

Nueva Vista Language Academy

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 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://nvla.duesd.org/parents/school-accountability-report-card-sarc
Grade Span	K-5
County-District-School (CDS) Code	15634040120139

2025-26 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

2025-26 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 671 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 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

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	157
Grade 1	106
Grade 2	115
Grade 3	109
Grade 4	87
Grade 5	110
Total Enrollment	684

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
Asian	1
Black or African American	0.4
Filipino	4.8
Hispanic or Latino	91.2
White	0.7
English Learners	28.5
Foster Youth	0.1
Homeless	2
Migrant	3.5
Socioeconomically Disadvantaged	81
Students with Disabilities	8.6

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24	82.76	254	78.24	234405.2	84
Intern Credential Holders Properly Assigned	0	0	11.1	3.44	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4	13.79	22.6	6.98	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.45	6.6	2.05	11953.1	4.28
Unknown/Incomplete/NA	0	0	30.1	9.29	15831.9	5.67
Total Teaching Positions	29	100	324.7	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.4	84.12	258.9	83.18	231142.4	83.24
Intern Credential Holders Properly Assigned	1	3.18	8.9	2.89	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	9.53	24.5	7.89	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	1	3.18	18.7	6.03	14303.8	5.15
Total Teaching Positions	31.4	100	311.2	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.2	88.02	256.8	84.01	230039.4	100
Intern Credential Holders Properly Assigned	1	2.82	10.5	3.46	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	0.34	13.1	4.29	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.5	0.51	12112.8	4.34
Unknown/Incomplete/NA	3.1	8.79	23.6	7.72	13705.8	4.91
Total Teaching Positions	35.4	100	305.7	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	2.00	0	0
Misassignments	2.00	3	0.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.00	3	0.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	1.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	18.4	7.1	1.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

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

Year and month in which the data were collected		August 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5, Benchmark Advance, Benchmark Education, 2016;	0
Mathematics	Grades K-5, My Math	0
Science	Grades K-5, Pearson Scott Foresman, California Science, 2008	0
History-Social Science	Grades K-5. Houghton-Mifflin, History Social Science, 2007	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—"Incident IQ" 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.

For the 2025-2026 school year, the school added an additional eight classroom that will serve four kindergarten classes and 4 transitional kindergarten classrooms.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	8/2025
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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 Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	49	49	47	49	47	48
Mathematics (grades 3-8 and 11)	38	43	33	35	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	312	307	98.40	1.60	48.86
Female	159	156	98.11	1.89	50.00
Male	153	151	98.69	1.31	47.68
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	81.82
Hispanic or Latino	292	288	98.63	1.37	47.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	97	93	95.88	4.12	20.43
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	271	266	98.15	1.85	42.86
Students Receiving Migrant Education Services	15	15	100.00	0.00	20.00
Students with Disabilities	30	30	100.00	0.00	16.67

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	311	308	99.04	0.96	42.86
Female	159	158	99.37	0.63	41.14
Male	152	150	98.68	1.32	44.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	63.64
Hispanic or Latino	291	289	99.31	0.69	41.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	97	95	97.94	2.06	22.11
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	270	267	98.89	1.11	38.58
Students Receiving Migrant Education Services	15	15	100.00	0.00	26.67
Students with Disabilities	30	30	100.00	0.00	10.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	30.43	37.84	26.61	27.86	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	111	111	100.00	0.00	37.84
Female	52	52	100.00	0.00	28.85
Male	59	59	100.00	0.00	45.76
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	103	100.00	0.00	35.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	25	25	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	102	102	100.00	0.00	32.35
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	12	100.00	0.00	16.67

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	99	99	99	99	99

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.
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2025-26 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 social emotional well being: parents and students take part in learning about math and reading, then as a family they 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.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	741	715	22	3.1
Female	357	346	7	2.0
Male	384	369	15	4.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	--	--	--
Black or African American	--	--	--	--
Filipino	33	33	0	0.0
Hispanic or Latino	669	651	22	3.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	220	214	4	1.9
Foster Youth	--	--	--	--
Homeless	23	22	3	13.6
Socioeconomically Disadvantaged	608	587	21	3.6
Students Receiving Migrant Education Services	33	31	4	12.9
Students with Disabilities	75	74	2	2.7

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
0.15	0.14	0.13	1.82	2.02	0.89	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	0.08	0	0.02	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.13	0.00
Female	0.00	0.00
Male	0.26	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	0.45	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.16	0.00
Students Receiving Migrant Education Services	3.03	0.00
Students with Disabilities	1.33	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

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)
- 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 February 2025.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	4	0
1	21	3	2	0
2	19	3	2	0
3	22	1	4	0
4	21	1	3	0
5	22	1	3	0
6	15	16	0	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	24	0	4	0
1	22	0	5	0
2	26	0	6	1
3	24	2	5	1
4	32	2	3	2
5	23	2	2	0
6	17	19	6	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	23		4	
1	21	3	2	
2	22		5	
3	22	1	4	
4	22	5	1	2
5	24	1	7	1
Other	9	3		

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	0

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)	
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	5

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	19,671.70	2,716.32	16,955.38	94,517.26
District	N/A	N/A	10,831.03	97,740.33
Percent Difference - School Site and District	N/A	N/A	44.1	-3.4
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	41.3	-7.3

Fiscal Year 2024-25 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 100 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$62,504	\$61,597
Mid-Range Teacher Salary	\$91,807	\$98,902
Highest Teacher Salary	\$122,270	\$126,340
Average Principal Salary (Elementary)	\$142,913	\$158,383
Average Principal Salary (Middle)	\$148,631	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$279,925	\$288,332
Percent of Budget for Teacher Salaries	29.06%	31.29%
Percent of Budget for Administrative Salaries	6.43%	5.38%

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 2024-2025 school year, the primary focus for professional development is the use of Thinking Maps, NGSS Standards, 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: 2023-2024: 10 days; 2024-2025: 10 days; 2025-2026 10 days.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10