

# Loma Vista Elementary School

## 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.

## 2025-26 School Contact Information

<b>School Name</b>	Loma Vista Elementary School
<b>Street</b>	757 Sausal Drive
<b>City, State, Zip</b>	Salinas, CA 93906
<b>Phone Number</b>	(831) 753-5670
<b>Principal</b>	Susana Vargas
<b>Email Address</b>	svargas@salinascityesd.org
<b>School Website</b>	<a href="https://sites.google.com/salinascity.k12.ca.us/loma-vista">https://sites.google.com/salinascity.k12.ca.us/loma-vista</a>
<b>Grade Span</b>	TK-6
<b>County-District-School (CDS) Code</b>	27-66142-6026553

## 2025-26 District Contact Information

<b>District Name</b>	Salinas City Elementary School District
<b>Phone Number</b>	(831) 753-5600
<b>Superintendent</b>	Rebeca Andrade
<b>Email Address</b>	randrade@salinascityesd.org
<b>District Website</b>	<a href="http://www.salinascityesd.org">www.salinascityesd.org</a>

## 2025-26 School Description and Mission Statement

### Our Vision:

At Loma Vista School, we believe that all students can flourish and that it is our duty to give each child the tools to believe in themselves, to feel successful, and to reach their full potential as positive citizens of our global community.

### Principal's Comments:

Welcome to Loma Vista Elementary School, where every student is a Superstar. Our school motto is "Be a Super S.T.A.R.," which means show respect to all people and property, take responsibility for your actions, arrive at school on time and ready to learn, and remember to keep me and others safe. Our school serves approximately 423 students from TK through sixth grade. We also have a preschool program for our pre-kindergarten students.

Our staff is highly skilled and dedicated. We know that to achieve educational excellence, we need parent support and participation in each student's educational program. Students, parents, and school staff must continue to work together to meet the needs of every child. Through your interest and involvement, you model for our children the importance of attending school, the love of reading, and the establishment and implementation of high academic and behavioral standards.

Our staff continues to work together using the Accelerated Reader program, which is an essential component of our instructional program in Language Arts to increase students' independent reading abilities. Our teachers teach Common Core Standards and are using the Language Arts and math curricula along with research-based teaching strategies to give students a great education. All of our TK-3rd-grade teachers have been trained in the Science of Reading and are implementing the strategies to teach students how to read.

### Major Achievements:

Loma Vista continues to implement the necessary interventions for students who need additional support. Kindergarten through sixth-grade students who score below the benchmark receive individual or small group instruction with either an instructional aide or a certificated teacher. All of the instructional aides receive district training and ongoing coaching on effective instructional strategies.

Our staff continues to improve our PBIS (Positive Behavior Intervention and Support) program. We help students become

## 2025-26 School Description and Mission Statement

familiar with our school-wide expectations. Students receive positive reinforcement for following our school-wide expectations. We have rewarded our students with the Student Online Store, where they can "purchase" items based on their PBIS points.

Our school climate is implementing the Mindset Academy. A majority of our staff, including classified staff members, have been trained in the Mindset Academy program. Teachers are implementing class meetings, and all staff are better able to address the mental health issues that they see.

Students participate in vocal music activities and art lessons offered by the Salinas Elementary School District.

The focus for Improvement:

Teachers are highly motivated to provide quality instruction for students in the Common Core State Standards for English Language Arts and Mathematics. Teachers are focusing their collaboration on how to best meet the students' needs in these areas. A district-provided academic coach assists teachers in improving their instruction in these areas.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	59
Grade 2	62
Grade 3	63
Grade 4	53
Grade 5	56
Grade 6	72
<b>Total Enrollment</b>	<b>445</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7
Male	53.3
American Indian or Alaska Native	1.1
Asian	0.2
Filipino	0.4
Hispanic or Latino	96
White	1.6
English Learners	60.2
Foster Youth	0.2
Homeless	46.5
Migrant	7.4
Socioeconomically Disadvantaged	76.9
Students with Disabilities	9.7

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19	82.61	312.5	83.44	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	1	4.35	5	1.34	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3	13.04	47	12.55	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	8	2.14	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	2	0.53	15831.9	5.67
<b>Total Teaching Positions</b>	23	100	374.5	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15	68.18	319	81.94	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	13	3.34	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	6	27.27	42.3	10.87	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	6	1.54	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1	4.55	9	2.31	14303.8	5.15
<b>Total Teaching Positions</b>	22	100	389.3	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15	68.18	314.5	79.72	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	3	13.64	16.5	4.18	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4	18.18	56.5	14.32	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	3	0.76	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	4	1.01	13705.8	4.91
<b>Total Teaching Positions</b>	22	100	394.5	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
<b>Permits and Waivers</b>	1.00	5	4
<b>Misassignments</b>	2.00	1	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	3.00	6	4

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

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

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	10	4.7	0
<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)	0	4.3	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

The Salinas City Elementary School District has made every effort to comply with the Instructional Quality Commission of the California State Board of Education. Curriculum frameworks have provided guidance for implementing the content standards adopted by the state and the district. Approved supplemental materials have also been provided for school sites to support instructional differentiation and the Response to Intervention program model.

