School Accountability Report Card
Reported Using Data from the 2017–18 School Year
California Department of Education

Published during 2018-2019

Address: 23092 Mill Creek Drive, Laguna Hills   **Phone:** 949-455-1270
Principal: Juhi Sharma   **Grade Span:** 6-12+

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.

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.

Please note: New Vista School is a private, state-certified non-public special education school, serving district-placed students as well as those from the private sector. Although included in much of our general data, the private students are not subject to the testing and data reporting requirements of those students who are publicly funded. In addition, all data from state testing that some of the district placed students participate in is rolled into and reported at their district level, not at the non-public school level.

Throughout this document the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.

About This School

School Contact Information (School Year 2018–19)

School Name	New Vista School
Street	23092 Mill Creek Drive
City, State, Zip	Laguna Hills, CA 92653
Phone Number	949-455-1270
Principal	Juhi Sharma
E-mail Address	jsharma@newvistaschool.org
Web Site	www.newvistaschool.org
County-District-School (CDS) Code	30-73635-6904700

School Description and Mission Statement (School Year 2018–19)

MISSION STATEMENT

New Vista School is a grade 6-12+ progressive, academic school. We provide a structured, safe environment of academic, social, and transition skills instruction for students with high-functioning Autism and language-learning disabilities. We maximize personal achievement and independence through research-based programs and the school values: Safety, Respect, Initiative, Problem Solving, Responsibility, and Resiliency.

HISTORY

New Vista School is a small private nonpublic grade 6-12+ educational center located in Laguna Hills, California. It was founded in 1988 with a mission of educating students with special needs. Over the years changes in location, administration and a name change (2006) narrowed the mission to serving those students, who are diagnosed with high functioning Autism and language learning disabilities, Students attend from communities throughout the greater Orange County and surrounding areas.

New Vista School is a non-profit 501(c)(3) school that opened in September 2006. The school began with just 22 students and has grown to approximately 80 students in the current school year. Most of the parents of students enrolled at New Vista School are self-funded and approximately 10% of them receive tuition assistance. Nearly a third of the population at New Vista School is receiving some form of reimbursement from a school district.

ACADEMICS

Two academic programs flow through our middle school and high school grades. Students may earn a high school diploma, or earn a Certificate of Completion, depending on the student's individual needs. A third post-secondary program is available for students who want to earn continuing education career pathway certifications and/or advanced academic degrees. Students learn to write effectively for self-expression and communication; demonstrate their understanding of information and how to research questions and problems. They learn mathematical strategies, acquire tools for problem-solving; learn test-taking and study-skills for being successful learners. Students also learn the value of knowledge and the importance of being life-long learners.

SOCIAL SKILLS

Students develop the social skills necessary, through leveled research-based strategies and best practices, to initiate and respond effectively in conversations, nurture healthy relationships; employ collaborative problem-solving and conflict resolution; regulate their emotions and display appropriate behaviors for any given situation.

COMMUNITY

Students will be actively involved in the community through field trips and volunteerism. Even though every student is exposed to community based instruction, it is part of the curriculum for juniors and seniors. They will become knowledgeable active participants by meeting with community members, performing volunteer work, and visiting key sites in the community. Students will also learn about the resources available to them through community presentations, classroom instruction, and school counseling.

SELF-ADVOCACY

Students develop an understanding of how to articulate their needs, strengths, and challenges. They learn how to express themselves appropriately in different contexts, ask questions, and find answers. Students also learn how to recognize they most effectively learn or work and how to advocate for accommodations.

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	5
Grade 7	4
Grade 8	6
Ungraded Elementary	0
Grade 9	13
Grade 10	5
Grade 11	15
Grade 12	12
Ungraded Secondary	8
Total Enrollment	68

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0
Asian	6
Filipino	1
Hispanic or Latino	7
Native Hawaiian or Pacific Islander	0
White	44
Two or More Races	9
Socioeconomically Disadvantaged	30
English Learners	0
Students with Disabilities	68
Foster Youth	0

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 2016–17	School 2017–18	School 2018–19	District 2018–19
With Full Credential	12	13	14	DPL
Without Full Credential	2	1	2	DPL
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	DPL

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016–17	2017–18	2018–19
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 2018–19)

*Year and month in which the data were collected:*_____12/2018____

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	N/A	N/A	0
Mathematics	N/A	N/A	0
Science	N/A	N/A	0
History-Social Science	N/A	N/A	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0

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

School Facility Conditions and Planned Improvements

New Vista School resembles a blue house and has a facility on the border between Irvine and Laguna Hills, CA. The facility houses classrooms, a parking lot, a back patio and yard. The facility is in good condition, is cleaned nightly, deep cleaned quarterly, and grounds maintained regularly.

