

Navelencia Middle School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Navelencia Middle School
Street	22620 E. Wahtoke Avenue
City, State, Zip	Reedley, CA 93654
Phone Number	(559) 305-7350
Principal	Jennifer Luevano
Email Address	luevano-j@kcusd.com
School Website	https://navelencia.kcusd.com/
County-District-School (CDS) Code	10622656006829

2022-23 District Contact Information

District Name	Kings Canyon Joint Unified School District
Phone Number	559-305-7010
Superintendent	John Campbell
Email Address	guzman-j@kcusd.com
District Website Address	https://www.kcusd.com/

2022-23 School Overview

Navelencia Middle School serves approximately 335 students in grades 6-8. The school is located at the foot of Mount Campbell in suburban Reedley, ten miles northeast of the Kings Canyon Unified School District Office. Navelencia enjoys a 13-acre park-like setting and is nestled in an agricultural setting near Highway 180 and nearby Kings Canyon National Park in rural Fresno County. The beautiful campus is surrounded by large open grassy playfields, a natural amphitheater and is surrounded by locally-owned orange groves, almond orchards, and vineyards. Each day, the school enjoys a view of the Sequoia/Kings Canyon National Park. More than half of the parents of the students are employed by agricultural companies as seasonal farmworkers.

Our staff is dedicated to ensuring the academic success of every student and providing a safe and productive learning environment for all. The school holds high expectations for students and staff in efforts to ensure the academic and social development of all students. Curriculum, instruction, assessment, and professional development are focused on assisting students in mastering the common core standards, as well as increasing the overall student achievement of all student subgroups. It is one of three middle schools in Kings Canyon Unified School District. Other middle school students are served in four K-8 schools.

Navelencia Middle School Mission Statement:

Our mission at Navelencia Middle School is to establish a safe learning environment for all students that is engaging, innovative, and rigorous. This will ensure that all students excel academically and socially, empowering them to become college and career-ready, productive citizens, and future leaders.

Our student outcome statement focuses on students leaving Navelencia with the ability to communicate effectively, and

2022-23 School Overview

logically synthesize information to be prepared for high school. Our instructional focus is student discourse in all classes and content areas represented in students ability to speak and write effectively.

Expectations: Be Respectful! Be Responsible! Be Safe! Motto: Today a Patriot. Tomorrow a Leader

At Navelencia Middle School students engage in activities that focus on both academic and extracurricular success. Our core curricular program also includes a vital social-emotional component to our framework. Teachers and staff members create weekly opportunities that focus on empathy, compassion, and awareness. In addition to the core subjects, Navelencia provides students an opportunity to be involved in AVID and Career Exploration classes. A reward system is in place so that positive behaviors are rewarded and encouraged by all. Every Friday, students take part in games and activities that promote positive culture and climate. Navelencia has an active Associated Student Body that plan and organize fun and engaging events.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	115
Grade 7	122
Grade 8	122
Total Enrollment	359

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
American Indian or Alaska Native	0.0
Asian	0.3
Black or African American	0.6
Filipino	0.0
Hispanic or Latino	90.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.8
White	8.1
English Learners	23.7
Foster Youth	0.6
Homeless	1.1
Migrant	5.3
Socioeconomically Disadvantaged	89.7
Students with Disabilities	6.4

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

2020-21 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)	3.60	27.88	303.20	73.79	228366.10	83.12
Intern Credential Holders Properly Assigned	0.30	2.50	17.30	4.22	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.80	59.70	51.90	12.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	15.10	3.68	12115.80	4.41
Unknown	1.30	9.85	23.30	5.68	18854.30	6.86
Total Teaching Positions	13.20	100.00	410.90	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	7.80	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	7.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	73.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

A district textbook adoption committee is established for the process of textbook adoption. Each school site or grade level is represented on each textbook adoption committee. At Navelencia Middle School there are sufficient textbooks and instructional materials for each of the core content areas. Each pupil, including English Learners, have access to district adopted texts, workbooks, or other supplemental instructional materials to use in class and to take home.

Year and month in which the data were collected	August 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Engage NY 6th Grade, June 2014 Engage NY 7th Grade June 2014 Engage NY 8th Grade June 2014	Yes	0%
Mathematics	Engage NY 6th Grade June 2014 Engage NY 7th Grade June 2014 Engage NY 8th Grade June 2014	Yes	0%
Science	Amplify Science, 2020	Yes	0%
History-Social Science	Holt, California Social Studies, 2005 edition	Yes	0%
Foreign Language	NA	Yes	0%