Year and month in which the data were collected

August 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance/Adelante February 13, 2017	0%
<b>Mathematics</b>	Eureka Math, Great Minds, 2015 (English) / April 13, 2015 Eureka Math, Great Minds, 2016 (Spanish) / October 10, 2016	0%
<b>Science</b>	National Geographic Learning - Cengage 2022	0%
<b>History-Social Science</b>	SAVVASS, My World Interactive, K-6, 2019	0%
<b>Foreign Language</b>	Benchmark Advance/Adelante February 13, 2017	0%
<b>Health</b>	ETR, Health Smart, K-5, 2009; A Talk in Time, 6th	0%
<b>Visual and Performing Arts</b>	Silver Burdett, Music, K-6	0%

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

## School Facility Conditions and Planned Improvements

The district administration is committed to providing safe, clean, and well-maintained school facilities for students and staff. During the 2024–2025 school year, maintenance staff conducted multiple safety inspections, including a comprehensive facilities inspection in compliance with state regulations. The results of the state-mandated facilities inspection are included elsewhere in this report and are also available for review at the district office. Additional information specific to this school's facilities is provided below.

Classroom space is adequate to support current enrollment. The campus consists of permanent buildings and classrooms, as well as modular classrooms. Modular facilities are used to support instructional and extracurricular programs, accommodate

## School Facility Conditions and Planned Improvements

fluctuating student enrollment, reduce class size, and meet state-established student capacity standards. The school provides adequate playground space and age-appropriate equipment for student recreation. Administrative spaces are also deemed adequate by the school principal.

The district operates and maintains a comprehensive suite of safety and security systems at the school site, including individualized card-access controls, mechanically assisted gate operators, and magnetic locks programmed to meet specific security requirements. All visitors are required to check in during instructional hours before entering the campus.

Facility maintenance and repairs are performed by district maintenance staff with an emphasis on exceeding established standards for cleanliness, safety, and good repair. Maintenance services are managed using a team-based approach, with the maintenance team leader maintaining regular communication with the school principal and head custodian. A computerized work order system is used to request, assign, track, and complete all maintenance and repair tasks.

Daily cleaning of classrooms and restrooms is provided by school custodial staff under the direction of the principal and guidance of the head custodian. The district's operations department secretary coordinates substitute custodial staffing and procures custodial equipment and supplies. The Maintenance Supervisor maintains regular communication with both operations staff and the school to ensure ongoing facility needs are met.

A full playground redevelopment is planned for summer 2026.

Year and month of the most recent FIT report

03/15/25

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 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	12	10	25	25	47	48
<b>Mathematics</b> (grades 3-8 and 11)	10	6	22	22	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	244	243	99.59	0.41	10.29
Female	106	105	99.06	0.94	15.24
Male	138	138	100.00	0.00	6.52
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	237	237	100.00	0.00	10.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	136	136	100.00	0.00	1.47
Foster Youth	0	0	0	0	0
Homeless	122	122	100.00	0.00	10.66
Military	--	--	--	--	--
Socioeconomically Disadvantaged	200	199	99.50	0.50	10.05
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	26	26	100.00	0.00	3.85

## 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
<b>All Students</b>	244	243	99.59	0.41	6.17
<b>Female</b>	106	105	99.06	0.94	3.81
<b>Male</b>	138	138	100.00	0.00	7.97
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	237	237	100.00	0.00	6.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	136	136	100.00	0.00	4.41
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	122	122	100.00	0.00	9.02
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	200	199	99.50	0.50	7.04
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	26	26	100.00	0.00	0.00

## 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
<b>Science</b> (grades 5, 8 and high school)	1.47	1.75	15.3	14.83	30.73	32.33

## 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	57	57	100.00	0.00	1.75
Female	27	27	100.00	0.00	3.70
Male	30	30	100.00	0.00	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	56	56	100.00	0.00	1.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	28	28	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	27	27	100.00	0.00	3.70
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	44	100.00	0.00	2.27
Students Receiving Migrant Education Services	--	--	--	--	--
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

Parents play an important role in the school community. Our School Site Council (SSC) monitors student progress and approves the school's annual plan, which includes actions and services for students and the school budget. This group of parents, teachers, and administrators meets each trimester to monitor the School Plan for Student Achievement and to discuss issues of concern to the school community. In addition, we have an active English Learner Advisory Committee (ELAC) that monitors the programs for English Learners and trains parents to assist students in school and provide leadership. Our Parent Volunteers are involved in many aspects of our school, including fundraising, volunteering, and enhancing programs for all of our students. ELAC meets monthly, and our Parent Volunteers meet quarterly.

