



Loma Verde Elementary School

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

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Chula Vista Elementary School District

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District Governing Board

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Jeffrey Thiel, Ed.D.

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Deputy Superintendent, Business Services and Support

Matthew Tessier, Ed.D.

Assistant Superintendent, Innovation and Instruction Services and Support

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 double session of Preschool class for mild/moderate special needs students; 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	120
Grade 1	81
Grade 2	82
Grade 3	60
Grade 4	80
Grade 5	60
Grade 6	59
Total Enrollment	542

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	1.7
Filipino	4.1
Hispanic or Latino	86.3
White	4.4
Two or More Races	1.5
Socioeconomically Disadvantaged	77.3
English Learners	55.4
Students with Disabilities	12.5
Foster Youth	0.7
Homeless	0.7

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	18-19	19-20	20-21
With Full Credential	24	25	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence			

Teacher Credentials for Chula Vista Elementary	18-19	19-20	20-21
With Full Credential	♦	♦	1230
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Loma Verde Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0		
Total Teacher Misassignments*	0		
Vacant Teacher Positions	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 2020-21)

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%

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

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. (During COVID-19 there are no volunteers allowed 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/5/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Copier room: vent damaged, ceiling tile stained CR 504: broken electrical outlet cover plate, AC-Vent broken, ceiling tile sagging dirty door
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. 400 womans restroom: dirty door, AC-Vents dirty, wall sign faded CR 404: cove base detaching CR 501: Door handle broken, sink the faucet loose, stains on ceiling, cabinet door needs adjust and dirty, window seals dirty. CR 502: cabinet door broken, window seals dirty, door not closing properly CR 505: separating ceiling tile, window seals dirty Stage: foot of stairs damaged cove base , all hand rails need paint
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	300 C: Cobwebs spiders. 400 boys rm: Doors dirty, light fixure, rust on vent, sinks need chaulking. CR 603: room has microwave , fridge and hot plate, entrance crack wall, cobwebs, window sells cobwebs, sink water goes to slow. Health office: Dirty vent. Kitchen: Dirty on window seal Multiple Purpose: Dirty walls, floor stains and filthy. Play toy: small play toy - paint peeling; cobwebs; large play toy - paint peeling; cobwebs, small toy dirty, small toy steps rusting

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	300 center rm: no fire extinguisher, lighth fixture loose 300B: Ceiling tile light fixture loose, sensor cover missing. 400 elec rm: Panels blocked Admin Women's restroom: GFCI does not work CR 503 TFLP: 2 cover electric plugs missing, sink doors need adjustment, cobwebs windows seals, door not closing properly CR 504: broken electrical outlet cover plate, AC-Vent broken, ceiling tile sagging dirty door CR 602: plug in box broken by electrical box Kitchen storage: cover on outlet broken
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	400 boys rm: Doors dirty, light fixture, rust on vent, sinks need caulking. 400 girls restroom: sinks need caulking, Dirty doors, toilet paper cover loose, light switch cover broke. CR 305: Screen window rip, low pressure sink, sink doors loose. CR 401: sink cabinet door laminate - corner peeled off, sharp edges; door doesn't shut all the way CR 402: Sink doors loose CR 501: Door handle broken, sink the faucet loose, stains on ceiling, cabinet door needs adjust and dirty, window seals dirty. CR 502: cabinet door broken, window seals dirty, door not closing properly CR 503 TFLP: 2 cover electric plugs missing, sink doors need adjustment, cobwebs windows seals, door not closing properly CR 601: blinds missing hook, water drains slow. CR 604: sink countertop stained and backsplash needs caulking, outside wall cracking door peeling

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	200 center rm: no fire extinguisher 200A: Panel blocked. 200D: fire extinguisher not mounted 300 center rm: no fire extinguisher, lighth fixture loose 300 Electrical Room: electrical panel blocked Admin Electrical: Electrical box blocked, door key won't work CR 405: Plug in diffuser CR 603: room has microwave, fridge and hot plate, entrance crack wall, cobwebs, window seals 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
Structural: Structural Damage, Roofs	Good	400 B: Clock not set right, tack board rip, cabinet not secure, ceiling tile stain. Copier room: vent damaged, ceiling tile stained CR 204: Sink doors loose, 1 ceiling tile stain. CR 205: stained ceiling tile CR 403: stained ceiling tile and light fixtures CR 406: sink loose doors, door doesn't close properly, stained ceiling tile CR 501: Door handle broken, sink the faucet loose, stains on ceiling, cabinet door needs adjust and dirty, window seals dirty. Library: ceiling tile stains Staff lounge: stained ceiling tile

