

Nueva Vista Language Academy
2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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	Joshua Herrera
Email Address	jherrera@duesd.org
School Website	https://www.duesd.org/Nueva
County-District-School (CDS) Code	15634040120139

2021-22 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 Address	www.duesd.org

2021-22 School Overview

Nueva Vista Language Academy (NVLA) is a kindergarten through sixth grade dual immersion charter school within the Delano Union School District. Currently, Nueva Vista Language Academy serves 581 students and houses an additional 60 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 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. All 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, 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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	110
Grade 2	85
Grade 3	92
Grade 4	85
Grade 5	83
Grade 6	49
Total Enrollment	590

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	0.7
Black or African American	1
Filipino	2.7
Hispanic or Latino	93.2
Two or More Races	0.2
White	1.2
English Learners	49.2
Foster Youth	0.2
Homeless	0.2
Socioeconomically Disadvantaged	81.2
Students with Disabilities	8.8

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
Total Teaching Positions	25

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	1
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	1

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2
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

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2021	
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; Grade 6, Study Sync, McGraw Hill, 20??	Yes	0
Mathematics	Grades K-5, My Math, McGraw Hill, 2015; Grade 6,	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
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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.

Year and month of the most recent FIT report

8/5/2021

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	303	NT	NT	NT	NT
Female	156	NT	NT	NT	NT
Male	147	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	281	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	164	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	226	NT	NT	NT	NT
Students Receiving Migrant Education Services	19	NT	NT	NT	NT
Students with Disabilities	36	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	303	NT	NT	NT	NT
Female	156	NT	NT	NT	NT
Male	147	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	281	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	164	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	226	NT	NT	NT	NT
Students Receiving Migrant Education Services	19	NT	NT	NT	NT
Students with Disabilities	36	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

IXL Student Groups	IXL Total Enrollment	IXL Number Tested	IXL Percent Tested	IXL Percent Not Tested	IXL Percent At or Above Grade Level
All Students	303	303	100	0	28
Female	156	156	100	0	31
Male	147	147	100	0	25
American Indian or Alaska Native	0	0	0	0	0
Asian	3	3	100	0	67

Black or African American	4	4	100	0	25
Filipino	9	9	100	0	78
Hispanic or Latino	283	283	100	0	26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	1	1	100	0	100
White	3	3	100	0	33
English Learners	162	162	100	0	10
Foster Youth	1	1	100	0	100
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	242	242	100	0	25
Students Receiving Migrant Education Services	20	20	100	0	5
Students with Disabilities	33	33	100	0	12

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	303	299	99	.009	26
Female	156	155	99	0	26
Male	147	144	98	.003	25
American Indian or Alaska Native	0	0	0	0	0
Asian	3	3	100	0	67
Black or African American	4	4	100	0	50
Filipino	9	9	100	0	78
Hispanic or Latino	283	279	98.5	.003	23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	1	1	100	0	100
White	3	3	100	0	33
English Learners	162	161	99	0	14
Foster Youth	1	1	100	0	100
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	242	239	98.7	0	23
Students Receiving Migrant Education Services	20	20	100	0	15
Students with Disabilities	33	31	94	0	15

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases

where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

IXL Student Groups	IXL Total Enrollment	IXL Number Tested	IXL Percent Tested	IXL Percent Not Tested	IXL Percent At or Above Grade Level
All Students	303	303	100	0	27
Female	156	156	100	0	27
Male	147	147	100	0	27
American Indian or Alaska Native	0	0	0	0	0
Asian	3	3	100	0	67
Black or African American	4	4	100	0	25
Filipino	9	9	100	0	56
Hispanic or Latino	283	283	100	0	26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	1	1	100	0	0
White	3	3	100	0	33
English Learners	162	162	100	0	17
Foster Youth	1	1	100	0	100
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	242	242	100	0	25
Students Receiving Migrant Education Services	20	20	100	0	15
Students with Disabilities	33	33	100	0	18
STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	303	302	99	.003	26
Female	156	156	100	0	26
Male	147	146	99	.003	25
American Indian or Alaska Native	0	0	0	0	0
Asian	3	3	100	0	67
Black or African American	4	4	100	0	50
Filipino	9	9	100	0	78
Hispanic or Latino	283	282	99	.003	23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	1	1	100	0	100
White	3	3	100	0	33
English Learners	162	162	100	0	14
Foster Youth	1	1	100	0	100
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	242	242	100	0	23
Students Receiving Migrant Education Services	20	20	100	0	15
Students with Disabilities	33	33	100	0	15

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	81	NT	NT	NT	NT
Female	44	NT	NT	NT	NT
Male	37	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	76	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	36	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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, during the Community Resources Egg Hunt, many organizations around Kern County set up booths on campus and distribute information on resources that are available to the parents within Kern County. These resources include information regarding health, dental, vision, recreational activities, police safety and educational resources available. 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.

