



## School Accountability Report Card Reported Using Data from the 2022–23 School Year California Department of Education Published during the 2023-2024

**Address:** 23092 Mill Creek Drive, Laguna Hills  
**Principal:** Juhi Sharma

**Phone:** 949-455-1270  
**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. 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.

**Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.**

## About This School

**Table 1: District Contact Information (School Year 2023–24)**

<b>Entity</b>	<b>Contact Information</b>
<b>District Name</b>	Saddleback Valley Unified School District
<b>Phone Number</b>	949-586-1234
<b>Superintendent</b>	Dr. Crystal Turner
<b>Email Address</b>	Crystal.Turner@svusd.org
<b>Website</b>	svusd.org

**Table 2: School Contact Information (School Year 2023–24)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	New Vista School
<b>Street</b>	23092 Mill Creek Drive
<b>City, State, Zip</b>	Laguna Hills, CA 92653
<b>Phone Number</b>	949-455-1270
<b>Principal</b>	Juhi Sharma
<b>Email Address</b>	jsharma@newvistaschool.org
<b>Website</b>	newvistaschool.org
<b>County-District-School (CDS) Code</b>	30-73635-6904700

**Table 3: School Description and Mission Statement (School Year 2023–2024)****MISSION STATEMENT**

New Vista serves the educational and social needs of Autism Spectrum Disorder (ASD), as well as those with similar learning differences. The school serves grades 6-12 and offers a 12+ years option. Transition programs are also offered for young adults.

Our Missions: Educating Students for Life

We are a private nonprofit, 501c3, WASC accredited school serving Orange County, California. We are authorized to serve ASD students through the Non-Public School (NPS) option available to qualified families and school districts. Our academic and social curricula are gained by the following values: Safety, Respect, Responsibility, Initiative, Problem-Solving, 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 87 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.

**Table 4: Student Enrollment by Grade Level (School Year 2022-23)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	3
Grade 8	6
Grade 9	6
Grade 10	14
Grade 11	17
Grade 12/Grade 12+	11
	11
<b>Total Enrollment</b>	<b>68</b>

**Table 5: Student Enrollment by Student Group (School Year 2022–23)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Female	15
Male	53
Non-Binary	0
American Indian or Alaska Native	0
Asian	17%
Black or African American	4%
Filipino	4%
Hispanic or Latino	16%
Native Hawaiian or Pacific Islander	2%
Two or More Races	6%
White	51%
English Learners	2%
Foster Youth	0
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	7%
Students with Disabilities	100%

## 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

**Table 6: Teacher Preparation and Placement (School Year 2020–21)**

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	10	77%	[DPC]	[DPC]	[DPC]	[DPC]
<b>Intern Credential Holders Properly Assigned</b>	3	23%	[DPC]	[DPC]	[DPC]	[DPC]
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	[DPC]	[DPC]	[DPC]	[DPC]
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	[DPC]	[DPC]	[DPC]	[DPC]
<b>Unknown</b>	0	0	[DPC]	[DPC]	[DPC]	[DPC]
<b>Total Teaching Positions</b>	13	100%	[DPC]	[DPC]	[DPC]	[DPC]

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.

**Table 7: Teacher Preparation and Placement (School Year 2021–22)**

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)	13	100%	[DPC]	[DPC]	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	0	0	[DPC]	[DPC]	[DPC]	[DPC]
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	[DPC]	[DPC]	[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	[DPC]	[DPC]	[DPC]	[DPC]
Unknown	0	0	[DPC]	[DPC]	[DPC]	[DPC]
<b>Total Teaching Positions</b>	13	100%	[DPC]	[DPC]	[DPC]	[DPC]

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.

**Table 8: Teachers Without Credentials and Misassignments  
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0	0
Misassignments	0	0
Vacant Positions	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0	0

**Table 9: Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	0	0
<b>Total Out-of-Field Teachers</b>	0	0

**Table 10: Class Assignments**

Indicator	2020-21 Percent	2021-22 Percent
<b>Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)</b>	0	0
<b>No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)</b>	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>.

