



School Accountability Report Card, 2006-2007

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Chico Unified School District, 1163 East Seventh Street, Chico, CA 95928

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Loma Vista School

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COUNTY: Butte

GRADE LEVELS: Preschool-Age 21

CDS CODE: 04-61424-0430215

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

School Description and Mission Statement

Loma Vista School prides itself on high expectations for student achievement and rigorous academic programs. The Loma Vista School community provides a quality academic and social education that promotes personal success. This is accomplished through standards-based instruction, ongoing assessment, and high academic and behavioral expectations in a safe, engaging, language rich environment.

Loma Vista School students feel safe in a well-disciplined environment where everyone is respectful, responsible, and resourceful. Loma Vista School is known for its unified and cooperative staff. Teachers along with their administrators demonstrate a clear understanding of academic standards. Our office staff is welcoming, efficient, and professional.

At Loma Vista School we believe that all children can learn. Learning is a lifelong process. A positive attitude leads to positive outcomes. Everybody deserves to be treated respectfully. Discipline and motivation are keys to learning. High academic and behavioral expectations promote success. Education is an individual and cooperative endeavor.

Loma Vista School provides services for students with a variety of disabilities. Loma Vista primarily houses pre-school programs for children with identified disabilities ages 3-5 years. There are seven pre-school classrooms and two classrooms for students with moderate to severe disabilities. Specific descriptions of these classrooms are: four self-contained special day classrooms; two full inclusion special day classrooms; one special day class for medically fragile students; and one special day class for young adults. These classrooms serve students with a range of disabilities including delays in language development, academic readiness, behavior, and autism. Classrooms are organized to serve students based on their age and areas of need.

Loma Vista has a strong mainstreaming and integration emphasis. Located on the Loma Vista campus is a non-profit pre-school program serving typically developing peers. The "Innovative Pre-school" program provides students from Loma Vista School opportunities for inclusion in both academic and social/recreational programs. All classrooms offer a low student to teacher ratio with an emphasis placed upon developing skills in communication, behavioral management, functional life skills, social development, and pre-academic/life skills training.

The district's mission is Individual Student Academic Success via a K-12 Sequence of Teaching, Learning, Assessment and Support. Loma Vista's mission embraces the district mission. The staff strives to provide a comprehensive educational program aligned to the state content standards and based on each student's Individualized Educational Plan (IEP).

Our teachers and staff members work diligently to provide a rigorous program that not only challenges each student, but also supports them throughout the learning process.

Opportunities for Parental Involvement

Loma Vista School encourages parents to volunteer in our classrooms to assist our staff with the education of their children. All classrooms have parent volunteers that assist at centers times and/or with the making of educational materials and monitoring of students on field trips. Parents are active in supporting fundraisers, school ceremonies, and

school projects. In addition to regular school events such as music programs, back to school night, open house, parent conferences, holiday programs, etc. parents are encouraged to participate in the Community Advisory Committee, parent training programs and various support groups. The CAC and support groups provide opportunity for parents to network with other parents, to learn more about special education and to have input into the development of special education programs.

The School Site Council guides the schools academic programs and categorical programs. Parents are elected to serve on our Site Council, which determines categorical budget expenditures, serves as our school safety committee, and reviews the school site plan with input from staff. Due to the nature of the IEP process for students identified as needing special education services, parents are activity involved in the development and oversight of their child's educational program. Contact the main office for more information.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	1	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	1	Grade 10	2
Grade 4	1	Grade 11	1
Grade 5	2	Grade 12	0
Grade 6	1	Ungraded Secondary	0
Grade 7	0	Total Enrollment	9

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American		White (not Hispanic)	88.89
American Indian or Alaska Native		Multiple or No Response	
Asian		Socioeconomically Disadvantaged	50.0
Filipino		English Learners	
Hispanic or Latino	11.11	Students with Disabilities	100.0
Pacific Islander		---	

Average Class Size and Class Size Distribution

Loma Vista's average class size is eleven students in seven pre-school classrooms and eight students in the two elementary/secondary Special Day Classes. These averages compare favorably with other special education programs in the Butte County SELPA (Special Education Local Plan Area).

II. School Climate

School Safety Plan

Loma Vista School has a comprehensive school safety plan that identifies major safety concerns and specific prevention and action strategies that involve school personnel, community members and local law enforcement agencies. Our plan ensures a safe and secure campus by teaching prevention strategies and school rules along with practicing of fire exiting, code red lockdown, and take cover drills. Our School Site Council serves as our school safety committee and will review school plans, procedures drills, school rules that promote a safe learning environment. The school safety plans also outline procedures for allowing visitors on campus and providing crisis intervention support to students and staff. A School Crisis Team has been identified and trained and meets throughout the year to address school safety concerns.

School Discipline Practices

Loma Vista School is a child-centered school that believes in testing and observation of each student to determine their strengths and needs. Each teacher develops a program to build on the child's academic strengths while teaching to his/her needs. We utilize individual, small group and whole class instruction in order to meet these needs and impart the

core curriculum to all students. We have seven teachers with Special Education credentials that are specially trained to work with special education students in learning the core curriculum. The school has adopted the state approved SEACO curriculum (Curriculum Guide for Students with Moderate to Severe Disabilities) series in all classrooms. Loma Vista academic programs and practices focus on the individual needs of each student. The emphasis for all classrooms is to provide positive learning environments, which take into consideration the nature of each student's disability and unique learning needs.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	--	.071		8.9	17.0	7.6
Expulsions	--	0		0.7	2.1	0.6

III. School Facilities

School Facility Conditions and Improvements

Loma Vista School has classrooms, playgrounds, speech rooms, therapy rooms, and recreational areas. Our facilities are well maintained and clean. We have a regular maintenance and cleaning schedule, regular and long-range building maintenance and repair, and lawn and grounds upkeep. We have adequate playground space and equipment for our facilities. All classrooms meet state requirements relating to instructional space. Classrooms are designed to provide areas for large group, individual, and small group leaning activities. In addition, most classrooms have sink areas for washing hands. The multi-purpose room has a kitchen area for teaching daily living skills and serving breakfast and lunch. Separate bathroom facilities for boys and girls are located within the building and/or in classrooms. The Chico Unified School District takes great efforts to ensure that all facilities are in repair, clean, safe, and functional.