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the KCUSD Business Office. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal. Navelencia Middle School has 17 classrooms, a multipurpose room, a library, a boys and girls locker room, and an administration building. The main campus was built in 1960. Additional classrooms were constructed in 1977. Additional relocatable classrooms were constructed in 1990 and 1997.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The Director of Maintenance, the Custodial Supervisor, and the site principals work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Recent upgrades to the facilities at Navelencia Middle School include solar panels which have also provided shade structures in both the parking lot and grounds of the school. On the Northwest side of the campus, a large solar panel structure has been placed to provide additional shade areas for students. Concrete was poured under the structure which has added additional seating areas for students and staff at Navelencia. Eight additional picnic tables have been purchased to better utilize the space. In addition, a newly constructed fully digital marquee has been installed in front of Navelencia School. This will give parents and the community an opportunity to receive updated information on events and activities at the school. On the southeast side of the campus, a new portable classroom has been added to provide additional space for students during the school day and extended learning opportunities. The sports facilities have been upgraded to include two regulation-size soccer fields on the east side of campus. Irrigation has been installed and upgraded to the facilities. In 2023, a newly constructed administration building will be added to the campus to provide an upgraded facility to parents and students of Navelencia. It will include an upgraded health and wellness room, conference space, and new restrooms.

The district 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.

Year and month of the most recent FIT report

10/2022

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			Visible mice dropping in room 2,3,4 and 5. Maintenance to identify where mice are entering from. Eagle Shield to treat area and place glue traps.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Outdated, but functional
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Gophers in newly installed soccer field. Eagle Shield to follow up. Grounds installed a new

			irrigation system to the back eastside playfield. Playfield is now a new soccer field.
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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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	42	N/A	47	N/A	47
Mathematics (grades 3-8 and 11)	N/A	25	N/A	34	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	348	345	99.14	0.86	42.03
Female	167	167	100.00	0.00	43.11
Male	181	178	98.34	1.66	41.01
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	312	310	99.36	0.64	41.29
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	28	28	100.00	0.00	53.57
English Learners	78	76	97.44	2.56	5.26
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	293	291	99.32	0.68	40.89
Students Receiving Migrant Education Services	19	19	100.00	0.00	36.84
Students with Disabilities	25	25	100.00	0.00	4.00

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	348	346	99.43	0.57	25.14
Female	167	166	99.40	0.60	23.49
Male	181	180	99.45	0.55	26.67
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	312	311	99.68	0.32	24.12
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	28	28	100.00	0.00	32.14
English Learners	78	78	100.00	0.00	1.28
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	293	291	99.32	0.68	23.71
Students Receiving Migrant Education Services	19	19	100.00	0.00	31.58
Students with Disabilities	25	25	100.00	0.00	4.00

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	16.26	NT	22.54	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	123	123	100	0	16.26
Female	52	52	100	0	21.15
Male	71	71	100	0	12.68
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	109	109	100	0	13.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100	0	27.27
English Learners	27	27	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	100	100	100	0	16
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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 7	108	107	109	109	109

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.

2022-23 Opportunities for Parental Involvement

Parent involvement and communication are essential to our schools' success. Navelencia Middle School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities. There are numerous and varied opportunities for parent involvement including options to attend school functions and participate and assist with various school activities. School registration is conducted at the beginning of the school year and includes students and parents coming to campus throughout the day and going through various stations to receive schedules and any other important information. Back to School Night included opportunities for parents to review the Title I Parent Engagement Policy as well as meeting one on one with teachers. Parent education workshops conducted in partnership with Parent University at Fresno State are offered annually to help parents understand their role in helping their child be successful in school and to prepare for high school and beyond. Parents are also invited to attend several different "Family Nights". The first one will occur in December and will include performances by student groups as well as family games and parent surveys. The second will occur during spring when students in the Career Exploration classes will be able to showcase their work. Separate parent events specifically for 8th-grade parents that will focus on high school transition and supporting student academics in high school. Parents may also serve on advisory committees and leadership teams, including Parent Teacher Club (PTC), English Learners Advisory Council (ELAC), and School Site Council (SSC). Parents will also have the opportunity to be a part of student awards and recognitions including but not limited to Awards assemblies and PBIS celebrations and events.

Home and school communication is enhanced through Parent Square, school and class newsletters, parent-teacher conferences, the student/parent handbook, the school website, the city newspaper section, student report cards, and other regular communication activities. In addition, translation services, and Parent Square automated phone messages are provided regularly. Navelencia utilizes Parent Square for event information. All forms of communication are distributed to parents in both English and Spanish.

Parents who would like more information on how to become involved may contact Principal Jennifer Luevano at (559) 305-7350.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	381	376	22	5.9
Female	178	176	11	6.3
Male	203	200	11	5.5
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	2	2	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	345	340	19	5.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	1	33.3
White	28	28	2	7.1
English Learners	110	108	8	7.4
Foster Youth	6	4	1	25.0
Homeless	6	6	2	33.3
Socioeconomically Disadvantaged	342	338	21	6.2
Students Receiving Migrant Education Services	20	20	2	10.0
Students with Disabilities	30	27	1	3.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.91	2.38	2.45
Expulsions	0.00	0.00	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.80	10.50	0.53	4.65	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.50	0.00
Female	5.62	0.00
Male	14.78	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	10.43	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	10.71	0.00
English Learners	12.73	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	11.40	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.00	0.00

