



Loma Vista Middle School

11050 Arlington Ave., Riverside CA • Riverside, CA 92505 • (951) 358-1685 • Grades 6-8

Jackie Casillas, Ph. D., Principal

jcasillas@alvordschools.org

www.alvordschools.org/lomavista

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Alvord Unified School District

9 KPC Parkway
Corona, CA 92879
(951) 509-5070
www.alvordschools.org

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School Description

Loma Vista Middle School is located in the southwestern region of Riverside and serves students in grades six through eight following a traditional calendar.

We believe that inspiring, challenging, and educating our children is our responsibility. Our goal is to prepare our students to succeed in their future endeavors. We are committed to ensuring all children are provided high quality learning by using high quality teaching practices. At Loma Vista we strive to ensure students are provided a collaborative school climate that uses student voice as key to ensuring their success. We provide a learning environment that allows our students different learning opportunities through the use of high leverage instructional practices. In addition, we offer a variety of co-curricular activities to engage students and not only ensure they enjoy school but also create opportunities to learn from each other and promote school spirit. Our award winning health and fitness programs teach our students the benefits of a healthy body and proper nutrition. Our student services support students through the social transitions that occur during adolescence and help teach personal responsibility and develop pathways for future success. We ensure that the diverse needs of our students are met through interventions and programs offered, school-wide.

Mission Statement

Alvord Unified School District, a dynamic learning community that embraces innovation, exists to ensure all students attain lifelong success through a system distinguished by:

- Active and inclusive partnerships
- Relationships that foster a culture of trust and integrity
- High expectations and equitable learning opportunities for all
- A mindset that promotes continuous improvement
- Multiple opportunities for exploration and creativity
- Professional development that promotes quality teaching and learning
- Access to learning experiences that promote a high quality of life

We hold high expectations of ourselves as well as our students as they are our future. We believe that all students should be provided a world class learning environment.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	303
Grade 7	365
Grade 8	324
Total Enrollment	992

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.3
Asian	1.6
Filipino	0.1
Hispanic or Latino	89
Native Hawaiian or Pacific Islander	0.4
White	5.7
Two or More Races	0.7
Socioeconomically Disadvantaged	89.8
English Learners	36.9
Students with Disabilities	14.9
Foster Youth	0.1
Homeless	6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Loma Vista Middle	17-18	18-19	19-20
With Full Credential	46	35	43
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	3	0

Teacher Credentials for Alvord Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	838
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	18

Teacher Misassignments and Vacant Teacher Positions at Loma Vista Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

On September 19, 2019, Alvord Unified School District’s Board of Education held a public hearing to comply with requirements of Education Code Section 60019. Information provided at the public hearing detailed (1) the extent to which standards-aligned textbooks and instructional materials were provided to all students, including English learners; (2) the definition of “sufficient textbooks or instructional materials” means each student has a textbook or materials, or both, to use in class and to take home and does not mean the district is required to have two sets of textbooks for each student; (3) sufficient textbooks and instructional materials were provided to each student, including English learners, in math, English language arts & English language development, history-social science, and science; (4) sufficient textbooks and instructional materials were provided to each student enrolled in foreign language and health classes; and (5) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12. During this hearing, the governing board determined that Alvord Unified School District provided each student with sufficient textbooks and instructional materials aligned to the California academic content standards consistent with the cycles and content of the California curriculum frameworks.

In addition, Alvord Unified School District has sufficient standards-aligned textbooks and instructional materials for all students, including English learners, enrolled in visual and performing arts classes. Developing a long-term textbook adoption plan for textbooks is in process.

