

Loma Vista Immersion Academy

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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/ .

2025-26 School Contact Information

School Name	Loma Vista Immersion Academy
Street	207 Maria Drive
City, State, Zip	Petaluma, CA 94954
Phone Number	707-765-4302
Principal	Chris Miller
Email Address	cmiller@oldadobe.org
School Website	https://www.oldadobe.org
Grade Span	P-6
County-District-School (CDS) Code	49-70847-0127555

2025-26 District Contact Information

District Name	Old Adobe Union School District: Loma Vista Dual Immersion Academy
Phone Number	707-765-4321
Superintendent	Cindy Friberg/Michele Gochberg
Email Address	cfriberg@oldadobe.org, mgochberg@oldadobe.org
District Website	www.oldadobe.org

2025-26 School Description and Mission Statement

School Mission Statement: Loma Vista:

Loma Vista Mission

Loma Vista Immersion Academy provides a dual language immersion education in an inclusive sociocultural environment where students become bilingual and biliterate through multiple modalities of teaching and learning.

Loma Vista Vision

At Loma Vista Immersion Academy, we set high expectations for academic rigor to nurture students who are empowered with

2025-26 School Description and Mission Statement

the knowledge, skills and values they need to succeed academically, socially and emotionally as inclusive global citizens and leaders of the future. By partnering with families and community members we create bilingual, biliterate, and sociocultural competent students who are empathetic, think critically, bridge divides, and contribute to a better world.

School Description: In May 2009 the Old Adobe Union School District approved the opening of a Dual Immersion Program with one Kindergarten and one First Grade class comprising a total of 55 students. By August of 2013, the program had grown to over 200 students and moved to the campus back to where it started - Bernard Eldredge Elementary School, now the Loma Vista Immersion Academy. In June 2015, the first Sixth Grade class was promoted to Middle school.

Through the District's continued vision, Loma Vista provides the community a choice that meets the needs of students for 21st Century Learning. The Dual Immersion Program at Loma Vista emphasizes a bilingual, bi-literate, and bi-cultural community with positive cross-cultural attitudes and skills in an enriched experience to function in a global environment with social, cultural, and economic diversity. Among the curriculum programs, Loma Vista includes a language development emphasis through GLAD Curriculum (Guided Language Acquisition Design). All staff are bilingual and bi-literate and provide instruction through the 90/10 Dual Immersion Model. In this model, students receive instruction in Spanish beginning in Transitional Kindergarten. For transitional kindergarten, kindergarten, and 1st grade-, 90% of the student's day is conducted in Spanish while the other 10% is in English. English instruction increases as students progress through the grades. In 4th through 6th grade, students receive 50-50 Spanish/ English instruction. In addition to the dual immersion emphasis, and with a staff of 22 teachers and 20 additional support staff, Loma Vista continues to provide traditional yet innovative educational strands found at other Old Adobe Union School District schools. The Next Generation Science Standards, state of the art Apple Technology, art and music programs, a fully operational bilingual library staffed with a bilingual librarian, and trained PE Technicians. Classroom instruction is enhanced through rigorous implementation of Bridges and CPM Math, Project-Based GLAD Units that focus on literature, social studies, science, and language development. The Loma Vista Community is enhanced by a strong parent community focused through the Loma Vista PTA. The parent community contributes to a rich student experience through classroom volunteers and coordinated activities with classroom teachers. There are also many community events that showcase the amazing cultures of our students and their families.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	68
Grade 2	73
Grade 3	68
Grade 4	57
Grade 5	52
Grade 6	43
Total Enrollment	451

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	0.2
Asian	0.4
Black or African American	0.9
Filipino	0.2
Hispanic or Latino	72.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.7
White	22.4
English Learners	29.5
Homeless	0.4
Socioeconomically Disadvantaged	46.1
Students with Disabilities	11.5

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.

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)	20.5	91.11	82.5	91.78	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	1.11	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	1.11	11953.1	4.28
Unknown/Incomplete/NA	2	8.89	5.4	6	15831.9	5.67
Total Teaching Positions	22.5	100	89.9	100	279044.8	100

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)	19.8	95.21	79.7	90.99	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.79	3.9	4.55	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.4	0.46	11746.9	4.23
Unknown/Incomplete/NA	0	0	3.5	3.99	14303.8	5.15
Total Teaching Positions	20.8	100	87.6	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	18.8	88.31	85.3	92.69	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.5	11.69	3.8	4.22	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0	2.8	3.07	13705.8	4.91
Total Teaching Positions	21.3	100	92	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	2
Misassignments	0.00	1	0.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	2.5

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	4.7	4.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante is the adopted ELA/ELD curriculum in grades K-6. Date of publication: 2022. Adoption date: 2024.	0
Mathematics	Math Learning Center Bridges grades TK-5th. Adopted 2015 (publication date: 2015). Every student have access to a textbook. Math Learning Center College Prep Math grade 6. Adopted 2015 (publication date: 2012)	0
Science	Delta Education. FOSS Next Generation K-8. Adopted 2015.	0
History-Social Science	MacMillan-McGraw-Hill Social Studies. Adopted 2007 (publication date 2007)	0
Health	Health curriculum is embedded in the Science curriculum.	

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

School Facility Conditions and Planned Improvements

Loma Vista is needing roof and gutter repair in various areas.