2022-23 School Safety Plan

Safety of students and staff is a primary concern of Navelencia Middle School. Before, during, and after school, the campus is monitored by campus supervisors and assigned staff. All visitors must sign in at the office and wear appropriate identification while on campus. Visitors and school staff are to display their identification cards at all times. The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires the identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include; child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, suspension and expulsion policies, and suicide prevention training. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The plan was last reviewed/updated in 2022 and shared with staff during the week of 9/19/22. An updated copy is available to the public at the school office. The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Emergency preparedness drills are conducted regularly and the school staff is appropriately trained.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	10	7	5
Mathematics	29	2	6	4
Science	30	1	3	4
Social Science	30	1	3	4

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	8	14	1
Mathematics	28	1	9	
Science	29		8	
Social Science	29		8	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	4	11	1
Mathematics	31		8	
Science	31		7	1
Social Science	31		7	1

2021-22 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

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	2.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$8,083.64	\$1,187.42	\$6,896.22	\$77,358.71
District	N/A	N/A	\$7,845.40	\$76,869
Percent Difference - School Site and District	N/A	N/A	-12.9	0.6
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	4.5	-7.2

2021-22 Types of Services Funded

Navelencia Middle School receives general State of California and state lottery funds. In addition, NMS benefits from an After School Education and Title I part A funds.

These funds have enabled NMS to provide intervention, enrichment, and social/emotional support systems.

Navelencia Middle School is meeting funding goals and is able to provide services with categorical funds that enable under-performing students to meet standards. Extended library hours, intervention opportunities, supplemental materials and supplies that enhance or extend the core curricular program are funded. There are many activities that are designed to promote Parent Involvement in the school. Parent education is important and the school receives funds through LCAP/SUPCON monies to provide such services. The school utilizes PBIS as a school-wide approach to discipline and those funds are used to support positive behaviors through enriching culture and climate. Activities such as school wide clubs, rallies, dances, spirit competitions, book clubs, and Kindness Clubs are several ways that this is achieved. The PBIS Team also celebrates students successes with weekly games and activities as well as a "Patriot Store" in which students can spend "patriot money" earned with good behavior. Personnel are solely responsibility for providing direct service support to all learners , especially those struggling to meet academic proficiency. Intensive interventions funded through Title I support struggling learners during the school day, afterschool, as well as Saturday School. The School Site Council reviews the School Plan for Student Achievement annually. The SSC will review site expenditures and student performance to modify the plan to address the needs of all students.

KCUSD provides Navelencia Middle School with a review of the KCUSD Instructional Action Plan on an annual basis. The actions and goals of this plan provide the framework for the academic operation of Navelencia Middle School.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,971	\$52,478
Mid-Range Teacher Salary	\$71,355	\$80,810
Highest Teacher Salary	\$104,176	\$101,276
Average Principal Salary (Elementary)	\$129,325	\$127,080
Average Principal Salary (Middle)	\$133,728	\$134,264
Average Principal Salary (High)	\$151,172	\$147,200
Superintendent Salary	\$232,843	\$242,351
Percent of Budget for Teacher Salaries	27%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Professional development at Navelencia Middle School is designed to meet the individual needs of teachers as well as broader school concerns. Professional development may take the form of training, workshops, coaching, peer observation, or constructive self-reflection and are consistent with our school vision and goals. The principal, learning director, teachers, instructional aides, and other support personnel may take part in these activities.

Navelencia Middle School is committed to operating as a professional learning community. As a PLC school, the focus is on learning, and collaboration, and is driven by the results of student data. Navelencia utilizes an instructional leadership team that is integral in leading professional learning and collaboration with the entire staff. Administration leads weekly data chats with collaborative teams which provides support and coaching for each grade level and team. The instructional leadership team has worked with the staff to establish collective commitments around the utilization of high-leverage teaching practices that are observed in all classrooms across all content areas. In addition, there have been collective commitments around school-wide writing expectations. Teams meet on Wednesdays to analyze writing and assure that learning of the state standards is evident in students work. Multiple measures of data are used to evaluate and analyze the effectiveness of the instruction in each classroom. The continued focus on English Language Learners is supported by collaborative teaching opportunities among the 3 ELD teachers. Staff will continue with the building of our professional learning community with a focus on student discourse in the classroom represented by students ability to speak and write more effectively.

Staff, grade level, district-wide, and vertical team meetings also provide regular opportunities for professional collaboration, as do district data analysis and interpretation committee meetings. Teachers may also attend conferences and workshops. Three Buy-back and 35 early release days provide time for quality professional development.

PLC Training

Time to Teach- School wide implementation

PBIS

Kate Kinsella Strategies for English Learners.

English Learner Group- Coaching of instructional routines

Math Support and Coaching with Great Minds

Math Support and Coaching with KCUSD District math coaches

Thinking Maps

Illuminate

English 3D

NGSS

English Learner Group -Deconstructing Standards

Vertical teaming

Advanced Collaborative Solutions

Instructional rounds and co-teaching feedback

Professional Development

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42