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	200B: Door doesn't shut properly 400 A: door gets stuck trying to open from inside and out Admin Electrical: Electrical boc blocked, door key won't work CR 201: door not closing properly CR 202: door doesn't shut properly. CR 304: screen on window ripped CR 305: Screen window rip, low pressure sink, sink doors loose. CR 401: sink cabinet door laminate - corner peeled off, sharp edges; door doesn't shut all the way CR 406: sink loose doors, door doesn't close properly, stained ceiling tile CR 502: cabinet door broken, window seals dirty, door not closing properly CR 503 TFLP: 2 cover electric plugs missing, sink doors need adjustment, cobwebs windows seals, door not closing properly CR 601: blinds missing hook, water drains slow. CR 604: sink countertop stained and backsplash needs caulking, outside wall cracking door peeling Kinder Play Toy: Turf needs cleaning Play toy: small play toy - paint peeling; cobwebs; large play toy - paint peeling; cobwebs, small toy dirty, small toy steps rusting Playground: benches on table bent
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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	55	N/A	64	N/A	50	N/A
Math	46	N/A	51	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	42	N/A	37	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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 a 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 families in meeting their needs. They have provided a wide variety of parent classes.

Loma Verde is fortunate to offer parent programs on-site and virtual to guide and support parents with their understanding of the California Content Standards. At 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, social-emotional supports, along with ways to support students with academics. 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 (School Year 2020-2021)

Student safety and well-being continue to be of the utmost importance at Loma Verde. We have fire, emergency, earthquake, lockdown, and shelter in place preparedness 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 January 26, 2021.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.2	0.7	0.7	0.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions		0.6	2.5
Expulsions		0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	542

*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.4

*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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	22	2	3		22	1	4		20	2	4	
1	22	1	2		22	1	2		20	1	3	
2	21	2	1		17	3	1		21	1	3	
3	26		2		21	1	2		15	3	1	
4	26		3		22	1	2		27		3	
5	25		2		17	1	2		15	2	2	
6	28		3		22		3		20	1	2	
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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
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 2018-19, 2019-2020, and 2020-2021 included a focus on literacy with an emphasis on the full implementation of the Benchmark Advanced language arts program, English Learner development, 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. Social Emotional Learning continues to be a focus of our school this year. We are in the fourth year of our PBIS (Positive Behavior Intervention Supports) for our school. Teachers continue to receive support with trauma-informed care, Restorative Practices, Second Step, and Sanford Harmony Curriculum to help deepen students' self-efficacy.

Staff Development topics include a laser-like focus on the Common Core State Standards and Social-Emotional Learning, as follows:

1. Sanford Harmony Curriculum for Social-Emotional Learning
2. Common Core Mathematics - Collaborative Conversations in Math
3. District Training on English Language Development, Technology, and Writing
4. Guided Language Acquisition Design (GLAD)
5. Learning Intentions and Success Criteria
6. English Language Arts Benchmark Advanced Curriculum Training
7. iReady supplemental math program

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,655	\$51,004
Mid-Range Teacher Salary	\$77,932	\$82,919
Highest Teacher Salary	\$103,806	\$104,604
Average Principal Salary (ES)	\$137,324	\$131,277
Average Principal Salary (MS)		\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$308,616	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
Administrative Salaries	5.0	5.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	13,531.35	4,054.02	9,477.33	79,848
District	N/A	N/A	190,145,679	\$81,733
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-2.3
School Site/ State	20.1	-5.3

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

Types of Services Funded

In order for students to be ready for college and a career, a part-time math resource teacher supports students and teachers 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 Read to Succeed Reading Program. In third through sixth grades, students received Extended Day instruction in math, reading, and writing. Once 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 4th-6th grade students, focuses on the Next Generation Science Standards 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://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.