Adult supervision is available from the start of school to the end of school. Adult supervision is provided in all school settings including the bus area, playground, multi-purpose area, and the gym. Teachers are available in their classrooms both before school and after school for students who are either unable or prefer not to be outside.

Classroom visitors must follow procedures identified at the school site. Loma Vista requires that all visitors sign in at the office and obtain a visitor's pass before going onto the campus.

School Facility Good Repair Status

This table displays the results of the school site inspection completed during October 2005 to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)			X	Gym water damage under drinking fountain. Gym missing ceiling tile (ongoing). Action: REPAIR WATER DAMAGE
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms		X		Main Hall restroom stall rusted. Action: REPLACE STALL
Sewer	X			
Playground/School Grounds	X			
Other				

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	Facility Condition is Good.			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2005-06
With Full Credential	12	8	8	720
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School		
All Schools in District	94.6	5.4
High-Poverty Schools in District	100	0.0
Low-Poverty Schools in District	97.3	2.7

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)	1.0	---
Library Media Services Staff (paraprofessional)		---
Psychologist	1.0	---

Social Worker		---
Nurse	1.0	---
Speech/Language/Hearing Specialist	3.0	---
Resource Specialist (non-teaching)		---
Other		---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	SEACO Materials	
Mathematics	SEACO Materials	
Science	SEACO Materials	
History-Social Science	SEACO Materials	
Foreign Language	SEACO Materials	
Health	SEACO Materials	
Science Laboratory Equipment (grades 9-12)	SEACO Materials	

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$12,317.50	\$7,104.68	\$5,212.82	\$61,308.12
District	---	---	\$5,154.56	\$57,340.79
Percent Difference - School Site and District	---	---	101.13%	106.92%
State	---	---	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	---	---	105.46%	102.29%

Types of Services Funded

Students identified for needing supplemental services are provided such services in accordance with Special Education policies and procedures. The district, as outlined in each student's IEP provides Designed Instructional Support (DIS) support services. These services may consist of: Physical Therapy, Occupational Therapy, Speech and Language, and Adapted Physical Education. Other support services provided from the local SELPA (Butte County Office of Education) office are: Program Specialist in the area of Behavior Management, Autism, and Assistive Technology.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,624	\$37,172
Mid-Range Teacher Salary	\$48,287	\$58,436
Highest Teacher Salary	\$76,000	\$73,583
Average Principal Salary (Elementary)	\$84,670	\$93,347
Average Principal Salary (Middle)	\$90,814	\$97,873
Average Principal Salary (High)	\$95,301	\$105,556
Superintendent Salary	\$141,185	\$159,227
Percent of Budget for Teacher Salaries	42.5%	41.9%
Percent of Budget for Administrative Salaries	4.5%	5.2%

VIII. Student Performance

CAPA Testing

Loma Vista School is required to provide CAPA testing for students in appropriate grade levels. Scores for the CAPA STAR 2006 indicated the following information for the nine students tested. It is noted that the number of student tested does not warrant statistical analysis of data.

Grade	CAPA Level	ELA CST Performance Level	Math Performance Level
2	1		
4	1	Proficient	Below Basic
5	1		
6	1	Below Basic	Far Below Basic
8	1	Advanced	Advanced
9	1	Advanced	Advanced
9	5	Advanced	Advanced
9	1	Proficient	Below Basic
10	1	Far Below Basic	Far Below Basic

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide		2	
Similar Schools		N/A	

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	---	7
Percent of Schools Currently in Program Improvement	---	29.2

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	0.0	0.0	0.0	3.5	3.2	3.7	3.2	3.3	3.1
Graduation Rate	86.3	87.2	84.5	86.3	87.2	84.5	86.7	85.3	84.9

X. Instructional Planning and Scheduling

School Instruction and Leadership

Loma Vista School's instructional program reflects an academic focus on student learning that is reinforced by the staff and principal. Our school curriculum is based on the State's standards for each area. Within a grade level, teachers have the latitude to utilize a variety of methods and materials that are effective and compatible in order to deliver instruction. The district adopted the state approved SEACO Curriculum Guide. This curriculum guide is intended to be a resource to assist teachers in aligning functional skill goals and objectives with standards-based core curriculum.

Teachers have high expectations for students work and provide all students with a challenging academic program. Teachers are involved with direct instruction and model the elements of effective instruction in their lessons. Multiple measures and standardized test data are used to evaluate program effectiveness and to modify instruction. School leaders are knowledgeable about curriculum and instructional practices. The leadership is shared between the principal and the staff for school improvement. Professional leadership teams have been identified, assisting with curriculum planning and monitoring student academic achievement.

Professional Development

Professional Development is an ongoing process at Loma Vista School, which is highly coordinated with the district and state expectations. We are continuing to align our teaching to the recently adopted Standards and Benchmarks for each curriculum area.

This past year staff has received training on our recently adopted SEACO curriculum and assessment practices. In addition, teachers attended workshops on a variety of areas related to teaching and learning. Focus areas include “Best Practices” in working with children with Autism, Behavior Management, Effective Instructional Strategies, and Classroom Management. Many of our teachers completed twenty-one hours of professional development training.