**Table 11: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)**

*Year and month in which the data were collected:* [DPL]

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	100%	100%	0
<b>Mathematics</b>	100%	100%	0
<b>Science</b>	100%	100%	0
<b>History-Social Science</b>	100%	100%	0
<b>Foreign Language</b>	100%	100%	0
<b>Health</b>	100%	100%	0
<b>Visual and Performing Arts</b>	100%	100%	N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	[DPL]

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

**Table 12: School Facility Conditions and Planned Improvements**

New Vista School has diligently worked to upgrade its facilities to prevent emergency situations affecting all of its stakeholders. Over the last three years, the school cafe has been upgraded, all of the restrooms have been upgraded and a new staff restroom has been added. Four new air conditioning units have been installed, a school's roof has been replaced and a new camera/security system has been added.

Cleanliness and maintenance are consistent priorities for the leadership at NVS. A professional contractor cleans the school each evening, and the facility is also cleaned throughout the day by the school's janitorial employee.

Safety is also of great importance. Annual inspections are made of each system within the school facility, and all inspections have been completed for the 2022-23 school year with full clearances. Additionally, the school's resource officer has walked the campus and affirmed the school's safety measures.



**Table 13: School Facility Good Repair Status**

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** [9/2023]

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	X	N/A	N/A	N/A
<b>Interior: Interior Surfaces</b>	X	N/A	N/A	Action Taken in Summer 2022
<b>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</b>	X	N/A	N/A	Daily custodial services for maintenance. New health protocols in place for adopted meal program
<b>Electrical: Electrical</b>	X	N/A	N/A	N/A
<b>Restrooms/Fountains: Restrooms, Sinks/Fountains</b>	X	N/A	N/A	2022 - New restroom added and 2 others were remodeled. 2023 – 2 additional restrooms were remodeled. Daily custodial services for maintenance.
<b>Safety: Fire Safety, Hazardous Materials</b>	X	N/A	N/A	Monthly fire drills, quarterly security system inspections, annual fire inspections.
<b>Structural: Structural Damage, Roofs</b>	X	N/A	N/A	New roof in Summer 2022
<b>External: Playground/School Grounds, Windows/Doors/Gates/Fences</b>	X	N/A	N/A	N/A

### Overall Facility Rate

**Year and month of the most recent FIT report:** [9/2023]

**Table 14: Overall Rating**

Exemplary	Good	Fair	Poor
X	N/A	N/A	N/A

## A. 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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  - Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  - 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.

**Table 15: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment**

**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	N/A	[DPC]	N/A	[DPC]	N/A	[DPC]
<b>Mathematics (grades 3-8 and 11)</b>	N/A	[DPC]	N/A	[DPC]	N/A	[DPC]

Note: Where it was the most viable option, in 2021–22, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the

school, district, state have N/A values because these data are not comparable to 2021–22 data.

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.

**Table 16: CAASPP Test Results in ELA by Student Group  
for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Female</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Male</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>American Indian or Alaska Native</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Asian</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Black or African American</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Filipino</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Hispanic or Latino</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Native Hawaiian or Pacific Islander</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Two or More Races</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>White</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>English Learners</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Foster Youth</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Homeless</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Military</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Socioeconomically Disadvantaged</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Students Receiving Migrant Education Services</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Students with Disabilities</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

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.

**Table 17: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Female</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Male</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>American Indian or Alaska Native</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Asian</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Black or African American</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Filipino</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Hispanic or Latino</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Native Hawaiian or Pacific Islander</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Two or More Races</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>White</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>English Learners</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Foster Youth</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Homeless</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Military</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Socioeconomically Disadvantaged</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Students Receiving Migrant Education Services</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Students with Disabilities</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

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.