Year and month of the most recent FIT report		10/17/2025		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	32	37	47	52	47	48
Mathematics (grades 3-8 and 11)	35	40	42	45	35	37

2024-25 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	217	213	98.16	1.84	36.62
Female	96	93	96.88	3.12	33.33
Male	121	120	99.17	0.83	39.17
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	151	147	97.35	2.65	29.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	54	54	100.00	0.00	51.85
English Learners	60	59	98.33	1.67	10.17
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	101	100	99.01	0.99	22.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	24	96.00	4.00	20.83

2024-25 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	217	212	97.70	2.30	39.62
Female	96	93	96.88	3.12	35.48
Male	121	119	98.35	1.65	42.86
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	151	147	97.35	2.65	31.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	54	53	98.15	1.85	58.49
English Learners	60	59	98.33	1.67	13.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	101	100	99.01	0.99	26.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	24	96.00	4.00	25.00

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	31.11	33.33	32.56	35.71	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	51	96.23	3.77	33.33
Female	29	27	93.10	6.90	25.93
Male	24	24	100.00	0.00	41.67
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	29	27	93.10	6.90	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	36.84
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	23	100.00	0.00	26.09
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.

2024-25 California Physical Fitness Test Participation Rates

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	100	100	100	100	100

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.

2025-26 Opportunities for Parental Involvement

There are a variety of ways that parents are involved at Loma Vista Immersion Academy. The most visible way is through the Loma Vista Parent Teacher Association (LVPTA). The LVPTA is a highly active association that supports funding and activities in music, art, garden, and field trips through rigorous fundraising. The LVPTA also holds non-fundraising events designed to support parent and student involvement and build a sense of community among our families. Among those events are: Family Fun Nights, Día de los Muertos Festival, LV Día del Niño, and monthly Dine and Donate Nights. Other Parent Involvement events include Back to School Night in Fall and Open House in Spring, as well as Parent /Teacher Conferences held twice a year in Fall and Spring. Parents may schedule time with their child's teacher to monitor their child's progress and ways to support instruction and personal development. The relationship between parents and teachers is a strength of Loma Vista Immersion Academy. Parents are also encouraged to volunteer in classrooms. Parents volunteer to chaperone on the many scheduled field trips that are calendared by grade level. There are several site-based committees that parents can be a part of including the LCAP Committee (Local Control and Accountability Plan), ELAC (English Language Advisory Committee), PTA Board and Committee Chairs. School information nights are held in the late fall for perspective families coming in for the following school year.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	470	454	44	9.7
Female	229	224	20	8.9
Male	241	230	24	10.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	345	333	38	11.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	12	1	8.3
White	104	100	4	4.0
English Learners	142	136	15	11.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	223	217	23	10.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	65	61	7	11.5

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.17	0.41	0.64	1.52	0.74	0.88	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.64	0.00
Female	0.44	0.00
Male	0.83	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.58	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.96	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.90	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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.

2025-26 School Safety Plan

Loma Vista Immersion Academy is dedicated to providing a safe environment for all students, so they can focus on learning and growing. We are committed to the safety and security of all our students, staff, and visitors of our school. The Comprehensive School Safety Plan includes all of the following: Disaster procedures, routine, and emergency, including adaptations for pupils with disabilities. Earthquake emergency procedures include: a school building disaster plan, a drop procedure, dates, and times of emergency procedure drills held once each month at the elementary school level. Protective measures to be taken before, during, and after an earthquake and a protocol to ensure that pupils and both certificated and classified staff are aware of and are trained in the emergency procedure system.

The Old Adobe Union School District Board reviewed and approved the Plan in February 2025. The plan was shared with our PTA and Loma Vista Staff continued to update the school safety plan prior to final approval.

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.

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	24	1	4	0
1	25	0	3	0
2	23	0	3	0
3	31	0	2	1
4	26	0	2	0
5	24	0	2	0
6	27	0	2	0
Other	0	0	0	0

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
K	25	0	3	0
1	26	0	3	0
2	25	0	3	0
3	21	0	3	0
4	27	0	2	0
5	24	0	2	0
6	17	2	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	20	1	2	
1	23		3	
2	24		3	
3	23		3	
4	29		2	
5	26		2	
6	22		2	

2024-25 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	936

2024-25 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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.4

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	15502.06	3600.97	11901.10	89947.65
District	N/A	N/A	57.86	
Percent Difference - School Site and District	N/A	N/A	198.1	-17.3
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	10.0	12.4

Fiscal Year 2024-25 Types of Services Funded

Our school also offers RTI services for students in grades 1 through 6, in both English and Spanish. Additionally, counseling services are offered with part time counselors for students available 4 days a week. Students can be recommended for Student Study Teams (SST) on an individual basis and needs for additional services for students are identified through this process.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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		\$55,248
Mid-Range Teacher Salary		\$80,746
Highest Teacher Salary		\$109,655
Average Principal Salary (Elementary)		\$133,828
Average Principal Salary (Middle)		\$142,253
Average Principal Salary (High)		
Superintendent Salary		\$155,954
Percent of Budget for Teacher Salaries	30.37%	25.26%
Percent of Budget for Administrative Salaries	5.93%	6.12%

Professional Development

Professional Development and on-going training of our educators is a priority. Full day professional development days focus on district priorities in the areas of Professional Learning Communities, MTSS, curriculum, and best first instruction. Teachers are released from classrooms for differentiated training more full professional development days. Teachers are supported through a network of leadership positions and committees including Curriculum Leadership, Guiding Coalitions, and VTS Lead Teachers. Teachers meet weekly for collaboration and assessment of student data with their grade-level peers in PLC groups. Teachers also have after-school collaboration early-release days at least twice a month. Beginning teachers are supported in the North Coast School of Education Teacher Induction Program. Beginning teachers are provided with a district mentor in this 2-year support program.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	4