

Loma Vista Environmental Science Academy

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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.

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.

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.

2023-24 School Contact Information

School Name	Loma Vista Environmental Science Academy
Street	146 Rainier St.
City, State, Zip	Vallejo, CA 94589
Phone Number	(707) 556-8550
Principal	Lynn Baranco-Bibb
Email Address	Lbaranco@vcusd.org
School Website	www.vcusd.org/lvesa
County-District-School (CDS) Code	48705816051502

2023-24 District Contact Information

District Name	Vallejo City Unified School District
Phone Number	(707) 556-8921
Superintendent	William Spalding
Email Address	wspalding@vcusd.org
District Website	www.vcusd.org

2023-24 School Description and Mission Statement

There are several things that make Loma Vista Environmental Science Academy (LVESA) a unique learning environment. Loma Vista consists of a dedicated staff that is committed to working together to utilize the knowledge and skills each team member possesses. Our staff is able to communicate and partner effectively with parents to ensure their child's success in school is a priority and to ensure that the needs of the whole student are nurtured. Our school population is diverse, and in the 2023-2024 school is projected to have an enrollment of 405 students. Our enrollment has increased consistently over the last two years. Our student population consists of students in grades Transitional Kindergarten through 8th grade, with 13 regular education teachers and 2 special education teachers. Our vision continues to be to create a learning community that is in line with the VCUSD Mission, Vision, Values, and Goals to ensure that all students have clear attainable pathways to career and/or college success. Loma Vista is a safe place where children are free to learn, grow, make mistakes, and learn from these mistakes. We embrace the PBIS, PAX, and Restorative Justice practices and principles school-wide; every class participates either in Kimochis or in Restorative Justice Circles to build relationships and repair relationships if a conflict arises. We continually participate in professional development groups to provide a challenging academic program to all students in a caring way, with support systems for all levels.

Loma Vista Environmental Science Academy provides comprehensive academic, social, mental, and physical education services to meet our diverse students and their family's needs. We are working towards improving our academic achievement and well-being through high-quality programs and services (both in physical and virtual learning environments). An Academic Support Provider connects families with resources through various agencies. We offer a daily ASES grant-funded after-school program for 2nd – 8th graders with a focus on academic and enrichment activities. Through the use of LCAP funding, we offer an Intervention program after school for Math and English Remediation four times per school year. Spring Break Hoot Camp (8 full days) to prepare students for state testing and meeting the Common Core Standards. Summer Hoot Camp (12 full days) which extends learning and provides enrichment opportunities for students into the summer.

Each Trimester we hold PBIS Assemblies with awards presented to students who are meeting grade-level standards for grades K-5 and based on trimester grades for 6th-8th grades.

Our students can learn science in the classroom, at the laboratory, and on the farm. Loma Vista Environmental Science Academy is the only school in VCUSD with a working farm where students experience environmental science first-hand each week. The Loma Vista Farm is an outdoor classroom that provides school children with standards-based hands-on learning

2023-24 School Description and Mission Statement

opportunities to bolster their academic skills in reading, writing, math, social science, language arts, and science. Every class visits the farm each week to engage in science lessons, cook farm foods, and perform farm tasks necessary to keep the gardens growing. We also have a program where food grown in the school garden is prepared and served to our students during nutrition instruction during farm science class. Each year our Loma Vista Farm hosts a Fall and Spring Festival where we showcase the year-round work of our students.

Major Achievements – Most Recent Loma Vista has been able to acquire an extremely dedicated staff that meets regularly to improve school climate and academic expectations. The school is now supported by a Teacher leader, a full-time Mental health Provider, and an Academic support provider. Our care team has consistent meetings that address not only the social and emotional needs of our students, but we also work towards identifying ways to improve attendance. The After-School Expanded Learning program serves 90 students daily, and it serves as a safe place for students to have tutoring and enrichment courses throughout the school year. Our Attendance liaison also works closely with families and provides community outreach to families in need.