Loma Vista Middle School uses the governing board adopted textbooks and instructional materials as detailed in the table:

Textbooks and Instructional Materials

Year and month in which data were collected: September 19, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	English Language Arts, McDougal Littell, StudySync / Adopted in 2019 English Language Development, McDougal Littell, StudySync / Adopted in 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	McDougal Littell, Algebra 1 / Adopted in 2008 McDougal Littell, Algebra Readiness / Adopted in 2008 McDougal Littell, Geometry / Adopted in 2008 McDougal Littell, McDougal Course 1 & Course 2 / Adopted in 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Holt, Rinehart and Winston, Holt California, Science: Earth, Life, and Physical Science / Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Teachers' Curriculum Institute, History Alive! California Middle Schools Program / Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Glencoe, Teen Health / Adopted in 2015 Harcourt, Harcourt Health / Adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Loma Vista Middle School, built in 1977, square footage totals 87,324. The school has 44 permanent classrooms, eight portable classrooms, six sets of restrooms, one science lab, one staff lounge, one staff work room, one library, one band room, two fitness centers, two locker rooms, and one multipurpose/cafeteria room. On-going campus improvements and maintenance ensure facilities are up to date and provide adequate space for students and staff.

Alvord Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California OPSC. Results of this survey are available in the school office or at the district. In addition, district maintenance staff makes repairs necessary to keep the school in good repair and working order. A district-wide work order process is used to ensure efficient service and to prioritize repairs.

The school is cleaned on a regular basis with a day custodian and evening custodians who work with the principal to develop a cleaning schedule to maintain a clean and safe environment for all students before, during and after the instructional day. Deferred Maintenance projects planned for this school year include touch up painting of the portable buildings' exteriors.

* All FIT report repairs described in the following table are completed, in progress, or planned for repair.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 29, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Ceiling tile stains in counselors offices, electrical cover missing in library, surge protector creating trip hazard in main office, MPR ceiling tiles have holes, broken, water stain. Room 30 items stored too high, room 27 paint peeling on interior wall, room 26 large gap between carpet
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Unsecured items stored too high (4,30,94); Unused and filthy (boy and girl rest room)
Electrical: Electrical	Fair	Lights click off when charged between a/v and general mode, possible short (103); Non working whiteboard (105); Conduit missing end caps (13B); Daisy chained extension cords/surge protectors (30); Missing/broken electrical covers (90,92,MPR,PE fitness); Broken light diffuser (PE fitness); Speaker missing exposing wire in wall (90); Phone jack cover missing (92); Loose switch (93); Ballast out (110)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Kitchen: Faucet leaks at handle in restroom; Room 28 drinking fountain handle broken; Room 29 faucet and drinking fountain have no flow; Boys Restroom moss growing on exterior drinking fountain & exterior drinking fountain has a constant leak; Girls Locke room sink is broken; Room 2 drinking fountain handle broken;
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	40	39	40	42	50	50
Math	22	22	27	28	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	25.1	28.3	24.6

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	971	959	98.76	39.21
Male	479	472	98.54	32.63
Female	492	487	98.98	45.59
Black or African American	15	15	100.00	26.67
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100.00	68.75
Hispanic or Latino	871	859	98.62	37.83
Native Hawaiian or Pacific Islander	--	--	--	--
White	53	53	100.00	54.72
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	877	865	98.63	38.38
English Learners	548	540	98.54	32.59
Students with Disabilities	132	129	97.73	11.63
Foster Youth	--	--	--	--
Homeless	61	59	96.72	3.28

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	972	966	99.38	21.95
Male	480	477	99.38	20.75
Female	492	489	99.39	23.11
Black or African American	16	16	100.00	0.00
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100.00	56.25
Hispanic or Latino	871	865	99.31	21.39
Native Hawaiian or Pacific Islander	--	--	--	--
White	53	53	100.00	32.08
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	878	872	99.32	21.79
English Learners	548	546	99.64	18.13
Students with Disabilities	132	129	97.73	6.98
Foster Youth	--	--	--	--
Homeless	61	60	98.36	1.64

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Parents are welcome at school and are encouraged to get involved by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

The school communicates with parents about upcoming school events through flyers, letters, the school marquee, the message broadcast system, internet-based communication, and student planners. Contact the principal at (951) 358-1685 for more information on how to become involved in your child's learning environment.

