

# Loma Vista Environmental Science Academy

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

#### Admission Requirements for the University of California (UC)

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

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 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
Grade Span	
County-District-School (CDS) Code	48705816051502

## 2024-25 District Contact Information

District Name	Vallejo City Unified School District
Phone Number	(707) 556-8921
Superintendent	Ruben Aurelio
Email Address	raurelio@vcusd.org
District Website	www.vcusd.org

## 2024-25 School Description and Mission Statement

Loma Vista Environmental Science Academy (LVESA) is a unique learning environment. Loma Vista consists of a dedicated staff committed to working together to utilize each team member's knowledge and skills. Our staff can 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 2024-2025 school is projected to have an enrollment of 377 students. This year through our lottery process our school was coveted by 88 families. However, due to our staffing numbers, we were only able to accommodate 6 families. This resulted in a reduction of 30 students this year. 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 Restorative Justice Circles to build 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

## 2024-25 School Description and Mission Statement

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 .. 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 Boot 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. We also provide Rossetta Stone to parents and their scholars who are interested in learning to speak English.

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 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 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 also work towards identifying ways to improve attendance. The After-School Expanded Learning program serves over 100 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 2 and 3 Depth of Knowledge activities weekly.
- 3) TK/K teachers will use Haggerty 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 and Math
- 7) Hey Tutor - Small Group instruction
- 8) Designated 30-minute ELD instruction in class provided by the classroom teacher and supported by 2 bi-lingual tutors
- 9) RACE Reading and Math Strategies
- 10) Under our Wings 8th-grade reading program where our 8th-grade elective is to teach our 2nd and 3rd graders to improve their reading.

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

2023-24 Student Enrollment by Grade Level	
Grade Level	Number of Students

2023-24 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment

A. Conditions of Learning	<div><div>State Priority: Basic</div><div>The SARC provides the following information relevant to the State priority: Basic (Priority 1):<ul style="list-style-type: none"><li>Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;</li><li>Pupils have access to standards-aligned instructional materials; and</li><li>School facilities are maintained in good repair.</li></ul></div></div>
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## 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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.

## 2022-23 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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	2022-23
Permits and Waivers			
Misassignments			
Vacant Positions			
Total Teachers Without Credentials and			

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver			
Local Assignment Options			
Total Out-of-Field Teachers			

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)			
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)			

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

## 2024-25 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 2024

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

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

School Facility Conditions and Planned Improvements

Though most of our buildings are approximately 40 years old, they remain in excellent condition, and we take pride in maintaining a clean and well-kept campus. Classrooms and bathrooms are thoroughly cleaned each night, and within the past seven years, we have made several upgrades, including interior repainting, additional cupboard space, more electrical outlets, and new whiteboards for classrooms.

Our campus features a large, fenced playground with two modern play structures, ample grass, and blacktop areas for student activities. Additionally, on the Olympic side of our campus, we have a second spacious, fenced playground with a modern play structure utilized by our students in grades 6-8.

Each summer, we conduct a comprehensive deep cleaning of the entire school. Any maintenance concerns that arise are promptly addressed through our district work order system, ensuring a safe and welcoming environment for our students and staff.

Year and month of the most recent FIT report	September 2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

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

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

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

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)						

2023-24 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2023-24 Career Technical Education Programs

N/A

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2023-24 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 requires only participation results 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	98.2	98.2	94.5	98.2	98.2
Grade 7	94.3	96.6	94.3	96.6	97.7

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.

2024-25 Opportunities for Parental Involvement

At Loma Vista, we recognize and deeply value our parents as essential partners and advocates for the success of our students and school programs. We offer parents numerous opportunities to actively engage and make a positive impact on our school community. We encourage involvement through the Parent Institute for Quality Education (PIQE), School Site Council (SSC), and the English Learners Advisory Council (ELAC). Our ELAC committee, in particular, plays a pivotal role in planning a variety of family-centered activities throughout the year, including awards assemblies, parent night, back-to-school night, and our Dia de las Madre celebration.

Our ongoing ELAC and SSC meetings provide a welcoming environment where parents are encouraged to give input on school programs and procedures. Additionally, we are excited to introduce a new opportunity for English Language Learner (ELL) parents to participate in after-school programs with their scholars, utilizing Rosetta Stone to support English Language Acquisition.

