

# Loma Verde Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 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.

#### 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.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Loma Verde Elementary School
<b>Street</b>	1450 Loma Lane
<b>City, State, Zip</b>	Chula Vista, CA 91911
<b>Phone Number</b>	(619) 420-3940
<b>Principal</b>	Bree Watson
<b>Email Address</b>	bree.watson@cvesd.org
<b>School Website</b>	lomaverdewildcats.org
<b>County-District-School (CDS) Code</b>	37-68023-6037832

## 2023-24 District Contact Information

<b>District Name</b>	Chula Vista Elementary School District
<b>Phone Number</b>	(619)425-9600
<b>Superintendent</b>	Dr. Eduardo Reyes, Superintendent
<b>Email Address</b>	eduardo.reyes@cvesd.org
<b>District Website</b>	www.cvesd.org

## 2023-24 School Description and Mission Statement

### School Description

A Dual Language Immersion School - Spanish/English, Loma Verde Elementary is one of 50 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 kindergarten classes and a 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 a 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 for Kindergarten through Sixth Grade.

Vision for Success - All students excel 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 social-emotional well-being and positive behavior support for all our students prepares our students to compete and succeed in college and careers. 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 this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	92
Grade 1	57
Grade 2	65
Grade 3	64
Grade 4	78
Grade 5	75
Grade 6	56
Total Enrollment	487

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48%
Male	52%
Asian	1%
Black or African American	2.1%
Filipino	2.9%
Hispanic or Latino	91.4%
Two or More Races	0.6%
White	2.1%
English Learners	54.4%
Foster Youth	2.1%
Homeless	2.5%
Socioeconomically Disadvantaged	76.8%
Students with Disabilities	13.6%

#### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.60	81.36	1227.00	88.68	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.10	0.37	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	2.07	31.40	2.27	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	14.00	1.01	12115.80	4.41
<b>Unknown</b>	4.00	16.57	106.00	7.66	18854.30	6.86
<b>Total Teaching Positions</b>	24.10	100.00	1383.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.10	81.72	1266.50	87.95	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.80	0.48	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	22.80	1.59	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.50	2.03	33.90	2.36	11953.10	4.28
<b>Unknown</b>	4.00	16.25	109.80	7.63	15831.90	5.67
<b>Total Teaching Positions</b>	24.60	100.00	1440.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned 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)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.50	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.50	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.50
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	2.8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	2.5

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

July 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance and Benchmark Adelante - adopted July 2017	Yes	0%
Mathematics	iReady Math Curriculum - adopted July 2023	Yes	0%
Science	TWIGs Science Curriculum - adopted July 2023	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

## School Facility Conditions and Planned Improvements

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 complete all the required documentation, 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.

Year and month of the most recent FIT report

12/9/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			:
<b>Interior:</b> Interior Surfaces		X		200 cust rm: no fire extinguisher Locate Fire Extinguisher Fire Extinguishers shall be installed so that the top of the extinguisher is no higher than 5 feet (3.5 feet if weighing more than 40lbs) and the clearance between the finished floor to the bottom of the extinguisher is a minimum of 4 inches. Unless installed in dedicated cabinets, fire extinguishers shall be installed/mounted on supplied brackets. CFC Section 906.9; section 906.7 and CCR, Title 19 Re-mount fire extinguisher in accordance with correct height maximums., missing electrical cover Cover Plate Missing electrical cover plates OR panel spacers. Install/Repair electrical cover plates and panel spacers. CFC Section 604.6, ceiling tiles stained 300 boys rm: Wax finishing is worn down / crusted - * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats Admin Women's restroom: GFCI does not work // *Wax finishing is worn down / crusted - * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats CR 205: stained ceiling tile, windowsill dirty CR 306: Ink stain on teachers desk (red), dusty surfaces CR 404: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have

