



# Loma Vista Elementary School

13463 Meyer Road • Whittier, CA 90605 • (562) 941-4712 • Grades K-6

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



### South Whittier School District

10001 Telechron Avenue  
Whittier, CA 90605  
(562) 944-6231

<http://www.swhittier.k12.ca.us>

#### District Governing Board

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**President**

Natalia Barajas

**Vice President**

Deborah Pacheco

**Clerk**

Elias Alvarado

**Member**

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**Director, Special Education &  
Student Services**

Dr. Stacy Ayers-Escarcega

**Director, Assessment,  
Accountability & Parent  
Engagement**

### **Mission Statement**

Loma Vista's mission is to provide all students with a high-quality instructional program based on the California State Content standards. All students will be provided the opportunities to develop positive character traits in a school environment that is nurturing, safe, and supportive for all students, staff, and families. At Loma Vista we will provide skills to prepare students with 21st century success.

### **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.

## 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	74
Grade 1	62
Grade 2	66
Grade 3	63
Grade 4	60
Grade 5	69
Grade 6	63
Total Enrollment	457

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
Asian	0.2
Filipino	0.7
Hispanic or Latino	96.1
Native Hawaiian or Pacific Islander	0.4
White	1.8
Socioeconomically Disadvantaged	93
English Learners	46.8
Students with Disabilities	7.7
Foster Youth	0.9
Homeless	9

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

Teacher Credentials for South Whittier School	18-19	19-20	20-21
With Full Credential	♦	♦	133
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Loma Vista Elementary School

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

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

### Textbooks and Instructional Materials

Year and month in which data were collected: 9/8/2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 Houghton Mifflin Harcourt California Journeys 2017 7-8 Ample ELA: California Edition 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	K-8 Houghton Mifflin Harcourt 2014 Go Math! Grade 7 Accelerated Houghton Mifflin Harcourt 2014 Algebra 1 Houghton Mifflin Harcourt 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	Harcourt Science K-6 Harcourt School Publishers 2007 Pearson Prentice Hall 7th and 8th Pearson Prentice Hall 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	Houghton Mifflin History-Social Science K-6 Houghton Mifflin 2007 Holt Rinehart and Winston Social Science 7th-8th Holt 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

This school has 23 classrooms (including four modular classrooms), a multipurpose room, a library, and an administration building. The main campus was built in 1938. Classrooms were added in 1949 and 1963. A new restroom building was constructed in 2001.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An automated work order process is used to ensure efficient service and that emergency repairs are given the highest priority. In addition, the district's membership in Joint Powers Agreement (JPA) property and liability collaboration provides annual site inspections.

The district's Board of Trustees has adopted cleaning standards for all schools. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Increased security fencing was installed during the summer of 2014 which requires all people to enter through the front. The original garage in front of the school was removed and filled in with grass.

In 2017 the roof in the last wing was replaced. In 2018 the exterior of the school was painted.

Upgrades to the bandwidth are ongoing as the need increases each year. This gives improved internet connection throughout the campus as we move into online assessments.

**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: 8/26/2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Ceiling tiles are missing, damaged, or loose. Carpeting damaged or stained
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Damage to stairway or ramp. Trip hazard.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	Unsecured items stored too high

## 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	28	N/A	37	N/A	50	N/A
Math	24	N/A	25	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	8	N/A	12	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)

Loma Vista has a wide variety of opportunities to have parents' involvement through social media. The principal has bi-monthly meetings and publishes a monthly parent newsletter that is sent home in English and Spanish. Phone messages, emails, and/or text messages are sent home to remind parents of upcoming events. Parents are encouraged to participate on social media through ClassDojo, Facebook, Instagram, Twitter, and the school website. Parents are encouraged to volunteer in the classroom and/or to chaperone on field trips. Parents are invited to attend the School Site Council (SSC) meetings. In the fall, parents elect representatives to this group which is directly involved in developing our school plan and making budgetary decisions related to our categorical programs. They meet a minimum of five times per school year. District level opportunities are the District Advisory Council (DAC/DELAC). All parents are invited to attend the English Language Advisory Committee (ELAC) meetings. The ELAC advises the school regarding programs and services for EL students. ELAC meets at least four times per school year to review specific agenda topics, such as EL students' achievement and ELD instructional programs. Our school has a community liaison to our parents. She coordinates all parent volunteers and activities on campus.

All parents are invited to Coffee with the Principal meetings. All parents are invited to Back-to-School Night, Open House, parent-teacher conferences, Founders Day, Harvest Festival, and our Holiday Program each year.

Parent workshops are provided throughout the year in English and Spanish. Parents are able to participate in such classes as Parent Institute for Quality Education, Family Stories, and Nutrition classes. Parents meet weekly on Wednesday mornings to help prepare our weekly communication folders. Parents also have access to the school library after school. Through a partnership with Whittier Union High School, our parents/community are able to attend on site English/Civics Classes to assist in becoming citizens and learning how to communicate in English. Through a partnership with Helpline Youth Counseling, our parents are able to attend parent classes with such topics as Parenting, Bullying, and Suicide Prevention.

Parent involvement coordinator: Theresa Melgoza (562) 941-4712.

