

Loma Ridge Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Loma Ridge Elementary School
Street	500 Tomato Springs
City, State, Zip	Irvine
Phone Number	9494041400
Principal	Jenna Berumen
Email Address	jennaberumen@iusd.org
Website	lomaridge.iusd.org
County-District-School (CDS) Code	30736500138719

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Irvine Unified School District
Phone Number	9499365000
Superintendent	Terry Walker
Email Address	TerryWalker@iusd.org
Website	iusd.org

School Description and Mission Statement (School Year 2020-2021)

Loma Ridge opened in August of 2019 and is located in the Irvine village of Portola Springs serving students in grades kindergarten through fourth. Our vision is to establish a positive, welcoming environment, grounded in relationships, where growth mindsets are nurtured and a passion for learning is modeled so that every student engages, learns and thrives. In an effort to bring our vision to reality, we have implemented multiple practices across our school that nurture connections and build relationships. Every morning, students can be seen at classroom doors selecting a personal morning greeting to exchange with their teacher. Additionally, we are a Calm Classroom school meaning every student at Loma Ridge experiences three two minute mindfulness experiences along with their teacher and classmates each day. We have also made it a weekly practice to engage in restorative circles in each of our classrooms. Circles are great for problem solving when an issue arises or just for getting to know one another through a facilitated process.

With high levels of engagement and the goal for students to thrive, we have also placed a heavy emphasis on four Cs - collaboration, communication, creativity and critical thinking. These skills can be observed in our classrooms on a daily basis throughout the learning experiences. Our innovation lab is also a hot spot for STEAM learning where students interact with all sorts of technology and art experiences where they apply their scientific, mathematical and engineering skills. Students have the experience of visiting the lab once a week with their class and have the option to visit the lunchtime lab four days a week during lunch recess. Needless to say the lab is the place to be each day around noon.

With our highly skilled, dedicated, kind and caring staff, with the incredible PTA and community support that we receive and with our state-of-the-art facility, our students are sure to thrive here at Loma Ridge.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	51
Grade 1	61
Grade 2	60
Grade 3	39
Grade 4	41
Total Enrollment	252

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.4
Asian	61.1
Filipino	3.2
Hispanic or Latino	7.9
White	16.3
Two or More Races	9.1
Socioeconomically Disadvantaged	6.7
English Learners	15.9
Students with Disabilities	8.7
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	---	12	10	1663.99
Without Full Credential	---	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	---	0.18	0	80.58

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	---	0	0
Total Teacher Misassignments*	---	0	0
Vacant Teacher Positions	---	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%

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

School Facility Conditions and Planned Improvements

At Loma Ridge, we are fortunate to have a brand new facility that just opened last year. Given that, we have a safe, clean and more than adequate learning environment for our students and staff. We are excited to have had district support which funded the opportunity for our team to install a sensory space for our students this Fall. This space is an enhancement to our facility and offers equipment and an environment conducive to meeting the sensory needs of our students. It is also a space to help students who are emotionally dysregulated to calm down and return to a positive mindset for learning.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 12/8/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

At Loma Ridge, parents are encouraged to be our partners in educating our students. There are multiple opportunities for parental involvement beginning with consistent and active engagement in communicating with classroom teachers to keep apprised of the learning that is occurring in the classroom. Additionally, parents are welcomed as volunteers within the classroom assisting with small groups during instruction as well as with clerical tasks in preparation for future learning experiences. Parents who are unable to volunteer during the school day due to other commitments are able to support their child's classroom by preparing materials at home and sending them back to school.

We also have our Parent Teacher Association (PTA) and School Site Council (SSC) at Loma Ridge. Both groups engage parents as active participants and influencers in planning, implementing and monitoring of programs and practices at Loma Ridge. PTA is responsible for all community-building, supplemental programs such as assemblies & classroom events and fundraising campaigns. We encourage all parents to join our PTA and for those who are able to volunteer in any capacity. We have opportunities for parents to volunteer at events, as coordinators of events/programs and to serve on our executive board. The School Site Council (SSC) reviews the site level action plan and is informed of the school's expenditures that meet those actions. Additionally, our council members have the unique opportunity to learn in more detail about the inner workings of our school and activities/events that impact the education of students here at Loma Ridge. Our SSC is comprised of five staff members and five parents. Each member is voted in for a two year term and any parent is welcome to run for a member position when the opportunity arises at the beginning of each school year.

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions			1.2	1.0	3.5	3.5
Expulsions			0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	277	
Expulsions	0	5	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The most recent review of the Loma Ridge School Safety Plan occurred on November 12, 2020. Our plan includes our school discipline policy and positive behavioral expectations, our safe routes to school and emergency evacuation school map, incident command chart and duties, utility shut-off locations and after school emergency procedures, and emergency response plans for all potential emergency situations. Our staff reviews and updates the plan each Fall and implements the plan during drills throughout the school year. We complete a fire drill monthly as well as two disaster and two lockdown drills each school year.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K									9		6	
1									27		2	
2									26	2		
3									26		1	
4									23	1	2	
Other**									20	1	1	

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.8

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	\$5,630	\$84,323
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2019-2020)

The Local Control Funding Formula has replaced California’s previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching through induction program, content TOSAs and teacher mentor program , 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement through support of Professional Learning Communities (PLC) and site PLC coaches, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended on-line learning opportunities for students, 17) Develop mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

Finally, CONCENTRATION grant funding equal to 50 percent of the base is provided to districts in which English-learners, low-income students and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,234	\$50,029
Mid-Range Teacher Salary	\$87,931	\$77,680
Highest Teacher Salary	\$113,662	\$102,143
Average Principal Salary (Elementary)	\$138,075	\$128,526
Average Principal Salary (Middle)	\$150,886	\$133,574
Average Principal Salary (High)	\$171,949	\$147,006
Superintendent Salary	\$330,377	\$284,736
Percent of Budget for Teacher Salaries	33.0	33.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	---	5	5

As a new school, our professional learning plan was determined by our leadership team with staff support. We have focused our collective energy on Thinking Maps and Write from the Beginning and Beyond training to ensure that we have a consistent approach for writing instruction. Additionally, we have focused immense effort on the building of connections and relationships as a new school which has been supported by the implementation of a variety of practices that are connected to this focus while also embedding social emotional learning within the practice. Our teachers have been trained to implement Positive Behavioral Interventions and Supports (PBIS), Calm Classroom, Zones of Regulation, Morning Greeting, and Restorative Circles. Our Multi-tiered System of Supports (MTSS) is under construction and much of our professional learning time is centered on this system and how we can support student academic, behavioral, and social emotional needs at Loma Ridge.

Our professional learning is supported by Loma Ridge teachers who are experts in certain areas as well as by district specialized staff including Teachers on Special Assignment (TOSAs), Coordinators and Directors. We are privileged to have the opportunities available to us and are committed as a staff to being lifelong learners in order to best serve our Loma Ridge students.