## School Facility Conditions and Planned Improvements

			<p>bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <a href="https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title">https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title</a> 19 Div. 1, Section 3.08 CR 405: CR 504: ceiling tile sagging, dirty door, cobwebs window (outside) ripped tack board CR 505: Cover Plate - Missing electrical cover plates OR panel spacers. Install/Repair electrical cover plates and panel spacers. Install/Repair electrical cover plates and panel spacers. CFC Section 604.6</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>400 A: door gets stuck trying to open from inside and out, tackboard dirty btw bookshelves, household Products 400 boys rm: Wax finishing is worn down / crusted - * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats CR 205: stained ceiling tile, windowsill dirty CR 306: Ink stain on teachers desk (red), dusty surfaces Play toy: small play toy - paint peeling; cobwebs; large play toy - paint peeling; cobwebs, small toy dirty, small toy steps rusting, astroturf degraded</p>
<p><b>Electrical</b></p>		<p>X</p>	<p>200 cust rm: no fire extinguisher Locate Fire Extinguisher Fire Extinguishers shall be installed so that the top of the extinguisher is no higher than 5 feet (3.5 feet if weighing more than 40lbs) and the clearance between the finished floor to the bottom of the extinguisher is a minimum of 4 inches. Unless installed in dedicated cabinets, fire extinguishers shall be installed/mounted on supplied brackets.  CFC Section 906.9; section 906.7 and CCR, Title 19 Re-mount fire extinguisher in accordance with correct height maximums., missing electrical cover Cover Plate Missing electrical cover plates OR panel spacers. Install/Repair electrical cover plates and panel spacers. Install/Repair electrical cover plates and panel spacers. CFC Section 604.6, ceiling tiles stained Admin Women's restroom: GFCI does not work // *Wax finishing is worn down / crusted - * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats CR 206: Power Strip Usage - Relocatable power strips shall not be daisy chained, run through walls, ceilings, floors, under doors, or under floor coverings. Remove and /or provide permanent electrical. Power strips</p>



## School Facility Conditions and Planned Improvements

			<p>must be plugged directly into wall outlet and not outlet expander or extension cords. CFC Section 604.4-604.4.3</p> <p>CR 503 TFLP: Cover Plate - Missing electrical cover plates OR panel spacers. Install/Repair electrical cover plates and panel spacers. Install/Repair electrical cover plates and panel spacers. CFC Section 604.6</p> <p>CR 505: Cover Plate - Missing electrical cover plates OR panel spacers. Install/Repair electrical cover plates and panel spacers. Install/Repair electrical cover plates and panel spacers. CFC Section 604.6</p> <p>CR 601: Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. CFC Section 604.3</p> <p>CR 603: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection &amp; listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc CFC 604.1.1</p> <p>Multiple Purpose: Cover Plate - Missing electrical cover plates OR panel spacers. Install/Repair electrical cover plates and panel spacers. Install/Repair electrical cover plates and panel spacers. CFC Section 604.6</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	<p>X</p>		<p>400 boys rm: Wax finishing is worn down / crusted - * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats 400 girls restroom: sinks need chaulking, toilet leaking, faucet loose on sink CR 401: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls</p>

## School Facility Conditions and Planned Improvements

			<p>(proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <a href="https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title">https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title</a> 19 Div. 1, Section 3.08 CR 402: CR 604: sink countertop stained and backsplash needs caulking, outside wall cracking door peeling, wet area needs to be recoated, ceiling tile moved by RR, taped electrical cover(perimeter)</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>200 center rm: Locate Fire Extinguisher - Fire Extinguishers shall be installed so that the top of the extinguisher is no higher than 5 feet (3.5 feet if weighing more than 40lbs) and the clearance between the finished floor to the bottom of the extinguisher is a minimum of 4 inches. Unless installed in dedicated cabinets, fire extinguishers shall be installed/mounted on supplied brackets. CFC Section 906.9; section 906.7 and CCR, Title 19 Re-mount fire extinguisher in accordance with correct height maximums.CFC Section 604.3 200 cust rm: no fire extinguisher Locate Fire Extinguisher Fire Extinguishers shall be installed so that the top of the extinguisher is no higher than 5 feet (3.5 feet if weighing more than 40lbs) and the clearance between the finished floor to the bottom of the extinguisher is a minimum of 4 inches. Unless installed in dedicated cabinets, fire extinguishers shall be installed/mounted on supplied brackets. CFC Section 906.9; section 906.7 and CCR, Title 19 Re-mount fire extinguisher in accordance with correct height maximums., missing electrical cover Cover Plate Missing electrical cover plates OR panel spacers. Install/Repair electrical cover plates and panel spacers. Install/Repair electrical cover plates and panel spacers. CFC Section 604.6, ceiling tiles stained 200 Electrical room: Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. CFC Section 604.3 // Remove Combustible Storage - Combustible material shall not be stored in boiler rooms, mechanical rooms, or electrical equipment rooms. Remove material. Multiple communications rooms have storage. Remove storage from all utility rooms. Multiple electrical rooms noted to have combustible material stored inside. Remove stored combustible material from all electrical rooms. CFC, Section 315.3.3 200A: Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. 1. Maintain 36" clearance around electrical panels. 200D: Provide Clear Access to Fire Extinguisher - Are extinguishers shall be conspicuously located where they will be readily accessible &amp; unobstructed. Remove obstructions. Ensure signs are not blocking</p>

