

Loma Vista Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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.

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Loma Vista Elementary School
Street	13822 Prospect Ave.
City, State, Zip	Santa Ana, CA 92705
Phone Number	(714) 730-7528
Principal	Lauren Steinmann
E-mail Address	lsteinmann@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us/loma-vista
CDS Code	30-73643-6030639

District Contact Information	
District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Gregory A. Franklin, Ed.D.
E-mail Address	gfranklin@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

Loma Vista Elementary will ensure that all students actively engage in rigorous learning experiences as they acquire the skills and knowledge necessary to serve as positive, responsible and contributing global citizens within a technology-rich and continually changing, diverse world community.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	65
Grade 1	79
Grade 2	78
Grade 3	99
Grade 4	107
Grade 5	107
Total Enrollment	535

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0
Asian	6.2
Filipino	1.5
Hispanic or Latino	63.4
Native Hawaiian or Pacific Islander	0.4
White	24.5
Two or More Races	2.6
Socioeconomically Disadvantaged	54.4
English Learners	26.2
Students with Disabilities	10.8
Foster Youth	0.4

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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	22	24	22	897
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	52

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of 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 2017-18)

Year and month in which data were collected: October 9, 2017

On October 9, 2017, the Tustin Unified School District Board of Education verified by resolution that each student at this school has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State of California.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>State-Adopted Textbooks Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned with state standards. The Units of Study for Teaching Reading and the Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins as well as K-2 Phonics Lessons by Irene Fountas and Gay Su Pinnell are the state adopted textbooks for the District. The Tustin Unified School District Board of Education approved these textbooks for adoption on December 12, 2016.</p> <p>Supplemental Textbooks and Materials Students have access to classroom libraries containing both literature and non-fiction text.</p>	Yes	0%
Mathematics	<p>State-Adopted Textbooks Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton Mifflin Harcourt California Math Expressions Common Core (2015) is the state adopted core curriculum for the District. The Tustin Unified Board of Education approved this textbook for adoption on June 9, 2014.</p>	Yes	0%
Science	<p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.</p> <p>Supplemental Textbooks and Materials Stemscopes is a supplemental science curriculum used for grades TK-5. This curriculum is aligned to the Next Generation Science Standards and incorporates the three-dimensional learning model including cross-cutting concepts, science and engineering practices and disciplinary core ideas. The fully digital interactive curriculum is used in grades TK-5 and is supported with science toolkits to provide hands-on, inquiry-based science experiences in the classroom.</p>		
History-Social Science	<p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Harcourt Reflections (K-5), 2007 is the state adopted core curriculum for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 26, 2007.</p> <p>Supplemental Textbooks and Materials</p>	Yes	0%
Health	<p>State-Adopted Textbooks Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in elementary school. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.</p>	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The Tustin Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at <https://tinyurl.com/TUSD-Facility-Inspection-Tool>. The District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The Loma Vista campus is located on a 10-acre property and was opened in 1957 and has continuously served students since. As the student population increased, portable classrooms were added to the property. The facility is very clean and well-maintained through the service of two site custodians and the district maintenance staff. The measure G city bond modernized the facility in 2004 and meets the state requirements for handicapped. The PTO and School Site Council have utilized funds to create a school garden, school Innovation Lab, which is new this year.

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 overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/03/17				
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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/03/17				
Overall Rating	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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	52	52	62	62	48	48
Mathematics (grades 3-8 and 11)	42	44	52	52	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	311	307	98.71	51.79
Male	161	160	99.38	47.5
Female	150	147	98	56.46
Black or African American	--	--	--	--
Asian	15	14	93.33	85.71
Filipino	--	--	--	--
Hispanic or Latino	191	190	99.48	37.89
Native Hawaiian or Pacific Islander	--	--	--	--
White	82	80	97.56	72.5
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	173	172	99.42	36.63
English Learners	110	110	100	37.27
Students with Disabilities	36	35	97.22	8.57
Students Receiving Migrant Education Services	--	--	--	--
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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	311	306	98.39	43.79
Male	161	159	98.76	45.28
Female	150	147	98	42.18
Black or African American	--	--	--	--
Asian	15	14	93.33	78.57
Filipino	--	--	--	--
Hispanic or Latino	191	190	99.48	32.11
Native Hawaiian or Pacific Islander	--	--	--	--
White	82	80	97.56	62.5
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	173	171	98.84	30.99
English Learners	110	110	100	26.36
Students with Disabilities	36	35	97.22	0
Students Receiving Migrant Education Services	--	--	--	--
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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	72	75	73	71	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.

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.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.2	15.2	48.6

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.

