Nueva Vista Language 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.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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	Nueva Vista Language Academy
Street	120 Garces Hwy
City, State, Zip	Delano, CA 93215-3328
Phone Number	(661) 721-5070
Principal	Casey Rivas
Email Address	crivas2@duesd.org
School Website	https://www.duesd.org/Nueva
Grade Span	TK-5
County-District-School (CDS) Code	15634040120139

2024-25 District Contact Information

District Name	Nueva Vista Language Academy
Phone Number	(661) 721-5000
Superintendent	Mrs. Rosalina Rivera
Email Address	rrivera@duesd.org
District Website	www.duesd.org

2024-25 School Description and Mission Statement

Nueva Vista Language Academy (NVLA) is a transitional kindergarten through fifth grade dual immersion charter school within the Delano Union School District. Currently, Nueva Vista Language Academy serves 683 students and houses an additional 36 students through the Childcare and Preschool programs on campus. Teachers collaborate on a weekly basis to analyze data that is used to drive daily instruction.

At Nueva Vista Language Academy, they create high achieving scholars, confident communicators, and global citizens by providing a rigorous academic program which promotes language acquisition and develops academic and social skills. NVLA's

2024-25 School Description and Mission Statement

vision is to create a culturally diverse program will be widely recognized by the state of California for being a leading and innovative school that offers a dual immersion course of study. Students who complete the dual immersion program will achieve bi-literacy. All students will be prepared and motivated for college and careers to be successful in the competitive 21st century with high levels of academic proficiency.

Every employee will honor students, parents, and community members by providing exemplary customer service. They have increased their academic achievements by utilizing the Multi-Tiered System of Supports (MTSS), which is known at the school as The Nueva Way. On a daily basis they emphasize the importance of being respectful, responsible and safe.

Aside from the regular daily instruction, NVLA offers various after school intervention programs throughout the school year. Teachers participate in the delivery of instruction during their after school Success Academy. Some of their students have an added intervention through their POWER Program which stands for Powerful Outcomes in Wellness, Education & Recreation. The POWER Program is an extended after school program where approximately 80 students receive additional intervention opportunities. Also offered is POWER Plus, an after school Extended Learning Opportunity Program that provides students with an abundance of athletics, art, music and enrichment opportunities. Also, NVLA offers enrichment through the GATE after school program. Students who participate in this program, culminate the session with a project that is showcased at a yearly GATE festival.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	119
Grade 1	108
Grade 2	116
Grade 3	99
Grade 4	112
Grade 5	92
Grade 6	60
Total Enrollment	706

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.6
Asian	1.3
Black or African American	1.3
Filipino	4.7
Hispanic or Latino	89.9
Two or More Races	0.7
White	0.7
English Learners	36.1
Homeless	1.3
Migrant	3.5
Socioeconomically Disadvantaged	86.4
Students with Disabilities	6.9

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.20	81.65	235.40	82.31	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.67	8.00	2.80	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	14.68	21.30	7.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.60	1.28	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	17.50	6.15	18854.30	6.86
Total Teaching Positions	27.20	100.00	286.00	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.00	82.76	254.00	78.24	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	11.10	3.44	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	13.79	22.60	6.98	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.45	6.60	2.05	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	30.10	9.29	15831.90	5.67
Total Teaching Positions	29.00	100.00	324.70	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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)	26.40	84.12	258.90	83.18	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	3.18	8.90	2.89	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	9.53	24.50	7.89	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11746.90	4.23
Unknown/Incomplete/NA	1.00	3.18	18.70	6.03	14303.80	5.15
Total Teaching Positions	31.40	100.00	311.20	100.00	277698	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	2.00	2.00	0
Misassignments	2.00	2.00	3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	4.00	4.00	3

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	0.00	1.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	1.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.70	18.4	7.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.30	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.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5, Benchmark Advance, Benchmark Education, 2016;	Yes	0
Mathematics	Grades K-5, My Math	Yes	0
Science	Grades K-5, Pearson Scott Foresman, California Science, 2008	Yes	0
History-Social Science	Grades K-5. Houghton-Mifflin, History Social Science, 2007	Yes	0

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

School Facility Conditions and Planned Improvements

Nueva Vista Language Academy provides a safe, orderly and clean environment for learning. The school has sufficient and adequate classroom space, and the playground is equipped with a play structure, multiple basketball courts, tetherballs, swings and a field for open field sports. In addition, the school site has a multi-purpose/cafeteria facility and a cement area for assemblies and school gatherings.

