

Nueva Vista Language Academy

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	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
Website	https://www.duesd.org/Nueva
County-District-School (CDS) Code	15634040120139

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

School Description and Mission Statement (School Year 2019-20)

Nueva Vista Language Academy (NVLA) is a kindergarten through fifth grade dual immersion charter school within the Delano Union School District. Currently, Nueva Vista Language Academy serves 521 students and houses an additional 60 students through the Childcare and Preschool programs on campus. Nueva Vista Language Academy staff function and high levels of learning. 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. Every student at Nueva Vista Language Academy knows that they will RISE UP & Achieve as a true Phoenix in all that they do!

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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	91
Grade 1	90
Grade 2	88
Grade 3	80
Grade 4	85
Grade 5	77
Total Enrollment	511

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
Asian	0.8
Filipino	1.4
Hispanic or Latino	95.1
White	1
Two or More Races	0.4
Socioeconomically Disadvantaged	85.3
English Learners	65.6
Students with Disabilities	8.8
Foster Youth	0.2
Homeless	0.4

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	25	24	308
Without Full Credential	3	1	2	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: July 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6, Benchmark Advance, Benchmark Education, 2016	Yes	0
Mathematics	Grades K-6, My Math, McGraw Hill, 2015	Yes	0
Science	Grades K-6, Pearson Scott Foresman, California Science, 2008	Yes	0
History-Social Science	Grades K-6. Houghton-Mifflin, History Social Science, 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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 Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 11/01/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	37	45	39	43	50	50
Mathematics (grades 3-8 and 11)	28	39	26	33	38	39

Note: Percentages are not calculated 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.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	245	243	99.18	0.82	44.86
Male	111	110	99.10	0.90	37.27
Female	134	133	99.25	0.75	51.13
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	237	235	99.16	0.84	44.68
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	215	213	99.07	0.93	43.66
English Learners	186	184	98.92	1.08	42.93
Students with Disabilities	31	31	100.00	0.00	9.68
Students Receiving Migrant Education Services	20	19	95.00	5.00	36.84
Foster Youth					
Homeless	--	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	245	244	99.59	0.41	39.09
Male	111	111	100.00	0.00	36.04
Female	134	133	99.25	0.75	41.67
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	237	236	99.58	0.42	38.30
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	215	214	99.53	0.47	38.50
English Learners	186	185	99.46	0.54	36.76
Students with Disabilities	31	31	100.00	0.00	12.90
Students Receiving Migrant Education Services	20	19	95.00	5.00	26.32
Foster Youth					
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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
5	25.3	37.3	29.3

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

At Nueva Vista Language Academy, the goal of parent involvement is to help instill pride in students and to encourage parents to actively participate in their child's education. Some of the opportunities offered include parent education nights for English Language Arts and math presented by staff. Parents are also invited to recognize student achievement at trimester awards assemblies, Back to School Night, as well as holiday programs presented by the students. Other opportunities presented to parents are book fairs, spring and winter programs, school carnivals, Read Across America, Pan Dulce Con Padres, Lunch With Your Child, Latino family literacy program, grandparent's lunch, and many other family events that take place throughout the year. They also provide opportunities for parental involvement through School Site Council and English Learner Advisory Committees. Parents are also encouraged to attend workshops to prepare them in their roles as school leaders and decision makers. For more information please contact:

Joshua Herrera, Principal
Nueva Vista Language Academy
120 Garces Highway, Delano CA
(661) 721-5070

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.0	1.9	0.5	2.4	2.5	2.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 on February 19, 2019 and will be reviewed again in January 2020.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		4		23		4		23		4	
1	24		4		25		4		23		4	
2	23		4		21	1	3		22	1	3	
3	16	5			17	4	1		20	2	2	
4	22	1	3		21	1	3		21		4	
5	23	1	3		20	1	3		19	1	3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,431.33	\$796.90	\$10,634.43	\$69,755.51
District	N/A	N/A	\$7,107.69	\$78,095.87
Percent Difference - School Site and District	N/A	N/A	39.8	-11.3
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	39.9	-13.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,309	\$45,741
Mid-Range Teacher Salary	\$73,895	\$81,840
Highest Teacher Salary	\$99,044	\$102,065
Average Principal Salary (Elementary)	\$115,388	\$129,221
Average Principal Salary (Middle)	\$120,004	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$206,758	\$224,581
Percent of Budget for Teacher Salaries	33%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

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 2019-2020 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: 2017-2018: 10 days; 2018-2019: 10 days; 2019-2020: 10 days.