The Focus for Academic Improvement – Most Recent Year

LVESA Instructional Focus Areas:

- 1) All teachers consistently use the district's adopted curriculum.
- 2) All teachers will include level 3 and 4 Depth of Knowledge activities weekly.
- 3) TK/K teachers will use Heggerty and Sound Spelling cards at designated times with fidelity.
- 4) Principal walk-through conducted weekly.
- 5) Ongoing professional development to reinforce effective teaching strategies while using the district's adopted curriculum.
- 6/ Core Science of Reading
- 7) Hey Tutor - Small Group instruction
- 8) Designated 30-minute ELD instruction in class provided by the classroom teacher and supported by a bi-lingual tutor

LVESA focuses on Social & emotional learning:

- 1) We collaborate weekly to ensure the sustainability of our positive school climate.
- 2) We are continuing to improve upon the implementation of our Positive Behavior Interventions, our PAX classroom management Program, our Restorative Justice alternative to suspension practices, and our Social and Emotional learning lessons. Trauma Informed Care to ensure that the school is safe and that health and wellness are integrated into the school day.
- 3) a several attempts and interventions inside and outside of the classroom, students who show the need for additional services are referred to the Academic Support Provider through the SST process.
- 4) Kimochis are taught weekly
- 5) PAX posters and vision boards are standard school expectations
- 6) PBIS assemblies, lessons, and walks are done throughout the year.
- 7) Clear PBIS incentives are used daily.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	30
Grade 1	44
Grade 2	51
Grade 3	42
Grade 4	55
Grade 5	47
Grade 6	31
Grade 7	29
Grade 8	54
Grade 9	1
Total Enrollment	405 w/tk

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	195
Male	208
Non-Binary	2
American Indian or Alaska Native	2
Asian	7
Black or African American	92
Filipino	31
Hispanic or Latino	227
Native Hawaiian or Pacific Islander	0
Two or More Races	3.8%
White	23
English Learners	149
Foster Youth	0.3%
Homeless	1.8%
Socioeconomically Disadvantaged	73.2%
Students with Disabilities	50

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0	50.00	341.50	65.59	228366.10	83.12
Intern Credential Holders Properly Assigned	0	6.25	19.20	3.69	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	6.25	61.10	11.74	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	16.70	3.21	12115.80	4.41
Unknown	0	37.50	82.00	15.75	18854.30	6.86
Total Teaching Positions	0	100.00	520.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.50	79.85	378.20	71.26	234405.20	84.00
Intern Credential Holders Properly Assigned	0.10	1.31	22.40	4.23	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.30	2.28	64.60	12.18	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	9.59	29.90	5.64	11953.10	4.28
Unknown	0.90	6.83	35.40	6.69	15831.90	5.67
Total Teaching Positions	14.40	100.00	530.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	0.00	0.30
Vacant Positions	0	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	0.30
Total Out-of-Field Teachers	0.00	1.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	11.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.8	4.1

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks are from the most recent adoption. There are sufficient textbooks and instructional materials for each student. Supplemental materials are utilized to support student interventions and are outlined in the School Plan for Student Achievement. All textbooks are selected from the most recent list of standards-based materials by the State Board of Education (SBE). 100% of students have their own assigned textbook and instructional materials.

Year and month in which the data were collected October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt California Journeys /2017 Houghton Mifflin Harcourt California Collections /2017	Yes	0%
Mathematics	Pearson enVision Math: Common Core /2022	Yes	0%
Science	K-5th: Twig Science/2020 6-8th: Amplify Science/2020	Yes	0%
History-Social Science	Pearson myWorld /2019 National Geographic Ancient Civilizations /2019 National Geographic Medieval Times to Early Modern History /2019 National Geographic American Stories /2019	Yes	0%

School Facility Conditions and Planned Improvements

Most of the buildings at Loma Vista are 40 years old. The facility is in good shape. We pride ourselves on having a clean campus. Classrooms and bathrooms are cleaned each night. Within the past 7 years, the buildings were painted inside, and we had additional cupboard space, electrical outlets, and whiteboards added to the classrooms. On the main campus, we have a large fenced playground with two modern play structures, and plenty of grass and blacktop for students to play on. In addition, we have a second large fenced playground with a modern play structure on the Olympic side of our campus which is utilized by students in grades 6-8.

Each summer the entire school is deep cleaned. All maintenance concerns are addressed as they occur through our district work order system.