The Maintenance, Operations and Transportation (MOT) department works daily with the custodial staff to develop cleaning schedules to ensure clean and safe schools. Nueva Vista has one daytime custodian, two evening custodians, and a district crew who ensure that the grounds and buildings are clean, repaired, and safe. All bathrooms, classrooms, and offices are cleaned on a daily basis. The district utilizes an electronic work order system—"School Dude" which helps with expediting repairs.

The district also participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

At Nueva Vista, the district, site staff, students and parents take great pride in their campus; therefore, everyone contributes to the beautification of the school. Students are also encouraged to help keep the campus clean by recycling.

School Facility Conditions and Planned Improvements

For the 2023-2024 school year, the school will be adding an additional eight classroom that will serve four kindergarten classes and 4 transitional kindergarten classrooms.

Year and month of the most recent FIT report	8/2024

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			
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 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)	45	49	42	47	46	47
Mathematics (grades 3-8 and 11)	34	38	30	33	34	35

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	360	357	99.17	0.83	48.74
Female	167	167	100.00	0.00	52.10
Male	193	190	98.45	1.55	45.79
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	57.14
Hispanic or Latino	332	329	99.10	0.90	47.72
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	124	122	98.39	1.61	14.75
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	317	315	99.37	0.63	44.13
Students Receiving Migrant Education Services	18	17	94.44	5.56	29.41
Students with Disabilities	36	36	100.00	0.00	11.11

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	360	360	100.00	0.00	37.78
Female	167	167	100.00	0.00	38.92
Male	193	193	100.00	0.00	36.79
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	42.86
Hispanic or Latino	332	332	100.00	0.00	37.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	124	124	100.00	0.00	18.55
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	317	317	100.00	0.00	32.81
Students Receiving Migrant Education Services	18	18	100.00	0.00	38.89
Students with Disabilities	36	36	100.00	0.00	11.11

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)	28.89	30.43	26.05	26.61	30.29	30.73

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	92	92	100.00	0.00	30.43
Female	47	47	100.00	0.00	38.30
Male	45	45	100.00	0.00	22.22
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	82	82	100.00	0.00	30.49
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	30	30	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	77	100.00	0.00	25.97
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	100.00	0.00	27.27

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	96.63	98.88	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.

2024-25 Opportunities for Parental Involvement

Nueva Vista Language Academy offers many opportunities for parents and guardians to participate in the education of their children. NVLA offers several parent education nights throughout the year. For example, NVLA's "Tips and Tricks" event provides parents resources on supporting learning at home with mathematics, reading, technology and behavior: while parents take part in learning about math and reading, their children get to trick or treat around the school. Other Parent Ed nights include SBAC/ELPAC Night where parents learn how to support their students academic and language development at home.

Additional Parent Engagement events include Coffee with the Principal, Back to School Night, Parent Conferences, Open House, Lunch with your Child, Grandparents day, Veteran's Day, Larry Itliong Day, and Culture Day. Nueva Vista Language Academy utilizes district learning coordinator and vice principal. These assistant principals are tasked with parent education activities for academics and social/emotional health.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	739	727	25	3.4
Female	364	359	11	3.1
Male	375	368	14	3.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	33	33	0	0.0
Hispanic or Latino	665	654	24	3.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	275	267	3	1.1
Foster Youth	--	--	--	--
Homeless	14	14	0	0.0
Socioeconomically Disadvantaged	645	634	25	3.9
Students Receiving Migrant Education Services	37	36	0	0.0
Students with Disabilities	57	56	3	5.4

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 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
0	0.15	0.14	1.3	1.82	2.02	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
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
0	0	0	0.03	0.08	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.14	0.00
Female	0.00	0.00
Male	0.27	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	0.15	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	0.36	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.16	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.

