



Loma Verde Elementary School

1450 Loma Lane • Chula Vista, CA 91911 • (619) 420-3940 • Grades K-6

Bree Watson, Principal
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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Chula Vista Elementary School District

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District Governing Board

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Matthew Tessier, Ed.D.

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School Description

A Dual Language Immersion School - Spanish/English, Loma Verde Elementary is one of 49 schools in the Chula Vista Elementary School District, which includes three independent charters. Loma Verde was built in 1964 and modernized in 2004. The school is characterized by three buildings, each consisting of six self-contained classrooms, some with a central teacher work area. There are an administrative wing and cafeteria located at the front of the school. A primary grade level wing with four portable classrooms and three additional portable classrooms are located at the back of the school to accommodate a primary class, music class, Maker Space class, two kindergarten classes, one classroom that accommodates one AM and one PM Transitional Kindergarten class. In addition, Loma Verde has one double session State Preschool; one classroom that accommodates a morning Preschool class for mild/moderate special needs students; an afternoon Preschool class for severely disabled children; a school library and an after and before school program named STRETCH operated by the YMCA. The school holds 49 minimum days per year to ensure teachers are receiving professional development and offers 36,000 instructional minutes for Transitional Kindergarten, and 61,500 instructional minutes Kindergarten through Sixth Grade.

Vision for Success - All students excelling academically and social-emotionally.

The Loma Verde vision is based on a strong partnership with parents, school, and the community. We are committed to working together with our families for the benefit of our students' future. Information through informal surveys, the Hanover Survey, and formal academic assessment tools is gathered from students, teachers, parents, and the community to enable us to strengthen and perfect our program. We encourage and respect uniqueness and value diversity.

Mission & Values

We see our students as scholars who will compete, and succeed, in college and a profession.

At Loma Verde, equity for all means closing the achievement gap. Students are active participants who develop independence through critical thinking in a rigorous learning environment where they will excel, compete, and succeed in a multicultural world.

Loma Verde Elementary integrates the Chula Vista Elementary School District LCAP goals and the Instructional Focus statement into SPSA goals, actions, and services. Our school community is continuously collecting academic data and analyzing student work, prioritizing needs, setting goals, and making collaborative decisions. Our focus on the social-emotional well-being and positive behavior support for all our students prepares our students to compete and succeed in college and career. For this reason, staff development is focused on the California State Standards, and the priorities addressed in the school plan have been determined by the staff, including representatives from the Instructional Leadership Team, the School Site Council, English Learner Advisory Committee (ELAC), Gifted and Talented Education (GATE), community forums, through discussion of assessment of student achievement.

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 111 |
| Grade 1 | 76 |
| Grade 2 | 56 |
| Grade 3 | 72 |
| Grade 4 | 58 |
| Grade 5 | 62 |
| Grade 6 | 56 |
| Total Enrollment | 491 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Black or African American | 1.6 |
| Asian | 1 |
| Filipino | 3.7 |
| Hispanic or Latino | 88 |
| White | 4.1 |
| Two or More Races | 1.6 |
| Socioeconomically Disadvantaged | 78.2 |
| English Learners | 60.9 |
| Students with Disabilities | 10.8 |
| Foster Youth | 0.2 |
| Homeless | 0.6 |

A. Conditions of Learning

State Priority: Basic

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

| Teacher Credentials for Loma Verde | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 24 | 24 | 25 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | | | |

| Teacher Credentials for Chula Vista Elementary | 17-18 | 18-19 | 19-20 |
|--|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 1261 |
| Without Full Credential | ♦ | ♦ | 3 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | |

Teacher Misassignments and Vacant Teacher Positions at Loma Verde Elementary School

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

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

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

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

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials

Year and month in which data were collected: December 2017

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------|--|
| Reading/Language Arts | Benchmark Education K-6, English and Spanish. Adopted in 2017-2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Mathematics | Go Math Mathematics K-6, English and Spanish. Adopted in 2014-15. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Science | Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| History-Social Science | Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space at our school is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Custodial staff performs basic cleaning operations daily. A locked fence surrounds our campus, and a security door ensures the safety of our students at all times. Visitors to our campus must check in at the front office and wear a visitor badge for easy identification of strangers on campus. Loma Verde maintains sufficient space for effective classroom instruction for students and teachers as well as safe, play structures for all students to enjoy.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/29/2018

