

# Napa Valley Language Academy

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

## 2023-24 School Contact Information

|                                          |                                                                                           |
|------------------------------------------|-------------------------------------------------------------------------------------------|
| <b>School Name</b>                       | Napa Valley Language Academy                                                              |
| <b>Street</b>                            | 2700 Kilburn Avenue                                                                       |
| <b>City, State, Zip</b>                  | Napa, CA 94558                                                                            |
| <b>Phone Number</b>                      | (707) 253-3678                                                                            |
| <b>Principal</b>                         | Arizbeth Corro                                                                            |
| <b>Email Address</b>                     | acorro@nvusd.org                                                                          |
| <b>School Website</b>                    | <a href="https://nvla-nvusd-ca.schoolloop.com/">https://nvla-nvusd-ca.schoolloop.com/</a> |
| <b>County-District-School (CDS) Code</b> | 28662666026983                                                                            |

## 2023-24 District Contact Information

|                         |                                                  |
|-------------------------|--------------------------------------------------|
| <b>District Name</b>    | Napa Valley Unified School District              |
| <b>Phone Number</b>     | (707) 253-3511                                   |
| <b>Superintendent</b>   | Dr. Rosanna Mucetti                              |
| <b>Email Address</b>    | rmucetti@nvusd.org                               |
| <b>District Website</b> | <a href="http://www.nvusd.org">www.nvusd.org</a> |

## 2023-24 School Description and Mission Statement

**Description:** Napa Valley Language Academy is a TK-5 Spanish Dual Immersion elementary school in the Napa Valley Unified School District. It is a School-wide Title I program with an enrollment of 572 students (15% White, 85% Hispanic, 42% English Learners, 66% socio-economically disadvantaged) housed in 22 general education classes. A before-school childcare and a site-based Boys and Girls Club for afterschool care are available. NVLA's staff of approximately 45 adults includes 23 certificated and 16 classified employee, 6 other certificated and 2 Americorps support staff. NVLA has a full-time principal, a full-time intervention specialist, a full time librarian, 90% parent liaison, a part-time counselor, a part-time social worker, a full-time speech therapist, a resource specialist, a part-time nurse, and a part-time psychologist.

**Mission:** As a caring and collaborative learning community, NVLA develops the whole child through a robust 90/10 dual immersion program with an emphasis on continuous academic growth, AVID, global citizenship, and the arts.

**Vision:** Our vision is to create lifelong bilingual, bi-literate, and bicultural learners who are confident, collaborative, and college and career-ready in the 21st century.

About this School

| 2022-23 Student Enrollment by Grade Level |                    |
|-------------------------------------------|--------------------|
| Grade Level                               | Number of Students |
| Kindergarten                              | 93                 |
| Grade 1                                   | 98                 |
| Grade 2                                   | 90                 |
| Grade 3                                   | 86                 |
| Grade 4                                   | 90                 |
| Grade 5                                   | 99                 |
| Total Enrollment                          | 556                |

| 2022-23 Student Enrollment by Student Group |                             |
|---------------------------------------------|-----------------------------|
| Student Group                               | Percent of Total Enrollment |
| Female                                      | 51.8%                       |
| Male                                        | 48.2%                       |
| Asian                                       | 0.4%                        |
| Hispanic or Latino                          | 84.5%                       |
| Two or More Races                           | 0.7%                        |
| White                                       | 14.2%                       |
| English Learners                            | 48%                         |
| Homeless                                    | 2%                          |
| Migrant                                     | 3.2%                        |
| Socioeconomically Disadvantaged             | 66.2%                       |
| Students with Disabilities                  | 6.7%                        |

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 |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 23.70         | 88.77          | 661.40          | 87.82            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 0.00          | 0.00           | 4.40            | 0.59             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 3.00          | 11.23          | 30.20           | 4.02             | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.00          | 0.00           | 22.40           | 2.98             | 12115.80     | 4.41          |
| <b>Unknown</b>                                                                                         | 0.00          | 0.00           | 34.50           | 4.59             | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>                                                                        | 26.70         | 100.00         | 753.20          | 100.00           | 274759.10    | 100.00        |