2024-25 School Safety Plan

Nueva Vista Language Academy has developed a school wide Comprehensive Safe School Plan that outlines emergency procedures and protocols for students, teachers and parents. The school safety plan is reviewed on an yearly basis and updated as needed. All stake holders play an advisory role in developing the plan. School Site Council approves the safety

2024-25 School Safety Plan

plan on a yearly basis.

Key elements of the school plan include:

- Child abuse reporting procedures
- School discipline, suspension, and expulsion procedures
- Procedures for teacher notification of students who have been suspended
- Sexual harassment policy (students and staff)
- Safety Code Trainings, Code Blue and Level 1/Level 3.
- Procedures for safe ingress and egress of pupils, parents and employees to and from school
- Student social and emotional well being

Monthly safety drills are practiced with students to ensure their understanding of all emergency procedures. Drills include action plans for fires, earthquakes, and major disasters. The School Safety Plan was reviewed and unanimously approved at a public meeting by the School Site Council in January 2024.

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
K	23		4	
1	17	5		
2	21	3	2	
3	20	2	2	
4	22	2	2	
5	18	4		
6	20	6	6	

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		4	
1	21	3	2	
2	19	3	2	
3	22	1	4	
4	21	1	3	
5	22	1	3	
6	15	16		

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	24		4	
1	22		5	
2	26		6	1
3	24	2	5	1
4	32	2	3	2
5	23	2	2	
6	21	15	6	4

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	0

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	0.5
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	4.5

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	$13,705.84	$2,577.75	$11,128.09	$84,251.21
District	N/A	N/A	$7,744.50	$89,828
Percent Difference - School Site and District	N/A	N/A	35.9	-6.4
State	N/A	N/A	$10,771	$96,325
Percent Difference - School Site and State	N/A	N/A	3.3	-13.4

Fiscal Year 2023-24 Types of Services Funded

As a charter school, Nueva Vista Language Academy receives its funding in the form of LCFF funding, charter in lieu taxes and a one-time mandated block grant. However, they are still the recipients of State and Federal funds for programs such as Migrant Extended Day, Title I., POWER After-school Program, and Special Education. All of these programs allow Nueva Vista to target instruction and offer a variety of additional services to students and teachers. They also provide after school tutoring throughout the year for students who need additional academic intervention. These special funds also make it possible to provide parent education in the areas of English Language Arts and Math. Nueva Vista's after school POWER program provides an additional four hours of instruction/intervention and enrichment for approximately 80 students. Other student support services offered at Nueva Vista include Student Assistance Team (SAT) meetings and health screenings which are provided by support personnel who consist of a part-time psychologist, full time social worker, speech pathologist and a school nurse as well as a full-time mild/moderate teacher and site resource teacher.

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	$58,966	$58,553
Mid-Range Teacher Salary	$86,610	$93,924
Highest Teacher Salary	$115,071	$119,489
Average Principal Salary (Elementary)	$134,823	$149,898
Average Principal Salary (Middle)	$140,218	$157,111
Average Principal Salary (High)	$0	$151,698
Superintendent Salary	$256,000	$270,432
Percent of Budget for Teacher Salaries	29.08	31.93
Percent of Budget for Administrative Salaries	6.72	5.62

Professional Development

Nueva Vista Language Academy uses data to plan and prepare to meet the diverse needs of their students. Teachers use data from many sources such as SBAC scores, ELPAC scores, reading inventories, and local summative assessments to prepare goals and actions to meet the needs of their students. Each grade level creates action plans that are monitored and updated on a continuous basis. From there, professional development is offered to teachers to ensure they are able to meet the goals and actions set by the grade levels. For the 2023-2024 school year, the primary focus for professional development is the use of Thinking Maps and AVID strategies, and social emotional support for students which include topics on bullying prevention and self regulation.

Professional development is delivered during after school extended time, district allotted time during late starts and during the course of the instructional day with the use of substitute teachers. Teachers are supported through coaching, data talks, walk-through observations, and feedback.

During the past three years the following was dedicated to staff development: 2022-2023: 10 days; 2023-2024: 10 days; 2024-2025: 10 days

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	10	10	10