

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

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

School Description and Mission Statement (School Year 2010-11)

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

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 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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 2010-11)

Grade Level	Number of Students
Kindergarten	1
Grade 1	2
Grade 2	4
Grade 3	2
Grade 4	1
Grade 5	0
Grade 6	3
Grade 7	3
Grade 9	2
Grade 10	1
Grade 11	2
Ungraded Secondary	4
Total Enrollment	25

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	8	White	76
American Indian or Alaska Native	4	Two or More Races	0
Asian	0	Socioeconomically Disadvantaged	28
Filipino	0	English Learners	0
Hispanic or Latino	12	Students with Disabilities	92
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09			2009-10			2010-11					
	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+
4								1	1	0	0	

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

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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 Committee 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.C

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	5	168.75	196.00	6.92	10.03	8.95
Expulsions	0	0	0	0.77	0.73	0.59

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: October 2011

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 (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	[]	
Interior: Interior Surfaces	[]	[]	[]	[X]	Rooms 15, Therapy: Stained ceiling tiles - WO#47228 Paint or replace tiles
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 Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	8	8	10	560
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage 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	99.43	0.57
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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	---
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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

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	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	SEACO Materials	Yes	0
Mathematics	SEACO Materials	Yes	0
Science	SEACO Materials	Yes	0
History-Social Science	SEACO Materials	Yes	0
Foreign Language	SEACO Materials	Yes	0
Health	SEACO Materials	Yes	0
Visual and Performing Arts	SEACO Materials	Yes	0
Science Laboratory Equipment (grades 9-12)	SEACO Materials	Yes	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$10,492	\$5,234	\$5,259	\$63,021
District	---	---	\$5,212	\$65,393
Percent Difference: School Site and District	---	---	0.90%	-3.63%
State	---	---	\$5,455	\$67,667
Percent Difference: School Site and State	---	---	-3.60%	-6.87%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,541	\$41,035
Mid-Range Teacher Salary	\$53,749	\$65,412
Highest Teacher Salary	\$84,597	\$84,837
Average Principal Salary (Elementary)	\$95,080	\$106,217
Average Principal Salary (Middle)	\$99,405	\$111,763
Average Principal Salary (High)	\$102,267	\$121,538
Superintendent Salary	\$166,688	\$197,275
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	5%	5%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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 nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA), includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	0	27	0	54	56	58	49	52	54
Mathematics	0	18	0	46	47	51	46	48	50
Science	0	0	0	61	64	67	50	54	57
History-Social Science	0	0	0	50	55	59	41	44	48

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	58	51	67	59
All Student at the School	0	0	0	0
Male	0	0	0	0
Female	0	0	0	0
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian				
Filipino				
Hispanic or Latino	0	0	0	0
Native Hawaiian/Pacific Islander				
White	0	0	0	0
Two or More Races				
Socioeconomically Disadvantaged	0	0	0	0
English Learners				
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services				

* 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.

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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts				61	62	67	52	54	59
Mathematics				67	63	65	53	54	56

* 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.

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	33	30	36	35	44	20
All Students at the School	0	0	0	0	0	0
Male	0	0	0	0	0	0
Female	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	0	0	0	0	0	0
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0	0
English Learners	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0	0

* 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

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

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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	2008	2009	2010
Statewide	1		
Similar Schools	N/A		

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School			8,725	803	4,683,676	778
Black or African American			324	696	317,856	696
American Indian or Alaska Native			164	743	33,774	733
Asian			612	775	398,869	898
Filipino			53	907	123,245	859
Hispanic or Latino			1,762	730	2,406,749	729
Native Hawaiian/Pacific Islander			45	819	26,953	764
White			5,596	835	1,258,831	845
Two or More Races			23	762	76,766	836
Socioeconomically Disadvantaged			3,894	731	2,731,843	726
English Learners			1,321	681	1,521,844	707
Students with Disabilities			977	622	521,815	595

Adequate Yearly Progress

The federal ESEA 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) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	N/A	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)

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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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	---	10
Percent of Schools Currently in Program Improvement	---	35.7

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 course 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 UC Admissions Information webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0	66.7	0	3.9	4.5	4	4.9	5.7	4.6
Graduation Rate	83.3			83.3	85.94	85.79	80.21	78.59	80.44

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting 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 2011		
	School	District	State
All Students	N/A		N/D
Black or African American	N/A		N/D
American Indian or Alaska Native	N/A		N/D
Asian	N/A		N/D
Filipino	N/A		N/D
Hispanic or Latino	N/A		N/D
Native Hawaiian/Pacific Islander	N/A		N/D
White	N/A		N/D
Two or More Races			N/D
Socioeconomically Disadvantaged	N/A		N/D
English Learners	N/A		N/D
Students with Disabilities	N/A		N/D

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Career Technical Education Participation (School Year 2010-11)

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)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	0	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	0	---
Science	0	---
Social Science	0	---
All courses	0	0

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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.