**Table 18: CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2021–22</b>	<b>School 2022–23</b>	<b>District 2021–22</b>	<b>District 2022–23</b>	<b>State 2021–22</b>	<b>State 2022–23</b>
<b>Science (grades 5, 8 and high school)</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: Science test results include the CAST 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 CAST 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: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

**Table 19: CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and High School (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Female</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Male</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>American Indian or Alaska Native</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Asian</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Black or African American</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Filipino</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Hispanic or Latino</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Native Hawaiian or Pacific Islander</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Two or More Races</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>White</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>English Learners</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Foster Youth</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Homeless</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Military</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Socioeconomically Disadvantaged</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Students Receiving Migrant Education Services</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
<b>Students with Disabilities</b>	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

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.

**Table 20: Career Technical Education Programs (School Year 2022–23)**

*A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226:*

- Exploring Comp. Science
- AP Comp. Science Principles
- Image & Video Editing with CTE
- Image & Video Editing with Adobe Software
- Information Technology and Microsoft Office Advanced
- Introduction to IT and Microsoft Office

*A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and*

We do not have regional occupational centers established separately. All CTE classes are offered within New Vista High School.

*A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.]*

The primary representative of the New Vista School CTE program is Mrs. Agnihotri. (New Vista School does not have a formal advisory committee.) The industries represented on the committee is the Information and Communication Technologies pathway.

[https://portal.ct.gov/-/media/SDE/CTE/cte\\_advisory\\_handbook\\_samples.pdf?la=en](https://portal.ct.gov/-/media/SDE/CTE/cte_advisory_handbook_samples.pdf?la=en)

**Table 21: Career Technical Education (CTE) Participation (School Year 2022–23)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	34
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100%

**Table 22: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	100% - only CTE courses offered
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	100% - only CTE courses offered



## 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

**Table 23: California Physical Fitness Test Results (School Year 2022–23)**

### Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	N/A	N/A	N/A	N/A	N/A
7	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
9	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]

Note: Due to changes to the 2022–23 PFT administration, only participation results are required for these five fitness areas.

Note: 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.

## 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

**Table 24: Opportunities for Parental Involvement (School Year 2023–24)**

Parent involvement is a vital element of the overall New Vista School experience. It contributes to the students' academic, social, and behavioral goals.

Some of the opportunities include: in-class volunteering, all-school Family Picnic, Annual Golf Tournament volunteering/participation, parent/teacher conferences, and Parent Guild.

Parent Guild is a volunteer group of parents who oversee fun and memorable activities to help the students grow socially, strengthen friendships, and create a sense of belonging in the NVS community that will last a lifetime. This amazing group of parents

meet monthly to discuss activities, concerns, and opportunities for the school. They also spearhead the schools' mandatory events such as Film Fest, Spring Dance and Sr. Graduation.

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism.

**Table 25: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Indicator	School 2020–2 1	School 2021–2 2	School 2022–2 3	District 2020–2 1	District 2021–2 2	District 2022–2 3	State 2020– 21	State 2021– 22	State 2022– 23
Dropout Rate	0	0	0	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Graduation Rate	95%	100%	100%	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

**Table 26: Graduation Rate by Student Group (Four-Year Cohort Rate)  
(School Year 2022–23)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	13	1	100%
Female	4	N/A	31%
Male	9	N/A	69%
Non-Binary	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	3	N/A	23%
Black or African American	1	N/A	7%
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A
Two or More Races	2	N/A	15%
White	7	N/A	54%
English Learners	0	N/A	N/A
Foster Youth	0	N/A	N/A
Homeless	0	N/A	N/A
Socioeconomically Disadvantaged	0	N/A	N/A
Students Receiving Migrant Education Services	0	N/A	N/A
Students with Disabilities	13	N/A	100%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