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 |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 24.70         | 92.53          | 647.70          | 88.56            | 234405.20    | 84.00         |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 0.00          | 0.00           | 5.50            | 0.76             | 4853.00      | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 2.00          | 7.47           | 13.40           | 1.84             | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.00          | 0.00           | 22.50           | 3.08             | 11953.10     | 4.28          |
| <b>Unknown</b>                                                                                         | 0.00          | 0.00           | 42.00           | 5.75             | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>                                                                        | 26.70         | 100.00         | 731.40          | 100.00           | 279044.80    | 100.00        |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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    | 0.00    |
| Misassignments                                        | 3.00    | 2.00    |
| Vacant Positions                                      | 0.00    | 0.00    |
| Total Teachers Without Credentials and Misassignments | 3.00    | 2.00    |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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    | 0.00    |
| Local Assignment Options                               | 0.00    | 0.00    |
| Total Out-of-Field Teachers                            | 0.00    | 0.00    |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

| Indicator                                                                                                                                                  | 2020-21 | 2021-22 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 12      | 8       |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 2.1     | 0       |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected |                                                                                                                  | October 2023                |                                            |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------------------------|
| Subject                                         | Textbooks and Other Instructional Materials/year of Adoption                                                     | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts                           | Q: Good<br>C: Benchmark Adelante (K-5) – 2017<br>Benchmark Advance (K-5) - 2017<br>ELD: Benchmark Advance - 2017 | Yes                         | 0%                                         |

|                                                   |                                                                                                             |     |    |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----|----|
|                                                   | A: All students                                                                                             |     |    |
| <b>Mathematics</b>                                | Q: Good<br>C: The Math Learning Center: Bridges - 2015<br>A: K-5                                            | Yes | 0% |
| <b>Science</b>                                    | Q: Good<br>C: Discovery Science (K-5) - 2022<br>A: K-5                                                      | Yes | 0% |
| <b>History-Social Science</b>                     | Q: Good<br>C: Pearson Scott Foresman: History-Social Studies for California (K-5) - 2005<br>A: All students | Yes | 0% |
| <b>Foreign Language</b>                           |                                                                                                             | No  | 0% |
| <b>Health</b>                                     |                                                                                                             | No  | 0% |
| <b>Visual and Performing Arts</b>                 |                                                                                                             | No  | 0% |
| <b>Science Laboratory Equipment (grades 9-12)</b> | N/A                                                                                                         | N/A | 0% |

## School Facility Conditions and Planned Improvements

NVLA, one of the district's oldest elementary facilities still in use, went through a major remodeling project in 2022-2023. NVLA's facilities consist of an administrative building housing administrative offices, a nurse, a psychologist, a staff room, and a teacher workbook.

Our buildings such as the Moreno Center for the performing arts support vocal and instrumental music and dance programs during and after the school day. The school has a large garden/garden classroom and a greenhouse with a Science lab adjacent to the garden. We have a multi-purpose room, which is called the Hall of Nations. This room is used for a monthly student of the month assemblies and other school community gatherings.

**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:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                | X         |           |           |                                           |
| <b>Interior:</b><br>Interior Surfaces                               | X         |           |           |                                           |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation | X         |           |           |                                           |
| <b>Electrical</b>                                                   | X         |           |           |                                           |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains          | X         |           |           |                                           |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                  | X         |           |           |                                           |
| <b>Structural:</b><br>Structural Damage, Roofs                      | X         |           |           |                                           |
| <b>External:</b>                                                    | X         |           |           |                                           |

## School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/  
Doors/Gates/Fences

## 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).

#### 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.

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.

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<br>2021-22 | School<br>2022-23 | District<br>2021-22 | District<br>2022-23 | State<br>2021-22 | State<br>2022-23 |
|-------------------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 45                | 42                | 43                  | 42                  | 47               | 46               |
| Mathematics<br>(grades 3-8 and 11)                    | 36                | 33                | 27                  | 27                  | 33               | 34               |

## 2022-23 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 |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 273                     | 272                  | 99.63                 | 0.37                      | 41.54                          |
| <b>Female</b>                                        | 147                     | 147                  | 100.00                | 0.00                      | 44.90                          |
| <b>Male</b>                                          | 126                     | 125                  | 99.21                 | 0.79                      | 37.60                          |
| <b>American Indian or Alaska Native</b>              | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Asian</b>                                         | --                      | --                   | --                    | --                        | --                             |
| <b>Black or African American</b>                     | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Filipino</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Hispanic or Latino</b>                            | 227                     | 227                  | 100.00                | 0.00                      | 35.24                          |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Two or More Races</b>                             | --                      | --                   | --                    | --                        | --                             |
| <b>White</b>                                         | 43                      | 42                   | 97.67                 | 2.33                      | 76.19                          |
| <b>English Learners</b>                              | 89                      | 89                   | 100.00                | 0.00                      | 5.62                           |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | 25                      | 25                   | 100.00                | 0.00                      | 28.00                          |
| <b>Socioeconomically Disadvantaged</b>               | 180                     | 180                  | 100.00                | 0.00                      | 28.89                          |
| <b>Students Receiving Migrant Education Services</b> | 11                      | 11                   | 100.00                | 0.00                      | 27.27                          |
| <b>Students with Disabilities</b>                    | 25                      | 25                   | 100.00                | 0.00                      | 12.00                          |