Year and month of the most recent FIT report

August 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Work Order submitted - Repairs completed
Interior: Interior Surfaces	X			Work Order submitted - Repairs completed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Work Order submitted - Repairs completed
Electrical	X			Work Order submitted - Repairs completed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Work Order submitted - Repairs completed
Safety: Fire Safety, Hazardous Materials	X			Work Order submitted - Repairs completed
Structural: Structural Damage, Roofs	X			Work Order submitted - Repairs completed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Work Order submitted - Repairs completed

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	23	16	28	27	47	46
Mathematics (grades 3-8 and 11)	12	11	18	17	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	247	245	99.19	0.81	15.51
Female	118	117	99.15	0.85	13.68
Male	129	128	99.22	0.78	17.19
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	69	68	98.55	1.45	17.65
Filipino	23	23	100.00	0.00	34.78
Hispanic or Latino	124	123	99.19	0.81	8.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	9.09
English Learners	76	75	98.68	1.32	5.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	213	211	99.06	0.94	13.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	34	100.00	0.00	26.47

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	247	244	98.79	1.21	11.07
Female	118	117	99.15	0.85	7.69
Male	129	127	98.45	1.55	14.17
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	69	68	98.55	1.45	10.29
Filipino	23	23	100.00	0.00	13.04
Hispanic or Latino	124	122	98.39	1.61	9.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	18.18
English Learners	76	74	97.37	2.63	4.05
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	213	210	98.59	1.41	10.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	34	100.00	0.00	32.35

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	12.28	10.17	14.49	13.35	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	61	98.39	1.61	11.48
Female	33	32	96.97	3.03	9.38
Male	29	29	100.00	0.00	13.79
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	15.38
Filipino	--	--	--	--	--
Hispanic or Latino	32	31	96.88	3.12	3.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	21	20	95.24	4.76	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	53	52	98.11	1.89	7.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	83.3	90.5	81	92.9	88.1
Grade 7	100	100	98	100	98

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Our parents are valued partners and advocates for the success of our students and school programs. Parents have several opportunities to become involved at school. We encourage parents to take an active role in our Parent Institute for Quality Education (PIQE), P School Site Council, and English Learners Advisory Council. Our ELAC committee is instrumental in planning a variety of activities for families throughout the year. This year we will invite parents to participate in awards assemblies, parent night, back-to-school night, and our Dia de las Madre celebration.

We are currently looking to re-establish our Parent Teacher Student Organization (PTSO). Interested parents have begun the process and are working with our teacher leader to create our PTSO

We currently have consistent ELAC/SSC meetings where parents feel free to give input on school programs and procedures.

This year we will give ELL parents the opportunity to participate in ELL programs with their scholars after school.

Parents are encouraged to work and volunteer at our campus. The climate at Loma Vista encourages open communication between parents and staff members. Each trimester Loma Vista's parents and teachers collaborate during parent-teacher conferences to monitor the current and future academic social, and emotional interests of our students.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	446	422	212	50.2
Female	210	198	97	49.0
Male	236	224	115	51.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	13	12	7	58.3
Black or African American	114	104	57	54.8
Filipino	35	34	11	32.4
Hispanic or Latino	229	218	111	50.9
Native Hawaiian or Pacific Islander	12	11	5	45.5
Two or More Races	17	17	8	47.1
White	22	22	12	54.5
English Learners	152	148	65	43.9
Foster Youth	3	3	1	33.3
Homeless	13	12	6	50.0
Socioeconomically Disadvantaged	373	357	181	50.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	60	60	32	53.3

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.23	5.76	4.26	0.09	5.89	7.67	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.26	0
Female	0.95	0
Male	7.2	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	7.02	0
Filipino	5.71	0
Hispanic or Latino	3.49	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.88	0
White	0	0
English Learners	2.63	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.56	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.67	0

2023-24 School Safety Plan

Safety is a priority at Loma Vista, and we understand it is more than just teaching rules and expectations for behavior. It is creating an atmosphere of caring and trust. The Positive Behavior Interventions and Supports program (PBIS) and PAX teach and encourage students to care for one another and to solve problems peacefully. We also hold assemblies that focus on anti-bullying and other safety issues. Students are taught if they see anything that is potentially a danger to anyone, they should go to an adult immediately. Students also know all of the adults at school are here because we care about them and want them to be safe and focused on learning. Of course, supervision is also a key to safety.