Our parent coordinator, Ms. Yuli, organizes cafecitos with different speakers. She also takes parents on walks around the neighborhood in collaboration with Blue Zones. We also have parents that are focused on our school climate and help out with school events such as our Winter Wonderland, Dia del Niño etc. To become more involved, please call or visit the school office (831) 753-5670.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	486	478	97	20.3
Female	229	223	46	20.6
Male	257	255	51	20.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	464	458	92	20.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	290	285	46	16.1
Foster Youth	--	--	--	--
Homeless	219	214	39	18.2
Socioeconomically Disadvantaged	390	384	82	21.4
Students Receiving Migrant Education Services	34	34	7	20.6
Students with Disabilities	54	54	13	24.1

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
2.84	3.23	1.03	1.81	1.89	1.71	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	0.01	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	1.03	0.00
Female	0.44	0.00
Male	1.56	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	1.08	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.03	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.03	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 has a fully surrounding security fence with three electronically controlled access points via our vehicle gate. This gate and electronically controlled pedestrian gates behind our vehicle access gate assure that all visitors enter our school through the main office when school is in session. Visitors are required to sign in at the school office and receive a visitor's pass. Staff members report anyone without a pass to the school office. Students who leave before the end of the school day must be signed out by a responsible adult at the school office.

Discipline and safety procedures are reviewed with the staff throughout the school year. We review campus rules with students to ensure safety on campus. The PBIS team has developed matrices of student expected behavior for all areas on campus. There is an intercom system, and intercom telephones are located in each classroom. Students may be on campus 30 minutes before the start of instruction while a morning supervisor monitors students. Ten minutes before the start of instruction, students report to the classrooms and are supervised by their teacher. Teachers supervise students during recess. During the lunch period, classified staff and the school administration provide supervision.

Loma Vista School has a Comprehensive School Safety Plan in place, and it is updated annually and approved by the School Site Council. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies and also includes the following: Crime Report by Site, Child Abuse Reporting Procedures, Disaster Procedures, Suspension and Expulsion Policy, Procedures to Notify Teachers of Dangerous Pupils, Discrimination and Harassment Policy, School-wide Dress Code, Procedures of Safe Ingress/Egress of Students, Ensuring a Safe and Orderly Environment, Rules and Procedures on School Discipline, and the Loma Vista School Plan for Student Achievement. The plan is available in our school office, and we share it with all staff during staff meetings. We conduct the following emergency response drills at the noted minimum frequency: fire/monthly (after-school programs, 2 times annually); lockdown & shelter-in-place/twice a year (after-school programs twice a year), and earthquake/twice a year (after-school programs twice a year). We also participated in the Monterey County Disaster Drill, which took place in October 2025. We share safety concerns at staff meetings and review procedures. We have also been trained on the countywide Big 5 process.

## 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	19	2	2	0
1	21	1	2	0
2	27	0	2	0
3	21	1	2	0
4	25	0	3	0
5	23	1	2	0
6	24	1	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	18	3	0	0
1	22	1	2	0
2	22	0	3	0
3	29	0	2	0
4	22	1	2	0
5	25	0	3	0
6	21	1	2	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	2	1	
1	20	1	2	
2	21	1	2	
3	21	1	2	
4	27		2	
5	19	1	2	
6	24	1	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	468

## 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

## 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	8150	235	7915	64529.82
District	N/A	N/A	8220	\$90,670
Percent Difference - School Site and District	N/A	N/A	-3.8	-30.3
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-30.6	-39.5

## Fiscal Year 2024-25 Types of Services Funded

### SITE-FUNDED SERVICES:

Site-Funded Services for the 2025-2026 school year included:

1. ELPAC Training
2. Small Group after-school intervention in ELA and Math
3. Student field trips that correspond with Common Core State Standards
4. Additional translation services to support parents who do not speak English
5. After-school sports programs
6. Science of Reading with MCOE
7. CUE conference for 3rd-grade teachers.
8. SWEAT III/Mindset Academy

Site-Funded Services for the 2024-2025 school year:

1. Student Data Collaboration and Planning

## Fiscal Year 2024-25 Types of Services Funded

2. Student field trips that aligned with Common Core State Standards
3. Additional translation services to support parents who do not speak English
4. Parent/student Technology Nights/Showcase
5. Promoting Literacy activities through events that include community book fairs.
6. After-school extracurricular activities such as sports, art, and science
7. SWEAT III/Mindset Academy

