

Loma Verde Elementary School

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

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Chula Vista Elementary School District

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District Governing Board

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School Description

A Dual Language Immersion School - Spanish/English, Loma Verde Elementary is one of 47 schools in the Chula Vista Elementary School District, which includes two 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 three upper-grade classes, 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 computer laboratory, 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	98
Grade 1	66
Grade 2	63
Grade 3	64
Grade 4	67
Grade 5	67
Grade 6	52
Total Enrollment	477

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	0
Asian	0.6
Filipino	4.2
Hispanic or Latino	84.3
Native Hawaiian or Pacific Islander	0
White	5
Two or More Races	2.3
Socioeconomically Disadvantaged	77.1
English Learners	54.3
Students with Disabilities	8.4
Foster Youth	1

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			
Loma Verde Elementary School	15-16	16-17	17-18
With Full Credential	24	25	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	NA	
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Loma Verde Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "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 2017-18)

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%
Foreign Language	N/A Percent of students lacking their own assigned textbook: N/A
Health	N/A Percent of students lacking their own assigned textbook: N/A
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: N/A

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. 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: 4/5/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		200 center rm: 2 ceiling tile stained; no fire extinguisher , GCFI outlet loose 300 center rm: transition from floor to carpet loose CR 206: 3 stained ceiling tile; cobwebs under sink; 2 lamps out; fountain handle comes off CR 304: 1 stained ceiling tile , cleaners under sink CR 306: 2 stained ceiling tile ; 2 air freshener spray cans , CR 401: sink cabinet door laminate - corner peeled off, sharp edges; door doesn't shut all the way CR 501: vent dirty; covebase detaching from wall under window CR 502: 1 ceiling tile stained; fountain handle comes off CR 505: 3 stained ceiling tile CR 601: 1 ceiling tile cracked; 1 light out; holes in tackboard CR 603: 2 stained ceiling tile left restroom - lamp out; room has microwave , fridge and hot plate Fairwinds: misc. household cleaners under sink; wires going across the floor back door pathway - trip hazard; 1 stained ceiling tile Stage: stairs blocked by large box , foot of stairs damaged cove base , all hand rails need paint Workroom: cracked ceiling tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			400 A: 1 stained ceiling tile; door gets stuck trying to open from inside and out CR 206: 3 stained ceiling tile; cobwebs under sink; 2 lamps out; fountain handle comes off CR 401: sink cabinet door laminate - corner peeled off, sharp edges; door doesn't shut all the way Play toy: small play toy - paint peeling; cobwebs; large play toy - paint peeling; cobwebs

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 4/5/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical		X		200 center rm: 2 ceiling tile stained; no fire extinguisher , GCFI outlet loose 200A: 3lamps out 300 Electrical Room: electrical panel blocked Admin Women's restroom: GFCI does not work , toilet seat loose CR 203: fountain handle comes off, lamp out CR 206: 3 stained ceiling tile; cobwebs under sink; 2 lamps out; fountain handle comes off CR 301: lamp out , covebase off wall CR 403: 2 lamps out stained ceiling tile CR 405: fountain handle comes off , 4 lamps out CR 504: 1 lamp out; broken elctrical outlet cover plate CR 601: 1 ceiling tile cracked; 1 light out; holes in tackboard CR 603: 2 stained ceiling tile left restroom - lamp out; room has microwave , fridge and hot plate
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		300 girls restroom: stall #1 toilet seat loose , stall #4 toilet seat damaged 400 boys rm: 400 girls restroom: sinks need caukling , stall # 1 , 2 . 4 toilet seats loose CR 203: fountain handle comes off, lamp out CR 206: 3 stained ceiling tile; cobwebs under sink; 2 lamps out; fountain handle comes off CR 302: fountain handle comes off CR 303: Drinking fourain low pressure CR 402: drinking fountain low pressure and gets stuck - long running CR 404: covebase detaching; fountain handle missing CR 405: fountain handle comes off , 4 lamps out CR 502: 1 ceiling tile stained; fountain handle comes off CR 604: sink countertop stained and backsplash needs caulking

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 4/5/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
Safety: Fire Safety, Hazardous Materials	X			200 center rm: 2 ceiling tile stained; no fire extinguisher , GCFI outlet loose CR 205: 2 cans of air freshener; 1 can of goof off under sink CR 304: 1 stained ceiling tile , cleaners under sink CR 306: 2 stained ceiling tile ; 2 air freshener spray cans , CR 602: cleaner under sink CR 603: 2 stained ceiling tile left restroom - lamp out; room has microwave , fridge and hot plate Fairwinds: misc. household cleaners under sink; wires going across the floor back door pathway - trip hazard; 1 stained ceiling tile Stage: stairs blocked by large box , foot of stairs damaged cove base , all hand rails need paint	
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			400 A: 1 stained ceiling tile; door gets stuck trying to open from inside and out CR 401: sink cabinet door laminate - corner peeled off, sharp edges; door doesn't shut all the way Play toy: small play toy - paint peeling; cobwebs; large play toy - paint peeling; cobwebs	
Overall Rating	Exemplary	Good	Fair	Poor	Job orders were placed.
		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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	51	59	62	62	48	48
Math	40	48	48	49	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	43	74	67	62	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.9	21.7	27.5