Due to the pandemic, Nueva Vista Language Academy will host many of their event virtually. These events will include Coffee with the Principal, Technology Night, Parent Conferences and parent education nights. Nueva Vista Language Academy utilizes a vice principal of learning and vice principal of discipline. These assistant principals are tasked with parent education activities for academics and social/emotional health.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	613	599	49	8.2
Female	299	295	19	6.4
Male	314	304	30	9.9
American Indian or Alaska Native	0	0	0	0.0
Asian	4	4	0	0.0
Black or African American	6	6	1	16.7
Filipino	16	16	0	0.0
Hispanic or Latino	573	559	45	8.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	7	7	0	0.0
English Learners	326	319	22	6.9
Foster Youth	1	1	0	0.0
Homeless	9	9	2	22.2
Socioeconomically Disadvantaged	507	494	49	9.9
Students Receiving Migrant Education Services	36	36	0	0.0
Students with Disabilities	57	57	9	15.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.54	0.00	2.90	0.00	3.47	0.20
Expulsions	0.00	0.00	0.11	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.54	1.09	2.45
Expulsions	0.00	0.03	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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 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)
- Dress code guidelines
- Procedures for safe ingress and egress of pupils, parents and employees to and from school

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 2021.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	23		4	
2	22	1	3	
3	20	2	2	
4	21		4	
5	19	1	3	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	23		4	
2	22	2	2	
3	21	1	3	
4	22	1	3	
5	21	1	3	
6				

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	2	2	
1	22	2	3	
2	21	1	3	
3	23	1	3	
4	21	1	3	
5	33	2	2	1
6	25		10	

2020-21 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	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.3
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0
Other	3.8

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$11,745.69	\$944.13	\$10,801.56	\$77,463.62
District	N/A	N/A	\$7,744.50	\$81,397
Percent Difference - School Site and District	N/A	N/A	33.0	-5.0
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	24.5	-10.3

2020-21 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, speech pathologist and a school nurse as well as a full-time mild/moderate teacher and site resource teacher.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$52,885	\$52,060
Mid-Range Teacher Salary	\$77,679	\$84,043
Highest Teacher Salary	\$103,965	\$107,043
Average Principal Salary (Elementary)	\$120,921	\$133,582
Average Principal Salary (Middle)	\$125,759	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$216,165	\$240,628
Percent of Budget for Teacher Salaries	32%	35%
Percent of Budget for Administrative Salaries	7%	5%

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 districts 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 2021-2022 school year, the primary focus for professional development is the use of Thinking Maps, AVID strategies, Putting It All Together math strategies, and Social and Emotional supports for students which include topics on bullying prevention.

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: 2018-2019: 10 days; 2019-2020: 10 days; 2020-2021: 10 days

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Nueva Vista Language Academy

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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 Address	www.duesd.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3178	NT	NT	NT	NT
Female	1582	NT	NT	NT	NT
Male	1596	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	32	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
Filipino	321	NT	NT	NT	NT
Hispanic or Latino	2726	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	NT	NT	NT	NT
White	42	NT	NT	NT	NT
English Learners	1211	NT	NT	NT	NT
Foster Youth	11	NT	NT	NT	NT
Homeless	108	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2051	NT	NT	NT	NT
Students Receiving Migrant Education Services	131	NT	NT	NT	NT
Students with Disabilities	319	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3178	NT	NT	NT	NT
Female	1582	NT	NT	NT	NT
Male	1596	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	32	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
Filipino	321	NT	NT	NT	NT
Hispanic or Latino	2726	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	NT	NT	NT	NT
White	42	NT	NT		NT
English Learners	1211	NT	NT	NT	NT
Foster Youth	11	NT	NT	NT	NT
Homeless	108	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2051	NT	NT	NT	NT
Students Receiving Migrant Education Services	131	NT	NT	NT	NT
Students with Disabilities	319	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