**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)**

As required by state law, the school maintains a detailed safety plan. The safety plan was last fully updated in February 2020 and the emergency plan is monitored monthly to assure available staff is assigned to emergency response positions. All personnel is trained in emergency procedures and students take part in regularly scheduled emergency drills. Food, water, medical, and other emergency supplies are updated annually to ensure each campus is ready to respond in the event of an emergency or disaster. Loma Vista participated in the California ShakeOut last October and practiced school emergency response with a disaster scenario developed by the principal. Each year in October the emergency plan is updated to reflect new staff and any new concerns. The plan and jobs are reviewed with the new teams and practiced on the day of the Shake-Out. Our emergency supplies are now stored in an emergency bin which includes all the food, water, medical and emergency supplies. This includes students with individual emergency bags. The school is carefully monitored before, during, and after school hours. Break periods and lunch are supervised by school personnel. The school is secured with security fencing. Check-in and check-out procedures are also strictly enforced. The School maintains constructive relationships with law enforcement agencies to ensure the safety of all students, staff, and facilities. Furthermore, through Measure W funding (a general obligation bond passed by area voters to upgrade school facilities) the school has upgraded communication systems and radio communication is available at all times.

**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	0.7	0.4	1.7	2.1	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			
Expulsions			

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*	0

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

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*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	28		3		85		3	6	25	1		
1	22		3		21	2	1		21	4	2	
2	22		3		25		2		23	4		1
3	24		3		21	1	3		23	1	4	
4	35			2	23		3		30		6	
5	28		2		32		1	1	35			4
6	29		3		28		2		32		6	
Other**	11	1							24		1	

\*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	4	4	4

Staff training and development is an ongoing process. The district develops an annual year-long staff development plan based on what is needed to enable students to meet grade-level standards. Staff development is designed also to enable the school to meet the Continuous Improvement Model. District professional development has been in the area of writing using Write from the Beginning, and all teachers have participated in training for English Language Learners through GLAD strategies. Teachers meet at a minimum three times a year as grade level district-wide to meet and collaborate with all teachers and instructional coaches at their grade level.

School-based site staff development is aligned with the school district's instructional agreements that focus on the Common Core Standards. The staff development plan is implemented through shortened Mondays (by banking instructional minutes), professional development days, sub days, and collaborative staff work. This year our primary focus has been on student collaboration and student accountable talk. During our Monday meetings, we have discussed many topics, such as increasing Rigor in instruction, analyzing Claims/Targets/Standards, calibrating the scores of Performance Tasks. Each grade level has chosen specific sentence frames in order to build student engagement. Each grade level is creating a year-long accountable talk plan to assist teachers in choosing appropriate grade level sentence frames to assist students in speaking and writing clear coherent sentences. The site-based instructional coach has also prepared student engagement files to assist teachers with multiple student engagement strategies to provide students with engagement strategies. Teachers have also been trained in (CGI) Cognitive Guided Instruction in math strategies. Staff development has continued to focus on the use of student performance data and areas of need. Each grade level meets with an Instructional Coach to analyze student data after Math and ELA benchmark periods. Teachers have been given Common Core Standards to verify all grade-level standards are being taught and retaught multiple times throughout the year. Teachers also meet to analyze reading data using the reading program and supplemental reading computer-based programs. Teachers meet monthly as an Instructional Leadership Team and bi-monthly in order to analyze their teaching of specific standards through a Plan-Do-Analyze-Review cycle. Coaching is provided as a follow-up to staff development. Each teacher meets with the Principal bi-yearly to meet and review student data and create plans for differentiation.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,550	\$50,574
Mid-Range Teacher Salary	\$76,457	\$76,649
Highest Teacher Salary	\$98,624	\$98,993
Average Principal Salary (ES)	\$120,510	\$125,150
Average Principal Salary (MS)	\$123,924	\$129,394
Average Principal Salary (HS)		\$122,053
Superintendent Salary	\$232,723	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	34.0
Administrative Salaries	6.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

Technology: Loma Vista attempts to maintain current with the type of technology used in the classroom. Each teacher utilizes an ELMO/ document camera, laptop, Digital TV, Apple TV, and iPad for instruction. Teachers also have access to Chromebook carts.

Title I and At-Risk Students: The federally funded Title I program provides assistance to meet the educational needs of students whose standardized scores fall below a district determined level and who fail to meet proficiency, determined by the district, in other district-wide multiple measures in writing, math, and reading. We are currently Title I school-wide. The district provides a school-wide Computer-based Intervention program. The school allows time for Instructional aides and Intervention/enrichment programs before or after school.

Instructional Aides: Two- three-hour instructional aides are present in primary classrooms. They provide support to underperforming students, small groups, and one-on-one focused, intensive instruction as follow-up or re-teaching.

Intervention/Enrichment: There may be additional after-school instruction as staffing permits. When all appropriate interventions have been used, students who have been studied by the Student Success Team (SST) may be referred to the Special Education department for assessment. The SST consists of the principal, teachers, and the instructional coach.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,060	\$2,393	\$3,667	\$82,611
District	N/A	N/A	\$3,694	\$84,220
State	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District		
School Site/ State		

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