## School Facility Conditions and Planned Improvements

extinguishers. Ensure extinguishers are not obstructed from view. Provide extinguisher stickers where needed. - CFC, Section 906.5-906.6 300 center rm: Locate Fire Extinguisher Fire Extinguishers shall be installed so that the top of the extinguisher is no higher than 5 feet (3.5 feet if weighing more than 40lbs) and the clearance between the finished floor to the bottom of the extinguisher is a minimum of 4 inches. Unless installed in dedicated cabinets, fire extinguishers shall be installed/mounted on supplied brackets. - CFC Section 906.9; section 906.7 and CCR, Title 19 Re-mount fire extinguisher in accordance with correct height maximums. CFC Section 906.9; section 906.7 and CCR, Title 19 Re-mount fire extinguisher in accordance with correct height maximums., 300 Electrical Room: Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel. CFC Section 604.3 400 A: door gets stuck trying to open from inside and out, tackboard dirty btw bookshelves, household Products CR 202: Decorative Material - In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 CR 204: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other

# School Facility Conditions and Planned Improvements

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<p><b>Structural:</b> Structural Damage, Roofs</p>	<p>X</p>	<p>CR 403: stained ceiling tile CR 406: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other</p>

## School Facility Conditions and Planned Improvements

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<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>X</p>	<p>400 A: door gets stuck trying to open from inside and out, tackboard dirty btw bookshelves, household Products 400 B: door mechanism cover on the floor, 400 womans restroom: dirty door, AC-Vents dirty, wall sign faded, paint peeling from door, floor needs to be scrubbed and sealed ( deep clean) CR 202: Decorative Material - In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings 5. Multiple classrooms found to have bulletin board and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <a href="https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title">https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title</a> 19 Div. 1, Section 3.08 CR 401: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL</p>

## School Facility Conditions and Planned Improvements

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## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	37	35	54	53	47	46
<b>Mathematics</b> (grades 3-8 and 11)	22	22	41	43	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	278	271	97.48	2.52	34.69
<b>Female</b>	132	128	96.97	3.03	35.16
<b>Male</b>	146	143	97.95	2.05	34.27
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	11	11	100.00	0.00	54.55
<b>Hispanic or Latino</b>	253	246	97.23	2.77	34.55
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	139	132	94.96	5.04	14.39
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	205	200	97.56	2.44	29.50
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	48	46	95.83	4.17	13.04



## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	278	275	98.92	1.08	21.82
<b>Female</b>	132	131	99.24	0.76	22.14
<b>Male</b>	146	144	98.63	1.37	21.53
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	11	11	100.00	0.00	27.27
<b>Hispanic or Latino</b>	253	250	98.81	1.19	22.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	139	136	97.84	2.16	7.35
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	205	202	98.54	1.46	16.34
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	48	48	100.00	0.00	12.50

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	12.07	13.16	36.97	34.95	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	78	76	97.44	2.56	13.16
<b>Female</b>	37	37	100.00	0.00	13.51
<b>Male</b>	41	39	95.12	4.88	12.82
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	72	70	97.22	2.78	12.86
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	40	39	97.50	2.50	2.56
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	61	60	98.36	1.64	8.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	15	100.00	0.00	6.67