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Fair | 300 A speech: Ceiling tile warped 400 girls restroom: sinks need chaulking, Dirty doors, toilet paper cover loose, light switch cover broke. CR 201: Ceiling tiles stain and some with small holes, AC - Intake dirty. CR 202: Pencil sharpener broken, 2 ceiling tiles small holes, AC/Intake dirty, door doesn't shut properly. CR 401: sink cabinet door laminate - corner peeled off, sharp edges; door doesn't shut all the way, 2 ligths out, AC-Vent dirty. CR 501: Door handle broken, sink the faucet loose, stains on ceiling, cabinet door needs adjust and dirty, window seals dirty. CR 502: 1 ceiling tile stained, Electrical box loose, cabinet door broken, window seals dirty. CR 601: 1 ceiling tile cracked, holes in tackboard, blinds missing hook, sink drinking fountain gets stuck and water drains slow. CR 603: 2 stained ceiling tile left restroom, room has microwave , fridge and hot plate, entrance crack wall, cobwebs, window sells cobwebs, sink water goes to slow. Fairwinds: misc. household cleaners under sink; wires going across the floor back door pathway - trip hazard; 1 stained ceiling tile Kitchen: Dirty on window seal, dirty wall on entrance. Library: Ant mound on door library, cobwebs, ceiling tiles loose from holder and one has a hole. Multiple Purpose: Dirty walls, floor stains and filthy. Play toy: small play toy - paint peeling; cobwebs; large play toy - paint peeling; cobwebs, 2 bars loose on monkey bar big toy, small toy dirty. Playground: Black tops lots of cracks, benches on table bend. Principal: Small holes on wall and ceiling tile, cobwebs on door. Staff lounge: Ceiling tile broken and removed, dirty vents. |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| <p>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</p> | <p>Good</p> | <p>300 boys rm: Wall dirty on stalls, cobwebs, door scratch. 400 A: 1 stained ceiling tile; door gets stuck trying to open from inside and out, ceiling tile warp, dirty door, vent is dirty. 400 boys rm: Doors dirty, light fixture, rust on vent, sinks need chaulking. Admin Electrical: Electrical boc blocked. Admin Women's restroom: GFCI does not work , cobwebs CR 401: sink cabinet door laminate - corner peeled off, sharp edges; door doesn't shut all the way, 2 lights out, AC-Vent dirty. Kitchen storage: Expose wires electrical, cover on outlet broken, kitchen back door doesn't shut. Play toy: small play toy - paint peeling; cobwebs; large play toy - paint peeling; cobwebs, 2 bars loose on monkey bar big toy, small toy dirty. Principal: Small holes on wall and ceiling tile, cobwebs on door. Staff lounge: Ceiling tile broken and removed, dirty vents.</p> |
| <p>Electrical: Electrical</p> | <p>Fair</p> | <p>200 center rm: no fire extinguisher , GCFI outlet loose 200 cust rm: 3 lights out 300 center rm: transition from floor to carpet loose, stains on ceiling, no fire extinguisher, lighth fixture loose, corrosion under sink. 300 Electrical Room: electrical panel blocked 300B: Ceiling tile light fixture loose, room hot, sensor cover missing. 400 elec rm: Panels blocked Admin Women's restroom: GFCI does not work , cobwebs CR 301: Covebase off wall, stains on rug, AC -Intake dirty. CR 403: stained ceiling tile, stain on rug, cobwebs on cabinet and lighth fixtures. CR 405: Plug in diffuser, stains on carpet. CR 406: Light out, ceiling tile small holes, sink loose doors, AC-Vent dirty, door doesn't close properly. CR 502: 1 ceiling tile stained, Electrical box loose, cabinet door broken, window seals dirty. CR 503 TFLP: coverbase next to sink is loose, 2 cover electric plugs missing, sink doors need adjustment, cobwebs windows seals. CR 504: broken electrical outlet cover plate, AC-Vent broken, ceiling tile sagging dirty door CR 601: 1 ceiling tile cracked, holes in tackboard, blinds missing hook, sink drinking fountain gets stuck and water drains slow.</p> |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|--|