This year our staff will continue to have professional development in PBIS, PAX, Restorative Justice, and Kimochi training. We have four school-wide rules that are consistent in each classroom and all common areas of the school: Be Respectful, Be Responsible, Be Safe, and Be Kind. The PBIS and PAX lessons are taught weekly in all classes, and the school rule matrix is posted in every classroom and common area. The PBIS and PAX are also posted on our website. In addition, there are five school-wide consequences for behavior prior to referrals to the office even with Distance Learning. These procedures have minimized the loss of instructional learning time for students.

Before and after school, the Principal supervises the grounds with the help of teachers. Students are supervised by teachers at recess and noon duty supervisors at lunch. We are careful to keep the ratio of students to supervisors manageable. We have instituted several systems to improve safety at recess including structured games, lining-up systems, ball distribution systems, etc. These students assist before and after school by working as crossing guards under the supervision of an adult.

All visitors sign in at the office and receive either a volunteer or visitor pass. These procedures are reviewed regularly. Staff members are expected to redirect any adult without a visitor's badge to the office.

The Loma Vista Safety Plan is updated each year with input and approval by the School Site Council. Our plan was updated in November of 2023 and reviewed with our staff. A copy of the safety plan is available in the office for review or emergency use.

2023-24 School Safety Plan

Key elements of the safety plan include disaster procedures, responsibilities, discipline procedures, child abuse reporting, and other required sections. The plan is shared with students and faculty through assemblies and with parents at School Site Council and English Language Advisory Council Meetings. At Loma Vista, we practice fire, earthquake, lock-out, and shelter-in-place drills monthly.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2	1	
1	28		2	
2	23	1	1	
3	19	1	1	
4	17	1	1	
5	30		2	
6	29		6	
Other	6	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	2	2	
1	11	3	1	
2	11	4	1	
3	5	6		
4	12	2	1	
5	10	2	1	
6	15	12	12	
Other	19	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3	1	0
1	24	0	2	0
2	28	0	1	0
3	11	4	1	0
4	9	4	1	0
5	14	2	1	0
6	15	6	6	0
Other	16	1	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6070	2636	3434	70144
District	N/A	N/A	10669	\$77,192
Percent Difference - School Site and District	N/A	N/A	-102.6	-4.73
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-63.0	-23.0

Fiscal Year 2022-23 Types of Services Funded

Loma Vista is a Title 1 School Wide Program School. We receive Federal Title 1 and State funds. These allocated funds are used to improve student academic achievement, provide support to teachers, purchase instructional materials, increase parental involvement, and for additional academic programs.

Funds are used in the following ways: Fund the teacher leader position, before & after school programs in math and reading, upgraded technology, family nights, awards assemblies, student showcases, supplemental materials for language arts and math instruction, teacher workshops, and teacher collaboration.

The Loma Vista team aligns all spending of resources to achieve the LVESA and VCUSD Mission, Vision, Values, and LCAP Goals.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification 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	\$51,665	\$54,190
Mid-Range Teacher Salary	\$73,323	\$85,111
Highest Teacher Salary	\$93,101	\$104,999
Average Principal Salary (Elementary)	\$109,303	\$132,492
Average Principal Salary (Middle)	\$113,675	\$140,987
Average Principal Salary (High)	\$122,908	\$153,884
Superintendent Salary	\$248,000	\$255,503
Percent of Budget for Teacher Salaries	25.54%	32.09%
Percent of Budget for Administrative Salaries	4.89%	5.25%

Professional Development

LVESA teachers participate in monthly professional developments with a focus on the following: curriculum alignment to Common Core standards, Core six step phonics lessons, classroom management, higher level thinking (Depth of Knowledge questioning), data analysis, Restorative Practice, PAX, and PBIS to create and maintain a safe and orderly campus Our

Professional Development

professional development also works to identify and address any barriers to accomplishing our goals, vision, and mission. Teachers and classified staff are also presented with opportunities for professional growth both within the workday and after hours (for pay). All professional growth is aligned with the district mission, vision, and goals as well as LVESA academic agreements.

The teacher leader is to provide direct coaching to teachers and facilitates collaboration among grade-level teams. Content area experts at the district level support additional professional development opportunities and direct coaching for teachers.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	27	30	30