## 2022-23 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 |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 273                     | 272                  | 99.63                 | 0.37                      | 33.46                          |
| <b>Female</b>                                        | 147                     | 147                  | 100.00                | 0.00                      | 31.29                          |
| <b>Male</b>                                          | 126                     | 125                  | 99.21                 | 0.79                      | 36.00                          |
| <b>American Indian or Alaska Native</b>              | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Asian</b>                                         | --                      | --                   | --                    | --                        | --                             |
| <b>Black or African American</b>                     | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Filipino</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Hispanic or Latino</b>                            | 227                     | 227                  | 100.00                | 0.00                      | 28.63                          |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Two or More Races</b>                             | --                      | --                   | --                    | --                        | --                             |
| <b>White</b>                                         | 43                      | 42                   | 97.67                 | 2.33                      | 57.14                          |
| <b>English Learners</b>                              | 89                      | 89                   | 100.00                | 0.00                      | 10.11                          |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Military</b>                                      | 25                      | 25                   | 100.00                | 0.00                      | 12.00                          |
| <b>Socioeconomically Disadvantaged</b>               | 180                     | 180                  | 100.00                | 0.00                      | 23.89                          |
| <b>Students Receiving Migrant Education Services</b> | 11                      | 11                   | 100.00                | 0.00                      | 45.45                          |
| <b>Students with Disabilities</b>                    | 25                      | 25                   | 100.00                | 0.00                      | 24.00                          |

## 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.

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.

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.

| Subject                                         | School<br>2021-22 | School<br>2022-23 | District<br>2021-22 | District<br>2022-23 | State<br>2021-22 | State<br>2022-23 |
|-------------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>Science</b><br>(grades 5, 8 and high school) | 24.10             | 22.68             | 24.20               | 25.38               | 29.47            | 30.29            |

## 2022-23 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<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Not Tested | Percent<br>Met or<br>Exceeded |
|------------------------------------------------------|---------------------|------------------|-------------------|-----------------------|-------------------------------|
| <b>All Students</b>                                  | 98                  | 97               | 98.98             | 1.02                  | 22.68                         |
| <b>Female</b>                                        | 50                  | 50               | 100.00            | 0.00                  | 22.00                         |
| <b>Male</b>                                          | 48                  | 47               | 97.92             | 2.08                  | 23.40                         |
| <b>American Indian or Alaska Native</b>              | 0                   | 0                | 0                 | 0                     | 0                             |
| <b>Asian</b>                                         | 0                   | 0                | 0                 | 0                     | 0                             |
| <b>Black or African American</b>                     | 0                   | 0                | 0                 | 0                     | 0                             |
| <b>Filipino</b>                                      | 0                   | 0                | 0                 | 0                     | 0                             |
| <b>Hispanic or Latino</b>                            | 82                  | 82               | 100.00            | 0.00                  | 18.29                         |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                   | 0                | 0                 | 0                     | 0                             |
| <b>Two or More Races</b>                             | --                  | --               | --                | --                    | --                            |
| <b>White</b>                                         | 15                  | 14               | 93.33             | 6.67                  | 50.00                         |
| <b>English Learners</b>                              | 22                  | 22               | 100.00            | 0.00                  | 0.00                          |
| <b>Foster Youth</b>                                  | 0                   | 0                | 0                 | 0                     | 0                             |
| <b>Homeless</b>                                      | --                  | --               | --                | --                    | --                            |
| <b>Military</b>                                      | 11                  | 11               | 100.00            | 0.00                  | 9.09                          |
| <b>Socioeconomically Disadvantaged</b>               | 67                  | 67               | 100.00            | 0.00                  | 16.42                         |
| <b>Students Receiving Migrant Education Services</b> | --                  | --               | --                | --                    | --                            |
| <b>Students with Disabilities</b>                    | --                  | --               | --                | --                    | --                            |

## 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.

#### 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------|-----------------------------|
| Grade 5     | 99%                              | 99%                                                    | 99%                                                               | 98%                                                     | 100%                        |

## 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.

#### 2023-24 Opportunities for Parental Involvement

NVLA provides many opportunities for parent involvement. Parents are invited to participate in monthly site council meetings and/or our CLASE (Cultural Language and Arts Student Enrichment) Foundation meetings. CLASE sponsors several events throughout the year including the Jog-a-Thon, La Viña Auction, and the May Fiesta. We also have a Site Council and ELAC parent groups which meet at least 5 times during the school year. We also provide Adult Education classes to support and develop English literacy, technology literacy classes, nutrition classes, and parenting skills. A parent liaison supports all NVLA families. NVLA also has a Parent Resource center aimed to provide resources and classes to support parents' needs. Another objective of this resource center is to provide opportunities to integrate the school community. For further information on parent involvement opportunities, please contact, Gloria Maravilla, parent liaison at 707-253-3678.