Volunteer Opportunities:
 Chaperone School Dances
 Fundraising Activities
 Chaperone Study Trips
 Student Recognition Ceremonies

School Advisory Groups & Committees:
 English Learner Advisory Council
 School Site Council
 Action Through Partnerships (ATP)
 Wellness Committee
 PTO

School Events:

- Back to School Night
- Student Recognition Assemblies
- Band and Choir Performances
- College and Career Night
- Family Nights
- Parent Conferences
- Expanded Learning School Sports and Activities

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The Comprehensive School Safety Plan was discussed with staff, evaluated, amended, reviewed, and updated in August, 2019. This plan, developed in collaboration with the school, local agencies and the district office, fulfills all legal requirements and complies with EC 32280-89. A school disaster preparedness plan that deals with a wide variety of emergency situations is included into the School Safety Plan. Earthquake, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; dress code policy; child abuse reporting procedures; routine and emergency disaster procedures; safe movement of students, parents and staff to and from school; maintaining a safe and orderly school environment; sexual harassment policy; safety procedures; suspension, expulsion, and mandatory expulsion policies; teacher notification of dangerous students policy; anti-bullying policy; and school discipline rules and procedures pursuant to EC 35291 and 35291.5.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	5.9	5.6	4.0
Expulsions Rate	0.7	0.4	0.9

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	2.8	2.6
Expulsions Rate	0.3	0.3	0.5

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	396.8

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.2
Other	1.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	28	9	3	18	28	4	12	11	27	8	8	13
Mathematics	16	7	4		26	8	17	4	26	7	13	7
Science	35		2	18	32		11	10	32		9	12
Social Science	32	2	6	14	32	1	5	15	31	2	11	9

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	8	10

All staff members participate in professional development offered by the school. In addition, many staff members participate in additional training appropriate for individual needs or for specific programs sponsored by the district through departments. Site professional development is held during early release and grade level/subject collaboration days. These collaborations focus on the cycle of inquiry and plan for first, best instruction after a review of standards and students results on formative and summative assessments. When appropriate to meet the needs of students, staff attends conferences. Our site instructional coach leads professional development during collaboration days and is available to teachers during their teacher directed time to provide instructional support. New teachers are supported by the Teacher Induction Program that includes coaching and mentoring. Classified paraprofessionals and support staff attend job-related training provided by the site and district.

During 2019-20, Loma Vista Middle School's professional development focused on instructional practices and supports that were in alignment to grade level standards. Our department release days are guided by the literacy practices essential to develop literacy skills across content areas.

The annual number of school days dedicated to staff development and/or collaboration are attended by either all staff, grade level teams, or subject level teachers:

- 2017-18: 5
- 2018-19: 8
- 2019-20: 10

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,579	\$51,374
Mid-Range Teacher Salary	\$83,720	\$80,151
Highest Teacher Salary	\$112,291	\$100,143
Average Principal Salary (ES)	\$129,356	\$126,896
Average Principal Salary (MS)	\$134,810	\$133,668
Average Principal Salary (HS)	\$146,265	\$143,746
Superintendent Salary	\$281,011	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	5%

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

Types of Services Funded

In addition to local, state, and federal funds for special education and the base educational program, Loma Vista Middle School received the following supplemental state and federal funds in 2018-19:

State Local Control Funding Formula Supplemental & Concentration Grants to increase or improve services for low income students, English learners or foster youth.

Federal Title I funds to provide targeted assistance supplemental services to support students identified as not meeting the rigorous state academic standards.

Specific services and actions are described in the school's School Plan and/or the District's Local Control and Accountability Plan.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$ 7,656	\$ 1,198	\$ 6,458	\$ 91,178
District	N/A	N/A	\$ 7,069	\$92,673.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-200.0
School Site/ State	-200.0	-200.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.