



Navelencia Middle School

22620 E. Wahtoke Avenue • Reedley, CA 93654 • (559) 305-7350 • Grades 6-8

Jennifer McConnon Luevano, Principal

mcconnon-j@kcusd.com

<https://navelencia.kcusd.com/>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Kings Canyon Joint Unified School District

1801 10th Street
Reedley, CA 93654
559.305.7010
www.kcusd.com

District Governing Board

Noel Remick

Sarah Rola

Jim Mulligan III

Robin Tyler

Nancy Hernandez

Craig Cooper

Clotilda Mora

District Administration

John Campbell
Superintendent

Roberto Gutierrez
Deputy Superintendent, Human
Resources

Monica Benner
Assistant Superintendent,
Curriculum and Instruction

Mary Ann Carousso
Administrator, Student Services

Jose Guzman
Administrator, Educational
Programs

Adele Nikkel
Chief Financial Officer

School Description

Navelencia Middle School serves approximately 385 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 play fields, 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 farm workers.

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 subgroup. 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.

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. Teachers and staff members offer various clubs for students to join including but not limited to Kindness Club, Gardening Club, Sports Clubs, Folklorico Dance Club and more. In addition social and emotional opportunities are vital to the culture and climate which include "Next Level Student Club" that focuses on empathy, compassion and awareness. 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 the SARC

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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	118
Grade 7	114
Grade 8	129
Total Enrollment	361

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	0.3
Filipino	0.8
Hispanic or Latino	88.6
White	8.6
Two or More Races	1.7
Socioeconomically Disadvantaged	90.3
English Learners	23.3
Students with Disabilities	5
Foster Youth	0.3

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 for Navelencia Middle	18-19	19-20	20-21
With Full Credential	14	13	13
Without Full Credential	1	1	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Kings Canyon Joint	18-19	19-20	20-21
With Full Credential	♦	♦	447
Without Full Credential	♦	♦	40
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Navelencia Middle School

Indicator	18-19	19-20	20-21
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 2020-21)

Navelencia provides textbooks for students in the classroom as well as one to take home. The textbooks are up to date and meet the requirements of the state standards alignment per the State Board of Education (SBE) adoption and are locally board approved.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Engage NY 6th Grade, June 2014 Engage NY 7th Grade June 2014 Engage NY 8th Grade June 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Engage NY 6th Grade June 2014 Engage NY 7th Grade June 2014 Engage NY 8th Grade June 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Amplify Science, 2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Holt, California Social Studies, 2005 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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, 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 has 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.

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.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month in which data were collected: 11/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Exterior lights not working
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Outdated, but functional
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Play field irrigation system outdated, but functional.
Overall Rating	Good	Exterior lights not working, district electrician to replace/repair.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	44	N/A	52	N/A	50	N/A
Math	31	N/A	40	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	25	N/A	27	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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. As a result of the COVID-19 pandemic, some of the traditional school year activities will be conducted virtually. School registration and Orientation was conducted during a safe return to school activity that included one on one meetings with parents and students. Back to School Night was conducted virtually. Parent education workshops 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. During this COVID -19 pandemic parent education will be conducted virtually. The focus for this school year will be around supporting students during distance learning. A book study "The Distance Learning Playbook for Parents" (Hattie, Wiseman, Frey, Fisher) will be offered to parents and workshops to help address social, emotional, and academic needs during distance education. 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). All of the previously mentioned committees take place virtually. The following activities will be adjusted during the pandemic: family night events including "Paint Nights", "Family STEM Night", and "Cultural Celebrations". Parents will also have the opportunity to be a part of student awards and recognitions.

Home and school communication is enhanced through Parent Square, school and class newsletters, parent-teacher conferences, the student/parent handbook, the school website, 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 McConnon Luevano at (559) 305-7350.

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.

School Safety Plan (School Year 2020-2021)

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 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 2020 and discussed with staff on 11/18/20. 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.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	15.8	7.4	5.4	3.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	25	6	6	2	28	2	6	5	24	10	7	5
Mathematics	30	1	6	3	32		5	5	29	2	6	4
Science	32		4	4	33		3	5	30	1	3	4
Social Science	32		6	2	33		3	5	30	1	3	4

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42

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 trainings, workshops, coaching, peer observation, or constructive self-reflection and are consistent with our school vision and goals. Principal, learning director, teachers, instructional aides, and other support personnel may take part in these activities.

Navelencia Middle School emphasized collaborative team building, PLC, assessment and data collection, and effective teaching strategies in its professional development program, with emphasis on instructing English Language Learners. Staff will continue with the building of our professional learning community with a focus on RTI implementation and student engagement.

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.

- Write From the Beginning and Beyond- District wide 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
- Achieve 3000
- English 3D
- NGSS
- English Learner Group -Deconstructing Standards
- Vertical teaming
- Advanced Collaborative Solutions
- Instructional rounds and co-teaching feedback

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,069	\$49,782
Mid-Range Teacher Salary	\$68,584	\$76,851
Highest Teacher Salary	\$100,131	\$97,722
Average Principal Salary (ES)	\$122,043	\$121,304
Average Principal Salary (MS)	\$129,489	\$128,629
Average Principal Salary (HS)	\$145,510	\$141,235
Superintendent Salary	\$213,358	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29.0	33.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,431.10	\$667.40	\$6,763.70	\$83,209.26
District	N/A	N/A	\$7,619.64	\$73,751
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-11.9	12.1
School Site/ State	-13.6	4.9

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

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 by categorical funds that enable under-performing students to meet standards per the (ESEA)has not met all of its Academic Performance goals. Extended library hours, intervention opportunities, supplemental materials and supplies that enhance or extend the core curricular program. 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 solely responsibility for provide 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.

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.