| | | <p>CR 603: 2 stained ceiling tile left restroom, room has microwave , fridge and hot plate, entrance crack wall, cobwebs, window sells cobwebs, sink water goes to slow.</p> <p>Kitchen storage: Expose wires electrical, cover on outlet broken, kitchen back door doesn't shut.</p> |
| <p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p> | <p>Good</p> | <p>400 boys rm: Doors dirty, light fixture, rust on vent, sinks need chaulking.</p> <p>400 girls restroom: sinks need chaulking, Dirty doors, toilet paper cover loose, light switch cover broke.</p> <p>CR 203: fountain handle comes off, sink handle same, water stays on, color rugs stains.</p> <p>CR 302: fountain handle comes off, ceiling tile stain, AC Vents dirty.</p> <p>CR 303: Drinking fountain low pressure, cobwebs on lighth fixture, AC -Vent dirty</p> <p>CR 305: Screen window rip, low pressure sink, door dirty, AC-Vent dirty, sink doors loose.</p> <p>CR 306: 2 stained ceiling tile, door handle sticks, vents dirty, drinking fountain sticks.</p> <p>CR 502: 1 ceiling tile stained, Electrical box loose, cabinet door broken, window seals dirty.</p> |
| <p>Safety: Fire Safety, Hazardous Materials</p> | <p>Good</p> | <p>200 center rm: no fire extinguisher , GCFI outlet loose</p> <p>CR 304: 1 stained ceiling tile , cleaners under sink, screen on window ripped, stain on ceiling, under teachers desk spider webs.</p> <p>CR 405: Plug in diffuser, stains on carpet.</p> <p>CR 602: cleaner under sink, AC-Vent dirty, plug in box broken by electrical box, back door gets stuck.</p> <p>CR 603: 2 stained ceiling tile left restroom, room has microwave , fridge and hot plate, entrance crack wall, cobwebs, window sells cobwebs, sink water goes to slow.</p> <p>Fairwinds: misc. household cleaners under sink; wires going across the floor back door pathway - trip hazard; 1 stained ceiling tile</p> <p>Stage: stairs blocked by large box , foot of stairs damaged cove base , all hand rails need paint</p> |
| <p>Structural: Structural Damage, Roofs</p> | <p>Good</p> | <p>300 center rm: transition from floor to carpet loose, stains on ceiling, no fire extinguisher, lighth fixture loose, corrosion under sink.</p> <p>400 B: Clock not set right, tack board rip, cabinet not secure, ceiling tile stain.</p> |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| | | CR 204: Sink doors loose, 1 ceiling tile stain. CR 206: 3 stained ceiling tile CR 304: 1 stained ceiling tile , cleaners under sink, screen on window ripped, stain on ceiling, under teachers desk spider webs. CR 305: Screen window rip, low pressure sink, door dirty, AC-Vent dirty, sink doors loose. CR 306: 2 stained ceiling tile, door handle sticks, vents dirty, drinking fountain sticks. CR 505: 3 stained ceiling tile, separating ceiling tile, window seals dirty, top vents dirty, door frame dirty, sink low pressure, bathroom stains wall dirty |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | 400 A: 1 stained ceiling tile; door gets stuck trying to open from inside and out, ceiling tile warp, dirty door, vent is dirty. CR 401: sink cabinet door laminate - corner peeled off, sharp edges; door doesn't shut all the way, 2 ligths out, AC-Vent dirty. Play toy: small play toy - paint peeling; cobwebs; large play toy - paint peeling; cobwebs, 2 bars loose on monkey bar big toy, small toy dirty. |
| Overall Rating | Good | Job orders were placed. |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 56 | 55 | 65 | 64 | 50 | 50 |
| Math | 43 | 46 | 51 | 51 | 38 | 39 |

