action on any item of business unless that item appeared on the posted agenda or unless the SSC members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the SSC subsequent to the posting of the agenda (EC Section 35147[c][1]).*
 - ***Note:** the time on the SSC meeting agenda and the allowable duration of public comments at SSC meetings shall be determined by SSC consensus or SSC vote if necessary.*

- Allowing for questions or brief statements made at a meeting by members of the SSC or public that do not have a significant effect on students or employees in the school or school district, or that can be resolved solely by the provision of information, need not be described on an agenda as items of business. If the SSC violates the procedural meeting requirements of this section, upon demand of any person, the SSC must reconsider the item at its next meeting, after allowing for public input on the item (EC Section 35147[c][2]).
- Provide upon request any meeting materials to any member of the public pursuant to the California Public Records Act (EC Section 35147[d]).

SSC meetings shall be conducted in accordance with rules of order established by CA Ed. Code 35147(c).

SSCs may employ Robert's Rules of Order by consensus or vote (see #10 below in Article VI).

Article VI - Formal SSC Votes

The presence of a numerical majority of SSC members (i.e., 6 members in a minimum 10 person SSC, etc.) is required in order to constitute a quorum necessary for any official SSC vote.

Elementary SSC aye/nay votes shall be voice votes made publicly by each SSC member except for required votes on proposals related to VUEA/District Article 27 and VUEA/District Article 42, which are by private/anonymous paper ballot and counted by the SSC chairperson.

School site Principals may seek SSC input on a range of school issues and administrative decisions. Formal votes by SSCs must/may occur only on the following items:

1. Required Vote: Approval* of the school's SPSA as recommended to the Board of Education
 - a. *Note: SPSA must also be approved by site ELAC prior to being recommended to the board
2. Required Vote: Approval of the CSSP as recommended to the Board of Education
3. Required Vote: District-approved VUEA/District Article 27 and VESPA/District Article 42 collective bargaining agreement Site-Based Decision Making proposals
4. Required Vote: Election of SSC officers
5. Required Vote: Removal of SSC officers
6. Required Vote: Approval of the Parent-School Compact
7. Allowable Vote: Approval of agenda items for SSC meetings
8. Allowable Vote: Approval of the timing of when/at what SSC meetings a vote will occur so long as district-established timelines are observed
9. Allowable Vote: The length and manner of permissible public comments at SSC meetings (see Greene Act requirements above)
10. Allowable Vote: Annual recommendation to the district of SSC bylaw revisions
11. Allowable Vote: Establishing Robert's Rules of Order for SSC meetings