**Table 27: Chronic Absenteeism by Student Group  
(School Year 2022–23)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	[DPC]	[DPC]	[DPC]	[DPC]
<b>Female</b>	[DPC]	[DPC]	[DPC]	[DPC]
<b>Male</b>	[DPC]	[DPC]	[DPC]	[DPC]
<b>American Indian or Alaska Native</b>	[DPC]	[DPC]	[DPC]	[DPC]
<b>Asian</b>	[DPC]	[DPC]	[DPC]	[DPC]
<b>Black or African American</b>	[DPC]	[DPC]	[DPC]	[DPC]
<b>Filipino</b>	[DPC]	[DPC]	[DPC]	[DPC]
<b>Hispanic or Latino</b>	[DPC]	[DPC]	[DPC]	[DPC]
<b>Native Hawaiian or Pacific Islander</b>	[DPC]	[DPC]	[DPC]	[DPC]
<b>Two or More Races</b>	[DPC]	[DPC]	[DPC]	[DPC]
<b>White</b>	[DPC]	[DPC]	[DPC]	[DPC]
<b>English Learners</b>	[DPC]	[DPC]	[DPC]	[DPC]
<b>Foster Youth</b>	[DPC]	[DPC]	[DPC]	[DPC]
<b>Homeless</b>	[DPC]	[DPC]	[DPC]	[DPC]
<b>Socioeconomically Disadvantaged</b>	[DPC]	[DPC]	[DPC]	[DPC]
<b>Students Receiving Migrant Education Services</b>	[DPC]	[DPC]	[DPC]	[DPC]
<b>Students with Disabilities</b>	[DPC]	[DPC]	[DPC]	[DPC]

### **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.

**Table 28: Suspensions and Expulsions**  
(data collected between July through June, each full school year respectively)

Rate	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
<b>Suspensions</b>	0	2	[DPC]	[DPC]	[DPC]	[DPC]
<b>Expulsions</b>	0	0	[DPC]	[DPC]	[DPC]	[DPC]

Note: 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.

**Table 29: Suspensions and Expulsions by Student Group**  
(School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0	0
<b>Female</b>	0	0
<b>Male</b>	2	0
<b>Non-Binary</b>	0	0
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	2	0
<b>White</b>	0	0
<b>English Learners</b>	0	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	0	0

**Table 30: School Safety Plan (School Year 2023–24)**

New Vista School's Health & Safety Procedures are reviewed, updated and revised as necessary on an annual basis. The 2022-2023 school year's Health & Safety Procedures were reviewed and updated in August 2023 prior to the beginning of the school year. They were reviewed and revised by the school's Operations Manager and then reviewed and approved by the school's Executive Director as well as the Director of Administration. These procedures were sent to all employees for review and acknowledgement the week of August 14th-16th, 2023. In our school's Health & Safety Procedures, the following are included with detail:

-Emergency guidelines including fire, earthquake, lock-down, bomb/package threats, and active shooter protocols.

- Outlines our school-wide emergency communication systems and the manner in which different groups and personnel will be contacted in the event of an emergency or during critical incidents.
- Outline addressing student medical concerns
- Workplace safety, health, and disaster preparedness
- School Safety Team & Safety Committee responsibilities
- Location and details of our Emergency Operations Center (EOC)
- First Aid approaches
- Sweep and Rescue procedures
- Campus Security Team and Emergency Assembly Areas
- Communications Team
- Emergency Relocation Plans
- Seizure Protocols

## 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.

**Table 31: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2020-21)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
<b>K</b>	[DPC]	[DPC]	[DPC]	[DPC]
<b>1</b>	[DPC]	[DPC]	[DPC]	[DPC]
<b>2</b>	[DPC]	[DPC]	[DPC]	[DPC]
<b>3</b>	[DPC]	[DPC]	[DPC]	[DPC]
<b>4</b>	[DPC]	[DPC]	[DPC]	[DPC]
<b>5</b>	[DPC]	[DPC]	[DPC]	[DPC]
<b>6</b>	[DPC]	[DPC]	[DPC]	[DPC]
<b>Other**</b>	[DPC]	[DPC]	[DPC]	[DPC]

\*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.

**Table 32: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2021-22)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	[DPC]	[DPC]	[DPC]	[DPC]
1	[DPC]	[DPC]	[DPC]	[DPC]
2	[DPC]	[DPC]	[DPC]	[DPC]
3	[DPC]	[DPC]	[DPC]	[DPC]
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]
Other**	[DPC]	[DPC]	[DPC]	[DPC]

\*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.