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | 20.3 | 35.6 | 16.9 |

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

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 258 | 252 | 97.67 | 55.16 |
| Male | 127 | 124 | 97.64 | 54.84 |
| Female | 131 | 128 | 97.71 | 55.47 |
| Black or African American | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 225 | 220 | 97.78 | 55.00 |
| White | 11 | 11 | 100.00 | 27.27 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 219 | 214 | 97.72 | 50.93 |
| English Learners | 172 | 168 | 97.67 | 51.79 |
| Students with Disabilities | 40 | 39 | 97.50 | 12.82 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 258 | 255 | 98.84 | 45.88 |
| Male | 127 | 126 | 99.21 | 50.00 |
| Female | 131 | 129 | 98.47 | 41.86 |
| Black or African American | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 225 | 223 | 99.11 | 44.84 |
| White | 11 | 11 | 100.00 | 27.27 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 219 | 216 | 98.63 | 42.13 |
| English Learners | 172 | 171 | 99.42 | 42.11 |
| Students with Disabilities | 40 | 39 | 97.50 | 17.95 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Contact person: Principal Bree Watson

Contact Person Phone Number: (619) 420-3940

Research shows a high correlation between parent involvement and effective schools. At Loma Verde, we recognize and value the importance of parent involvement. In creating a thriving learning environment for all children, we encourage parents to visit and partner with our school. Loma Verde has an active Parent-Teacher Organization (PTO), which sponsors many projects for the benefit and welfare of our children. Parents are encouraged to participate in school and district staff development activities, including active participation and membership of our English Language Acquisition Committee (ELAC), School Site Council (SSC), and Budget Advisory Committee. During our Coffee with the Principal meetings, ELAC, PTO, and SSC parent information meetings, parents are informed about assessment, curriculum, and instruction. Also, we provide parents with useful information and ways they can contribute as active school partners to ensure our children continue to receive an excellent education. This school year we again partnered with South Bay Community Services to bring the "Promotoras" program to Loma Verde, these are community members that are trained to work with parents in meeting their needs. They have provided a wide variety of parent classes. Additionally, they have brought the school pantry to provide families in need with necessary food resources.

Loma Verde is fortunate to offer parent programs on-site to guide and support parents with their understanding of the California Content Standards. At monthly Coffee with the Principal meetings, we provide parents with opportunities to learn how to support their children's language and literacy development, our health and wellness policy along with ways to support students with homework. In addition to strengthening family relationships, Loma Verde offers other programs, such as an anti-bullying program, and social-emotional education.

For more than 29 years, Loma Verde has participated as a Partner-in-Education with the U.S. Navy in our Saturday Scholars Program. Over 50 navy tutors volunteer during the Fall and Spring to work with students one on one in researching career pathways in the medical field.

We value our volunteers and invite you to make a difference at Loma Verde. To volunteer, feel free to contact our office at (619) 420-3940. Spanish translation services are available.

State Priority: School Climate

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

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

School Safety Plan

Student safety and well-being continue to be of the utmost importance at Loma Verde. We have emergency, earthquake, lock down, shelter in place preparedness monthly drills. As well as bus evacuation drills and playground systematic supervision. In class, students receive character education with the Zones of Regulation Curriculum, Sanford Harmony Curriculum, and Second Step. We have drug and alcohol abuse prevention education programs, child safety education, weekly Monday assemblies, and a school-wide positive behavior intervention and support program. In partnership with parents, teachers, the District, and the Chula Vista Police Department, the school teaches students proactive strategies they can learn to utilize in successful conflict resolution. The School Site Council approved the School Safety Plan on October 15, 2019.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 0.4 | 0.2 | 0.7 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 0.6 | 0.7 | 0.8 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | 491.0 |

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

Student Support Services Staff (School Year 2018-19)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 1.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | .5 |
| Social Worker | |
| Nurse | .6 |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | .8 |
| Other | 3.2 |

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|-------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 20 | 2 | 3 | | 22 | 2 | 3 | | 22 | 1 | 4 | |
| 1 | 22 | 1 | 2 | | 22 | 1 | 2 | | 22 | 1 | 2 | |
| 2 | 18 | 3 | | | 21 | 2 | 1 | | 17 | 3 | 1 | |
| 3 | 18 | 4 | | | 26 | | 2 | | 21 | 1 | 2 | |
| 4 | 27 | | 2 | | 26 | | 3 | | 22 | 1 | 2 | |
| 5 | 27 | | 3 | | 25 | | 2 | | 17 | 1 | 2 | |
| 6 | 26 | | 2 | | 28 | | 3 | | 22 | | 3 | |
| Other** | | | | | | | | | | | | |

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

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

Professional Development provided for Teachers

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

Each year, targeted professional improvement activities are provided for teachers, instructional aides, and other employees. Activities reflect the school's goals and objectives and are part of Loma Verde's School Plan for Student Achievement. Staff development topics for 2016-17, 2017-18, and 2018-19 included a focus on literacy with an emphasis on comprehension, vocabulary development, full implementation of the Benchmark Advanced language arts program, social emotional learning, and mathematics. All primary teachers received extensive literacy training with a focus on expository reading and writing on the California Content Standards. Teachers attended specialized training in areas determined by teachers and the principal as part of their professional growth. All teachers continue to receive training on how to utilize the California Content Standards to ensure mastery for all children.