## B. Pupil Outcomes

### 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	57.14%	57.14%	57.14%	57.14%	57.14%

## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

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 Learner Advisory 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 33 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.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	529	516	130	25.2
Female	256	247	57	23.1
Male	273	269	73	27.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	6	5	1	20.0
Black or African American	10	10	2	20.0
Filipino	14	14	1	7.1
Hispanic or Latino	479	469	120	25.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	1	33.3
White	17	15	5	33.3
English Learners	285	278	62	22.3
Foster Youth	13	13	2	15.4
Homeless	15	14	6	42.9
Socioeconomically Disadvantaged	416	406	108	26.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	78	78	20	25.6

## C. Engagement

### 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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.19	3.59	0.02	0.68	1.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.19	0.00	0.00	0.01	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.59	0.19
Female	1.95	0
Male	5.13	0.37
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.97	0.21
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	2.81	0.35
Foster Youth	15.38	0
Homeless	13.33	0
Socioeconomically Disadvantaged	3.37	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.13	0

## 2023-24 School Safety Plan

Student safety and well-being continue to be of the utmost importance at Loma Verde. We have a 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 in the fall of 2023 and the Board of Education approval date for the CSSP is January 17, 2024.

## D. Other SARC Information Information Required in the SARC

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

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3	2	
1	20	1	3	
2	21	1	3	
3	19	3	1	
4	20	1	2	
5	26	1	2	
6	15	3	1	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	2	
1	24	2		2
2	21	3		2
3	27	1	2	1
4	27	1	3	
5	19	2	1	
6	23	1	2	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	34	0	2	2
1	33	1	0	2
2	24	1	3	0
3	40	1	0	3
4	71	0	0	3
5	50	0	0	3
6	37	1	0	2
Other	0	0	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
<b>Pupils to Academic Counselor</b>	487

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1.1
<b>Social Worker</b>	
<b>Nurse</b>	0.6
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	2

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	14,205.97	5,012.25	9,193.72	82,882
<b>District</b>	N/A	N/A	8,864.49	\$87,887
<b>Percent Difference - School Site and District</b>	N/A	N/A	3.6	-3.1
<b>State</b>	N/A	N/A	\$7,607	\$89,574
<b>Percent Difference - School Site and State</b>	N/A	N/A	32.9	-5.2

## Fiscal Year 2022-23 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. We have 2 full-time Impact Teachers that support our 3rd-6th grade students with reading, writing, listening, and speaking that are English Learners, foster students, and/or SED. Loma Verde offers supplemental services after school. For students in kindergarten through 6th grade, students were selected to participate in tutoring for reading and writing. Students also voluntarily attend the Math 24 program twice a week.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$54,003	\$54,215
<b>Mid-Range Teacher Salary</b>	\$81,474	\$86,843
<b>Highest Teacher Salary</b>	\$108,524	\$111,440
<b>Average Principal Salary (Elementary)</b>	\$147,193	\$140,851
<b>Average Principal Salary (Middle)</b>	\$0	\$147,065
<b>Average Principal Salary (High)</b>	\$0	\$142,189
<b>Superintendent Salary</b>	\$270,400	\$252,466
<b>Percent of Budget for Teacher Salaries</b>	36.2%	33.16%
<b>Percent of Budget for Administrative Salaries</b>	4.69%	5.15%

## Professional Development

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 2021-2022 and 2022-2023 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 writing. 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 sixth 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. Collaborative Conversations & High-Impact Development Strategies
3. District Training on English Language Development and Writing
4. Guided Language Acquisition Design (GLAD)
5. Learning Intentions and Success Criteria
6. English Language Arts Benchmark Advanced Curriculum Training
7. Reading Foundational Skills and Guided Reading Training
8. Write Up A Storm Writing Program



## Professional Development

The 2023-2024 professional development plan continues this work and includes NCUST Eight Best Teaching Practices for Urban School Transformation through our Instructional Leadership Team (ILT).

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	24	26	