

# School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

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 on the California Department of Education (CDE) SARC Web page 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.

## I. Data and Access

### 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

## II. About This School

### Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Loma Vista School	<b>District Name</b>	Chico Unified School District
<b>Street</b>	2404 Marigold Avenue	<b>Phone Number</b>	(530) 891-3000
<b>City, State, Zip</b>	Chico, CA 95926	<b>Web Site</b>	www.chicousd.org
<b>Phone Number</b>	(530) 879-7400	<b>Superintendent</b>	Kelly Staley
<b>Principal</b>	Eric Snedeker	<b>E-mail Address</b>	kstaley@chicousd.org
<b>E-mail Address</b>	esnedeke@chicousd.org	<b>CDS Code</b>	04-61424-0430215

## **School Description and Mission Statement (School Year 2009-10)**

This section provides information about the school, its programs and its goals.

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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, 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 six pre-school classrooms and two classrooms for elementary/secondary students with moderate to severe disabilities. Specific descriptions of these classrooms are as follows: four self-contained preschool special day classrooms; two full inclusion preschool special day classrooms; one multi-age special day class for medically fragile students; and one multi-age special day class for young adults. 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 assessed 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 Preschool" 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.

Loma Vista's mission embraces Individual Student Academic Success via a K-12 Sequence of Teaching, Learning, Assessment and Support. 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). Program goals and objectives (standards) are aligned to the State preschool Learning Foundations.

## **Opportunities for Parental Involvement (School Year 2009-10)**

This section provides information about opportunities for parents to become involved with school activities.

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Loma Vista School encourages parents and community members to volunteer in classrooms to assist staff with the education of children. Classrooms have parent volunteers that assist at centers and/or with the making of educational materials, and monitoring of students on field trips. Parents are active in 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 (CAC), 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 school's 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 (School Year 2009-10)**

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

Grade Level	Number of Students
Kindergarten	0
Grade 1	1
Grade 2	3
Grade 3	1
Grade 4	0
Grade 5	3
Grade 6	3
Grade 7	0
Grade 8	1
Ungraded Elementary	0
Grade 9	1
Grade 10	2
Grade 11	0
Grade 12	1
Ungraded Secondary	0
<b>Total Enrollment</b>	<b>16</b>

**Student Enrollment by Group (School Year 2009-10)**

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
Black or African American	6.25	White	81.25
American Indian or Alaska Native	6.25	Two or More Races	
Asian	0	Socioeconomically Disadvantaged	42.1
Filipino	0	English Learners	*
Hispanic or Latino	6.25	Students with Disabilities	100.0
Native Hawaiian/Pacific Islander	0		

### Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08			2008-09			2009-10					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other												

### Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08			2008-09			2009-10					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

## III. School Climate

### School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive 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, and 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. The latest date of review was October 26, 2010.

### 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0.0	5.0	0.0	4.0	6.6	0.1
Expulsions	0.0	0.0	0.0	0.7	0.7	0.0

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility 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 learning 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 (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Interior:</b> Interior Surfaces	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Electrical:</b> Electrical	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Safety:</b> Fire Safety, Hazardous Materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Structural:</b> Structural Damage, Roofs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Overall Rating</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## V. 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 on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	8	8	8	565
Without Full Credential	0	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	2008-09	2009-10	2010-11
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 No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100%	0%
All Schools in District	96.35%	3.65%
High-Poverty Schools in District	96.80%	3.20%
Low-Poverty Schools in District	95.42%	4.58%

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009-10)

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		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist	1.6	---
Social Worker		---
Nurse	1.2	---
Speech/Language/Hearing Specialist	3.0	---
Resource Specialist (non-teaching)		---
Other		---

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

The Chico Unified School District is aligned with the State Curriculum/Textbook program. Since many of our classes utilize a varying approach to education, teachers continuously seek and maintain a wide variety of high interest materials from various sources.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	SEACO Materials	0	Yes
Mathematics	SEACO Materials	0	Yes
Science	SEACO Materials	0	Yes
History-Social Science	SEACO Materials	0	Yes
Foreign Language	SEACO Materials	0	Yes
Health	SEACO Materials	0	Yes
Visual and Performing Arts	SEACO Materials	0	Yes
Science Laboratory Equipment (grades 9-12)	SEACO Materials	0	Yes

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

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 school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <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	\$10,344.12	\$5,008.87	\$5,335.25	\$64,981.69
District	---	---	\$4,990.77	63,194.00
Percent Difference: School Site and District	---	---	2%	11%
State	---	---	5,681.00	66,478.00
Percent Difference: School Site and State	---	---	-8%	5%

### Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

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) 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 2008-09)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	38,541.00	41,155.00
Mid-Range Teacher Salary	53,749.00	65,379.00
Highest Teacher Salary	84,597.00	85,049.00
Average Principal Salary (Elementary)	94,796.00	106,453.00
Average Principal Salary (Middle)	99,845.00	111,487.00
Average Principal Salary (High)	102,737.00	121,513.00
Superintendent Salary	166,688.00	194,802.00
Percent of Budget for Teacher Salaries	0.00	0.00
Percent of Budget for Administrative Salaries	0.00	0.00



## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts			27	52	54	56	46	50	52
Mathematics			18	47	46	47	43	46	48
Science	0		0	57	60	64	46	50	54
History-Social Science	0	0	0	45	50	55	36	41	44

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male				
Female				
Black or African American	*	*		
American Indian or Alaska Native	*	*		
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian/Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities	27	18		
Students Receiving Migrant Education Services				

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts						62.8			54
Mathematics						62.9			53.4

### California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA						
All Students at the School						
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
White	*	*	*	*	*	*
Two or More Races						
Socioeconomically Disadvantaged	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*

### California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9			

## X. 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 Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2007	2008	2009
Statewide			
Similar Schools			

### Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	B	N/A	N/A
Black or African American		N/A	N/A
American Indian or Alaska Native		N/A	N/A
Asian		N/A	
Filipino		N/A	N/A
Hispanic or Latino		N/A	N/A
Native Hawaiian/Pacific Islander		N/A	N/A
White		N/A	N/A
Two or More Races			
Socioeconomically Disadvantaged		N/A	N/A
English Learners		N/A	N/A
Students with Disabilities		N/A	N/A

## Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School		789	767
Black or African American		718	685
American Indian or Alaska Native		735	728
Asian		766	889
Filipino			851
Hispanic or Latino		712	715
Native Hawaiian/Pacific Islander			753
White		820	838
Two or More Races			807
Socioeconomically Disadvantaged		713	712
English Learners		660	691
Students with Disabilities		601	580

### 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 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 Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

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	No
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Pending

## Federal Intervention Program (School Year 2010-11)

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 (ELA 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 Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	9
Percent of Schools Currently in Program Improvement	---	38

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>.

### 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 which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)			66.7	3.1	3.9	4.5	4.4	3.9	4.5
Graduation Rate	100.0	83.3		84.1	83.3		80.6	80.2	78.4

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009-10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students			---
Black or African American			---
American Indian or Alaska Native			---
Asian			---
Filipino			---
Hispanic or Latino			---
Native Hawaiian/Pacific Islander			---
White			---
Socioeconomically Disadvantaged			---
English Learners			---
Students with Disabilities			---

### Career Technical Education Programs (School Year 2009-10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

### Career Technical Education Participation (School Year 2009-10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	

### Courses for University of California and/or California State University Admission (School Year 2009-10)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

### Advanced Placement Courses (School Year 2009-10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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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 preschool and k-12 standards for each curriculum area.

Staff received training on the adopted SEACO curriculum, Desired Results Developmental Profile, Preschool Learning Foundations, 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.