Staff Development topics are detailed more fully below and included:

1. Writing, with an emphasis on reading comprehension and vocabulary development. Teachers received training on the writing framework - Step Up To Writing, the Teachers College Reading and Writing Project Units of Study. The Data Team (DT) and all teachers have been trained in the implementation of the Gradual Release of Responsibility model of instruction with an emphasis in the focus lesson/modeling. During the 2018-2019 school year, teachers consistently used Illuminate data to develop action plans when planning to ensure the academic success of all students.
2. Reading Comprehension. Loma Verde staff was trained in and continues to develop an understanding of the components of reading comprehension utilizing the Fountas & Pinnell Leveled Literacy Intervention. Loma Verde staff works closely with district resource teachers to consistently fine-tune teaching skills in the area of reading comprehension and writing. The Instructional Leadership Team continues to work with the district cohort to develop a deeper understanding of instructional techniques that lead to higher levels of student engagement and productivity. At Loma Verde, we consistently monitor student achievement with Illuminate data. Professional development in analyzing the data and planning for instructional programs is a critical part of our ongoing learning.
3. Deconstructing the Standards, Understanding and Analyzing Student Data, Expository Writing, Reading Comprehension for English Learners - In order to ensure students are closing the achievement gap, our teachers engage in grade level discussion over the importance of teaching our students essential standards they need to learn to be successful in their current grade level, to help them in future grade levels, and to prepare them to compete and succeed in college and in their future careers. An important aspect of our students' success has to do with assessing our students' learning. Teachers use this information (or data) to prepare lessons that will challenge students to continue to achieve and to intervene with students who need additional support. We believe our students need to learn to be creative writers. For this reason, our teachers dedicate three hours to literacy with a focus on the read-write connection during which time our students learn to write and make connections with the texts they read. Our teachers receive training on Guided Language Acquisition Design strategies with an end in mind - to teach ALL students, including English Learners, to be high-achieving students.
4. Social Emotional Learning is a focus of our school this year. We are in the third year of our PBIS (Positive Behavior Intervention Supports) for our school. Teachers continue to receive support with Restorative Practices, Second Step, and Sanford Harmony Curriculum to help deepen students self-efficacy.

- Collaborative Conversations and Discussions help to improve learning. Here at Loma Verde we use collaborative conversations and discussions so students can participate effectively and communicate their thinking and learning. Our district has provided training to the staff in 2017-18 and 2018-19 school year around collaborative conversations and discussions.

Staff Development topics for the year 2018-19 included a laser-like focus on the new Common Core State Standards and Social Emotional Learning, as follows:

- Sanford Harmony Curriculum for Social Emotional Learning
- Common Core Mathematics - Collaborative Conversations in Math
- District Training on English Language Development, Technology, and Writing
- Guided Language Acquisition Design (GLAD)
- Learning Intentions and Success Criteria
- English Language Arts Benchmark Advanced Curriculum Training

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$50,150 | \$45,741 |
| Mid-Range Teacher Salary | \$75,662 | \$81,840 |
| Highest Teacher Salary | \$100,783 | \$102,065 |
| Average Principal Salary (ES) | \$134,097 | \$129,221 |
| Average Principal Salary (MS) | \$0 | \$132,874 |
| Average Principal Salary (HS) | \$0 | \$128,660 |
| Superintendent Salary | \$299,627 | \$224,581 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 37% | 36% |
| Administrative Salaries | 5% | 5% |

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

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

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|-------------|------------|--------------|------------------------|
| School Site | \$11,341.90 | \$3,198.22 | \$8,143.67 | \$69,611.00 |
| District | N/A | N/A | \$166,094.33 | \$78,751.00 |
| State | N/A | N/A | \$7,506.64 | \$82,663.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -200.0 | -3.6 |
| School Site/ State | 21.3 | -11.8 |

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

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

Types of Services Funded

In order for students to be ready for college and a career, math resource teacher support student and teachers learning in math. The math resource teacher uses both the "push-in" and "pull-out" models to support students who are struggling to master standards in mathematics. Loma Verde offers supplemental services after school. For students in transitional kinder, kindergarten, first, and second grades, students were selected to attend the JumpStart Reading Program. In third through sixth grades, students received extended day instruction in math, reading, and writing. Twice a week, students attend the Math 24 program, and additional tutoring is provided two to three days a week for newcomers. The Saturday Scholars Program, an extended day program for fifth-grade students, focuses on the Next Generation Science Standards for 4th-6th grade students in the fall and spring.

DataQuest

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

Internet Access

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