The back patio and yard are in the final stages of being upgraded for the students to have a well-groomed area for physical fitness activities.

School Facility Good Repair Status

New Vista School is a two-story blue building that resembles a large house located in Laguna Hills, CA. It includes classrooms, a computer lab, a café and all-purpose room, administrative offices, a nurse's office, kitchen, back patio, and yard. The school regularly maintains the outside and inside facilities, including daily custodial and regular deep cleaning of its premises inside and out. New Vista School is committed to maintaining our facility to provide a clean, bright, and safe environment that supports academics and physical fitness activities.

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:_____12/2018_____

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: 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

*Year and month of the most recent FIT report:_____12/2018_*

Overall Rating

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, 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.

State testing results are included at the students' district rather than at the non-public school level.

API scores are only calculated for public schools within districts at this time.

Career Technical Education (CTE) Programs (School Year 2017–18)

New Vista School began its CTE program four years ago and includes 26 articulated courses in the STEAM areas plus dual credit college courses for interested students in their last two years of high school. Our transition program extends after high school through our Career Academy, so our students have a bridge between high school and adult activities. There students can choose from 10 different professional certifications and be placed in internships where they learn how to be a valuable employee and leverage the skills acquired from their studies in their profession of choice. Students can continue with their studies and earn advanced degrees.

The program was originally funded by the Orange County Department of Education (OCDE) through a grant and New Vista School leads the way to develop clear articulations with local community colleges. New Vista School remains a member of the OCDE Career Pathways initiative and sits on several community-based transition committees.

All of our senior high school students participated in the program and a portion of them continue on in our Career Academy.

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 2018–19)

At New Vista School, parents are involved and integrated as part of the community. In addition to back-to-school night and parent teacher conferences, we have a Parent Guild organization and monthly meetings with parents to review current events in the school, obtain recommendations for collaboration and programs, and to assess the viability and impact of changes. We also provide weekly newsletters that include our events, important dates, news about our school, and community events.

We have Venture Crew, a co-ed scouting arm for New Vista School where families of our students can form bonds outside of our school to facilitate social skills and community. Our annual Film Festival celebrates the work of our students for our families, and our annual Spring Dance is an event that involves all families from our school. Finally, we have community service as part of our school values and ask all families to commit to a few hours a year, helping with the upkeep of the school.

State Priority: School Climate

Suspensions and Expulsions

Rate	School 2015–16	School 2016–17	School 2017–18	District 2015–16	District 2016–17	District 2017–18
Suspensions	N/A	0	0	N/A	N/A	N/A
Expulsions	N/A	2	0	N/A	N/A	N/A

School Safety Plan (School Year 2018–19)

Each year New Vista School updates our emergency plans for earthquakes, fire, and active shooters. Our safety and emergency response plans are updated and amended as needed by our school's Safety Committee and our local police. Our Student/Parent and Employee Handbooks include school safety and reporting procedures for Child Abuse, policies for harassment, discipline, and dress code.

Each staff member is regularly trained in these procedures and receives certifications on CPR and CPI.

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 (Secondary)

Grade Level	Avg. Class Size	2016-17 Number of Classes* 1-20	Avg. Class Size	2017-18 Number of Classes* 1-20
6-8	7	15	10	18
9-12	7	25	10	22

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2016-17 Number of Classes* 1-22	Avg. Class Size	2017-18 Number of Classes* 1-22
English	7	17	7	19
Mathematics	7	12	7	23
Science	6	8	8	22
Social Science	6	8	8	21

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017–18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Psychologist	.5	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	.5	N/A
Classroom Aid	7	N/A

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

*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.

Professional Development

All staff are provided professional development opportunities that include weekly staff meetings, in-service educational sessions that enrich each person's knowledge of effective strategies for teaching our group of students. In addition, staff can take advantage of minimum days to attend training outside of school, or online webinars. In all cases, staff share their knowledge from their professional development to the entire staff.

We regularly modify our education programs and curricula based on school-wide testing results. At such time, we meet as a team and collectively come up with a solution that addresses gaps in learning for our students. The teachers are taught the new methodology and are mentored until such time they are competent delivering it directly. That determination is made after in-class mentoring, coaching, and review with administration.