**Table 33: Average Class Size and Class Size Distribution (Elementary)**  
(School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	[DPC]	[DPC]	[DPC]	[DPC]
1	[DPC]	[DPC]	[DPC]	[DPC]
2	[DPC]	[DPC]	[DPC]	[DPC]
3	[DPC]	[DPC]	[DPC]	[DPC]
4	[DPC]	[DPC]	[DPC]	[DPC]
5	[DPC]	[DPC]	[DPC]	[DPC]
6	[DPC]	[DPC]	[DPC]	[DPC]
Other**	[DPC]	[DPC]	[DPC]	[DPC]

\*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.

**Table 34: Average Class Size and Class Size Distribution (Secondary)**  
(School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	[DPC]	[DPC]	[DPC]	[DPC]
Mathematics	[DPC]	[DPC]	[DPC]	[DPC]
Science	[DPC]	[DPC]	[DPC]	[DPC]
Social Science	[DPC]	[DPC]	[DPC]	[DPC]

\*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.

**Table 35: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2021–22)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English Language Arts</b>	[DPC]	[DPC]	[DPC]	[DPC]
<b>Mathematics</b>	[DPC]	[DPC]	[DPC]	[DPC]
<b>Science</b>	[DPC]	[DPC]	[DPC]	[DPC]
<b>Social Science</b>	[DPC]	[DPC]	[DPC]	[DPC]

\*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.

**Table 36: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2023–24)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	8-12	7	[DPC]	[DPC]
Mathematics	6-10	6	[DPC]	[DPC]
Science	8-12	5	[DPC]	[DPC]
Social Science	8-12	5	[DPC]	[DPC]

\*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.

**Table 37: Ratio of Pupils to Academic Counselor (School Year 2022–23)**

Title	Ratio
Pupils to Academic Counselor*	1:68

\*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.

**Table 38: Student Support Services Staff (School Year 2022–23)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1:68
Library Media Teacher (Librarian)	[DPC]
Library Media Services Staff (Paraprofessional)	[DPC]
Psychologist	[DPC]
Social Worker	[DPC]
Nurse	1:68
Speech/Language/Hearing Specialist	2:34
Resource Specialist (non-teaching)	[DPC]
Other	[DPC]

\*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.



**Table 39: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021-22)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	[DPL]	[DPL]	[DPL]	[DPL]
District	N/A	N/A	[DPL]	[DPC]
Percent Difference – School Site and District	N/A	N/A	[DPL]	[DPL]
State	N/A	N/A	[DPC]	[DPC]
Percent Difference – School Site and State	N/A	N/A	[DPL]	[DPL]

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

**Table 40: Types of Services Funded (Fiscal Year 2022-23)**

<b>[Narrative provided by the LEA]</b>
<i>[Provide specific information about the types of programs and services available at the school that support and assist students.]</i>

**Table 41: Teacher and Administrative Salaries (Fiscal Year 2021-22)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	[DPC]	[DPC]
Mid-Range Teacher Salary	[DPC]	[DPC]
Highest Teacher Salary	[DPC]	[DPC]
Average Principal Salary (Elementary)	[DPC]	[DPC]
Average Principal Salary (Middle)	[DPC]	[DPC]
Average Principal Salary (High)	[DPC]	[DPC]
Superintendent Salary	[DPC]	[DPC]
Percent of Budget for Teacher Salaries	[DPC]	[DPC]
Percent of Budget for Administrative Salaries	[DPC]	[DPC]

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

**Table 42: Advanced Placement (AP) Courses (School Year 2022-23)**

Percent of Students in AP Courses: [DPC]

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
<b>Computer Science</b>	[DPC]
<b>English</b>	[DPC]
<b>Fine and Performing Arts</b>	[DPC]
<b>Foreign Language</b>	[DPC]
<b>Mathematics</b>	[DPC]
<b>Science</b>	[DPC]
<b>Social Science</b>	[DPC]
<b>Total AP Courses Offered*</b>	[DPC]

\*Where there are student course enrollments of at least one student.

**Table 43: Professional Development**

<b>Measure</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4