We also encourage parents to work and volunteer on our campus, as Loma Vista fosters an environment of open communication between parents and staff. Each trimester, parent-teacher conferences provide a space for collaboration,

2024-25 Opportunities for Parental Involvement

allowing us to support the academic, social, and emotional growth of our students as we work together to monitor and enhance their development.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate									
Graduation Rate									

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.



2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions									
Expulsions									

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

At Loma Vista, student and staff safety is our highest priority. Our Comprehensive School Safety Plan is under constant review, with the most recent update completed on October 29, 2024. Weekly meetings are held to evaluate and adjust daily safety policies and procedures as needed. We know that safety extends beyond enforcing rules; it’s about building an atmosphere of care and trust. Through the Positive Behavior Interventions and Supports (PBIS) program and PAX, students are encouraged to show empathy and resolve conflicts peacefully. We also hold assemblies on anti-bullying and other safety issues, reinforcing that students should alert an adult if they witness anything concerning.

This year, our staff continues to receive professional development in PBIS, PAX, Restorative Justice, and Kimochi training. Loma Vista’s four school-wide rules—Be Respectful, Be Responsible, Be Safe, and Be Kind—are consistently applied across classrooms and common areas, with the PBIS and PAX lessons taught weekly. Our rule matrix and safety expectations are displayed in every classroom and common area and are also accessible on our website. Structured systems such as structured games and organized lining-up procedures have helped enhance playground safety and ensure a positive environment.

To maintain campus security, the Principal and teachers supervise before and after school, with teachers and noon duty supervisors overseeing recess and lunch, ensuring an appropriate student-to-supervisor ratio. Additionally, students serve as crossing guards, overseen by an adult, to promote safe crossings.

All visitors are required to sign in at the office, wearing a visitor or volunteer badge. Staff members direct any unbadged individuals to the office. This procedure is frequently reviewed to uphold campus security.

The School Site Council reviews and approves the Comprehensive School Safety Plan annually, with input from staff, and a current version is available in the office for review. Key elements include disaster procedures, reporting protocols, and

2024-25 School Safety Plan

discipline and child abuse reporting guidelines. The plan is shared with faculty, students, and parents at School Site Council and ELAC meetings. Regular fire, earthquake, lock-out, and shelter-in-place drills are conducted monthly to keep our community prepared.

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.

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
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2022-23 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
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2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
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2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2023-24 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	

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	6569	2526	4043	69364
District	N/A	N/A	12426	79189
Percent Difference - School Site and District	N/A	N/A	-101.8	-10.7
State	N/A	N/A	7607	95160
Percent Difference - School Site and State	N/A	N/A	-61.2	-23.0

## Fiscal Year 2023-24 Types of Services Funded

Loma Vista is a part of the Title I School Program, receiving Federal Title 1 and State funds dedicated to enhancing student achievement and supporting our educational community. These funds are instrumental in advancing academic success, supporting our teachers, increasing parental involvement, and enriching our programs.

Loma Vista strategically allocates these funds in several key areas:

- Funding a teacher leader position to guide instructional leadership
- Supporting before and after school programs in math and reading
- Enhancing technology for students and classrooms
- Hosting family nights, awards assemblies, and student showcases
- Providing supplemental materials for language arts and math
- Offering professional development workshops and collaboration opportunities for teachers

The Loma Vista team ensures that all resource allocations align closely with our LVESA and VCUSD Mission, Vision, Values, and LCAP Goals, maximizing our impact on student learning and community engagement.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

At Loma Vista Elementary School for the Arts (LVESA), our teachers participate in monthly professional development sessions that strengthen their skills across several key areas, including curriculum alignment to Common Core standards, six-step phonics instruction, classroom management, Depth of Knowledge questioning, data analysis, Restorative Practice, PAX, and PBIS. These areas support our focus on creating a safe, orderly, and engaging campus while advancing students' critical thinking and academic success.

Professional Development

Our professional development efforts also aim to identify and address any barriers to achieving our goals, vision, and mission. To foster continuous growth, both teachers and classified staff are provided with professional development opportunities during the workday and after hours, with compensation for additional time. All professional learning initiatives align with the district's mission, vision, and goals, as well as LVESA's academic agreements.

Additionally, our teacher leader plays a key role by providing direct coaching and facilitating collaboration among grade-level teams. District-level content experts further enhance this by offering specialized professional development and one-on-one coaching.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	30	30	30