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	53	53	100.0	73.6
Male	24	24	100.0	75.0
Female	29	29	100.0	72.4
Hispanic or Latino	47	47	100.0	70.2
Socioeconomically Disadvantaged	47	47	100.0	72.3
English Learners	15	15	100.0	40.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	255	250	98.04	59.2
Male	126	125	99.21	56
Female	129	125	96.9	62.4
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	14	14	100	64.29
Hispanic or Latino	215	211	98.14	59.72
White	12	11	91.67	63.64
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	215	210	97.67	57.62
English Learners	145	140	96.55	62.14
Students with Disabilities	27	27	100	7.41
Foster Youth	--	--	--	--

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 2016-17 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	255	255	100	48.43
Male	126	126	100	52
Female	129	129	100	44.96
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	14	14	100	64.29
Hispanic or Latino	215	215	100	46.73
White	12	12	100	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	215	215	100	46.73
English Learners	145	145	100	51.03
Students with Disabilities	27	27	100	3.7
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Contact person: Principal Sobeida Velazquez

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 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 from health and nutrition to drama classes partnered with the Old Globe Theater. 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, as well as their math skills. In addition to strengthening family relationships, Loma Verde offers other programs, such as an anti-bullying program, and social-emotional education.

For more than 27 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, playground systematic supervision. In class students receive character education with the Zones of Regulation Curriculum and Secodn 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 ptogram. 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 27, 201.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.2	0.4	0.4
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2013-2014
Year in Program Improvement	Year 3	Year 1
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	43.2	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.49
Psychologist	0.3
Social Worker	0.2
Nurse	0.6
Speech/Language/Hearing Specialist	2
Resource Specialist	2
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	23	20	20	1	2	2	5	3	3			
1	19	18	22	3	2	1		1	2			
2	20	18	18	3	4	3	1					
3	22	17	18		4	4	3					
4	26	26	27				2	2	2			
5	21	25	27	1			3	2	3			
6	30	31	26				3	2	2			
Other		23						1				

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

Professional Development provided for Teachers

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 Single Plan for Student Achievement. Staff development topics for 2013-14, 2014-15, and 2015-16 included a focus on literacy with an emphasis on comprehension, vocabulary development, full implementation of the Houghton-Mifflin language arts program, and the California Content Standards. 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 received 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 2014-2015 school year, teachers consistently used OARS 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 OARS 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.

Staff Development topics for the year 2015-16 included a laser-like focus on the new Common Core State Standards, as follows:

1. Writing - Teachers College Units of Study - Implementing a Rigorous, Coherent Writing Curriculum
2. Reading - Fountas & Pinnell - Leveled Literacy Reading Intervention to raise student reading performance. This is a small group system designed for children who find reading and writing difficult.
3. Common Core Mathematics - 8 Mathematical Practices, including writing in Math
4. Our teachers attend District Institutes on English Language Development, Technology, Common Core Mathematics, Writing
5. Guided Language Acquisition Design (GLAD)
6. Transformative Inquiry Design for Effective Schools and Systems (TIDES) to deconstruct the new California Content Standards, analyze the causes of learning from student work, identify and implement high effect size instructional strategies, and determine measures of success to challenge thinking and practice.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,672	\$48,678
Mid-Range Teacher Salary	\$70,414	\$78,254
Highest Teacher Salary	\$93,793	\$96,372
Average Principal Salary (ES)	\$124,057	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$265,166	\$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$11,341.90	\$3,198.22	\$8,143.67	\$69,611.00
District	♦	♦	\$166,094.33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			-5.6	-7.8
Percent Difference: School Site/ State			16.2	-11.9

* Cells with ♦ do not require data.

Types of Services Funded

In order for students to be ready for college and a career, reading and math resource teachers support student and teachers learning in reading using the Fountas & Pinnell Benchmark Assessments (Fountas & Pinnell Monitoring and Intervention Systems). The math and reading resource teachers "push in" to classrooms to support students who are struggling to master standards in reading and writing. Loma Verde offers supplemental services before and 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 reading and writing. Twice a week, students attend the Math 24 program, and additional tutoring is provided two days a week for newcomers. The Saturday Scholars Program, an extended day program for fifth-grade students, focuses on the Next Generation Science Standards.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about 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.