Site-Funded Services for the 2023-2024 school year:

1. Student Data Collaboration and Planning
2. Student field trips that aligned with Common Core State Standards
3. Additional translation services to support parents who do not speak English
4. Parent/student Technology Nights/Showcase
5. Promoting Literacy activities through events that include community book fairs.
6. After-school extracurricular activities such as sports, art, science

### DISTRICT - FUNDED SERVICES:

District-funded services provide opportunities to support all students to master grade-level standards in English Language Arts and Mathematics. District funding also supports the social-emotional well-being of all students. Priorities include differentiated instruction, with the implementation of a variety of meaningful educational learning experiences and highly qualified staff.

District-Funded Services for the 2024-2025 School Year include:

1. Extended School Year (ESY)
2. ASES/BEST after-school program
3. Jump Into English - After school and summer programs
4. Jump Into Math - After school and summer programs
5. Music (YOSAL)
6. Visual and performing Arts through Monterey County Arts Council
7. Mental Health Counselor
8. Parent Coordinator
9. Educational Technology Coach
10. Academic enrichment field trips
11. MTSS Coach
12. Academic Coach
13. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
14. Occupational Therapists
15. Behavior Technicians
16. School and Community resources from the Family Resource Center
17. Nutritious Meals
18. Grade Level Release Teacher
19. School Vice Principal

## 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
<b>Beginning Teacher Salary</b>	\$58,027	\$61,597
<b>Mid-Range Teacher Salary</b>	\$96,523	\$98,902
<b>Highest Teacher Salary</b>	\$116,082	\$126,340
<b>Average Principal Salary (Elementary)</b>	\$118,177	\$158,383
<b>Average Principal Salary (Middle)</b>		\$165,207
<b>Average Principal Salary (High)</b>		\$162,237
<b>Superintendent Salary</b>	\$231,680	\$288,332
<b>Percent of Budget for Teacher Salaries</b>	24.11%	31.29%
<b>Percent of Budget for Administrative Salaries</b>	4.15%	5.38%

## Professional Development

### SITE-PROVIDED PROFESSIONAL DEVELOPMENT:

For the 2025-2026 school year, Loma Vista Elementary staff participated in the following professional development:

1. Mindfulness Academy to provide teachers with strategies to support students with positive behavior and well-being.
2. Social Emotional Learning activities to enhance student engagement and support student well-being.
3. School-wide Safety procedures - to ensure best practices in emergencies.
4. CUE conference for the third-grade team.
5. MCOE Math training for coaches and teachers.
7. LEXIA LTRS training for administration and teachers through MCOE.

For the 2024-2025 school year, Loma Vista Elementary staff is participating in the following professional development:

1. Science of Reading Academy, in partnership with Monterey County Office of Education, to provide teachers with research-based tools and strategies to accelerate literacy in classroom settings.
2. Mindfulness Academy to provide teachers with strategies to support students with positive behavior and well-being.
3. Nearpod - teacher training to enhance technology skills and use Nearpod to create customized Quizzes, Polls, Open-ended Questions, Matching Pairs, Draw It activities, and check for students' understanding of lessons in real-time.
4. Social Emotional Learning activities to enhance student engagement and support student well-being.

### DISTRICT-PROVIDED PROFESSIONAL DEVELOPMENT:

The major theme of professional development is to improve Tier I services for all students. The primary focus is to strengthen the Instructional Core, build meaningful relationships between staff and students, and provide continuous learning opportunities for teachers to enhance the skills necessary to provide optimal learning experiences for all students.

District Professional Development for the 2024-2025 School Year:

1. Orenda Education
2. The Big Five Emergency Response Protocols
3. Understanding Whole Group and Small Group Instruction
4. Specialized Program Individualizing Reading Excellence (SPIRE) Training

District Professional Development for the 2025-2026 School Year:

1. Orenda Education
2. The Big Five Emergency Response Protocols
3. MTSS & PBIS Implementation
4. Classroom Management & Engagement Strategies
5. Technology Integration (e.g., Smart Board Training)

## Professional Development

6. Data systems training (Clever, AERIES, Illuminate)
7. Behavioral Supports / Playwork / De-escalation

District Professional Development for the 2024-2025 School Year:

1. Orenda Education
2. The Big Five Emergency Response Protocols
3. Understanding Whole Group and Small Group Instruction
4. Specialized Program Individualizing Reading Excellence (SPIRE) Training
5. SCESD partners with the Monterey County Office of Education to run a CTC-approved Teacher Induction Program for new teachers working toward their clear credential.

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

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