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)

At Loma Vista Elementary our parents serve formally in many positions both for the Parent Teacher Organization (PTO), School Site Council (SSC) and English Language Advisory Committee (ELAC). Five parents serve on our SSC and give input regarding school management and seven parents serve on our English Language Advisory Committee (ELAC). Parents are an integral part of our school community and their daily presence on the Loma Vista campus serves as a testimony to their commitment to support the students, the school, and the community. Informally, our parents provide classroom support, financial support, academic support, and program support on a daily basis. Funding from the PTO provides assemblies both during and after school, enrichment programs, teacher supplies, school community social events and school improvements. Contact person for additional parent involvement information: PTO Presidents Kelly Lowe - 714.595.3838 and Ana Elkins - 714.486.2411

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.1	1.2	1.8	2.8	2.5	2.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Date Last Reviewed by School Site Council (SSC): 9/20/17

Date Updated and Approved by School Site Council and TUSD: 10/25/17

Date Discussed by Staff: 8/17/17 and 10/25/17

Key Elements: The Loma Vista staff and parents have developed a comprehensive school safety plan for the safety and well-being of all students and staff throughout our regular school year and in the event of an emergency. We maintain first aid backpacks and lockdown classroom buckets and evacuation and emergency crisis plans are visibly posted in every classroom. The safety plan mandates emergency and earthquake preparedness drills and staff in-services in crisis response and systematic campus supervision. Our students understand the importance of safety drills and are commended for their adherence to our procedures during emergency drills. The key elements of the Safety Plan are outlined in 10 chapters: (1) Child Abuse Reporting Procedures, (2) Disaster Procedures, Routine and Emergency (SEMS), (3) Suspension, Expulsion, or Mandatory Expulsion Recommendations, (4) Procedures to notify teachers of dangerous pupils, (5) Sexual Harassment Policy, (6) The provisions of any school-wide dress code, (7) Procedures for safe ingress and egress, (8) Safe and Orderly Environment, (9) Rules and Procedures on School Discipline/Dress Code, and (10) School Safety Goals and Objectives.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	69.2

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16	4			15	5	1		14	5		
1	30		3		28		2		25		3	
2	30		3		32		2		24		3	
3	31		3		31		4		21	1	4	
4	34		1	2	33			3	35			3
5	21	2	3		26	1	3		28	1		3

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.493	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,409	\$2,028	\$5,382	\$85,645
District	N/A	N/A	\$5,415	\$82,661
Percent Difference: School Site and District	N/A	N/A	-0.6	3.6
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-18.1	8.1

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

Types of Services Funded (Fiscal Year 2016-17)

Loma Vista Elementary School receives categorical funding in the areas of Title I and Local Control Funding Formula - Economic Impact Aid (ELL). Rationales for expenditures must be provided, aligned, and approved prior to purchase and use. Programs purchased to support student learning include: Fountas and Pinnell's Leveled Literacy Intervention, Fountas and Pinnell leveled readers, Lucy Calkins Units of Study in Reading and Writing, Front Row Math, Starfall, Spelling City, ABCMouse and RAZ Kids. The school's Single Plan for Student Achievement (SPSA) identifies student needs and addresses specifically how these categorical funds will support student learning.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,132	\$47,808
Mid-Range Teacher Salary	\$80,871	\$73,555
Highest Teacher Salary	\$107,643	\$95,850
Average Principal Salary (Elementary)	\$136,023	\$120,448
Average Principal Salary (Middle)	\$151,302	\$125,592
Average Principal Salary (High)	\$157,782	\$138,175
Superintendent Salary	\$320,190	\$264,457
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

In regards to our educational programs and instruction, our dedicated teachers engage in collaborative planning two Wednesdays each month and each Thursday during student PE time. Inside of these meetings teachers engage in different data analysis exercises around results yielded from: Math Expressions Quizzes, Math Common Assessments, Cognitively Guided Instruction (CGI) problem solving, Front Row Math, Running Records and CAASSP Interim Assessment Blocks (IAB). Data is utilized to determine needs for next steps with regards to appropriate instructional pathways for learning. Teachers determine where reteaching and interventions are needed from these data, as well. The principal provides Staff Professional Development meetings that focus on the processes of Differentiation, Best First Instruction, CGI, English Language Development (ELD) support and differentiating instruction, Positive Behavior Intervention School-wide Support Systems, STEM (Science, Technology, Engineering and Math), data interpretation and analysis. Along with the full implementation of ELD, we continue to refine Multi-tiered Systems of Support in order to meet the needs of all learners in the area of language arts. We continue to work on implementing the systems and processes of a Professional Learning Community (PLC) school culture, as well. Monthly the Lead Learning Team (LLT) meets to discuss school-wide timelines, data, systems and collegial support strategies - with a driving purpose of impacting student learning. Teachers are supported with opportunities for learning walks, additional resources, and TUSD professional development opportunities. Teachers are also provided the support of a TUSD Connect-Curriculum Coach as they strive to implement rigorous standards, using highly engaging strategies, supported with meaningful technology experiences for students. The professional development focus each year centers on the Signature Practice of the school.

2015-2016: Signature Practice- Readers' Workshop

2016-2017: Signature Practice- Readers' Workshop

2017-2018: Signature Practice- Cognitively Guided Instruction