## 2022-23 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-----------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| All Students                                  | 567                   | 561                                     | 128                       | 22.8                     |
| Female                                        | 293                   | 292                                     | 68                        | 23.3                     |
| Male                                          | 274                   | 269                                     | 60                        | 22.3                     |
| Non-Binary                                    | 0                     | 0                                       | 0                         | 0.0                      |
| American Indian or Alaska Native              | 0                     | 0                                       | 0                         | 0.0                      |
| Asian                                         | 2                     | 2                                       | 0                         | 0.0                      |
| Black or African American                     | 0                     | 0                                       | 0                         | 0.0                      |
| Filipino                                      | 0                     | 0                                       | 0                         | 0.0                      |
| Hispanic or Latino                            | 479                   | 475                                     | 116                       | 24.4                     |
| Native Hawaiian or Pacific Islander           | 0                     | 0                                       | 0                         | 0.0                      |
| Two or More Races                             | 4                     | 4                                       | 1                         | 25.0                     |
| White                                         | 81                    | 79                                      | 11                        | 13.9                     |
| English Learners                              | 272                   | 270                                     | 63                        | 23.3                     |
| Foster Youth                                  | 0                     | 0                                       | 0                         | 0.0                      |
| Homeless                                      | 13                    | 13                                      | 2                         | 15.4                     |
| Socioeconomically Disadvantaged               | 382                   | 378                                     | 93                        | 24.6                     |
| Students Receiving Migrant Education Services | 19                    | 19                                      | 4                         | 21.1                     |
| Students with Disabilities                    | 56                    | 55                                      | 14                        | 25.5                     |

### 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.

| Rate        | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00           | 0.31           | 0.35           | 0.07             | 3.67             | 3.96             | 0.20          | 3.17          | 3.60          |
| Expulsions  | 0.00           | 0.00           | 0.00           | 0.00             | 0.13             | 0.06             | 0.00          | 0.07          | 0.08          |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|-----------------------------------------------|------------------|-----------------|
| All Students                                  | 0.35             | 0               |
| Female                                        | 0.34             | 0               |
| Male                                          | 0.36             | 0               |
| Non-Binary                                    |                  |                 |
| American Indian or Alaska Native              | 0                | 0               |
| Asian                                         | 0                | 0               |
| Black or African American                     | 0                | 0               |
| Filipino                                      | 0                | 0               |
| Hispanic or Latino                            | 0.42             | 0               |
| Native Hawaiian or Pacific Islander           | 0                | 0               |
| Two or More Races                             | 0                | 0               |
| White                                         | 0                | 0               |
| English Learners                              | 0.37             | 0               |
| Foster Youth                                  | 0                | 0               |
| Homeless                                      | 0                | 0               |
| Socioeconomically Disadvantaged               | 0.26             | 0               |
| Students Receiving Migrant Education Services | 0                | 0               |
| Students with Disabilities                    | 0                | 0               |

## 2023-24 School Safety Plan

A school wide focus on safety, health, and well-being has resulted in a positive learning environment for students. Grounds are kept litter-free and supervised by a full-time custodian and 2 swing custodians. Inspections by the Napa Fire Department address code compliance and ensure that facilities are safe for students and staff. NVLA's Comprehensive School Safety Plan (CSSP) addresses all components of SB187, including Student Discipline, Sexual Harassment, and Crises Response Plan. The CSSP is reviewed annually by the Site Safety Committee, which includes staff, parents, and representatives of law enforcement. Emergency equipment has been supplied for each classroom. Evacuation drills are held regularly.

During the first weeks of school, teachers and the administration explain and teach policies about student safety, the uniform dress code, playground rules, classroom behavior, bullying, and harassment. Discipline follows the NVUSD "Standards for Student Behavior." Our 23-24 site safety plan was approved by SSC, ELAC, and the NVUSD school board during the first months of the 2023 school year, and safety training for staff was conducted in October.

Key goals in the School Safety Plan for the 2023-2024 school year are centered around our students' social and emotional well-being and improving attendance. A schoolwide implementation of Tool Box has been established to support Tier 1 interventions. In addition, students are monitored and supported for Tier 2 and Tier 3 supports through bimonthly MTSS meetings.

## D. Other SARC Information

## Information Required in the SARC

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

### 2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 24                 |                                      | 4                                     |                                     |
| 1           | 24                 |                                      | 4                                     |                                     |
| 2           | 24                 |                                      | 4                                     |                                     |
| 3           | 25                 |                                      | 4                                     |                                     |
| 4           | 30                 |                                      | 3                                     |                                     |
| 5           | 29                 |                                      | 3                                     |                                     |
| 6           | 28                 |                                      | 3                                     |                                     |

### 2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 25                 |                                      | 4                                     |                                     |
| 1           | 23                 |                                      | 4                                     |                                     |
| 2           | 23                 |                                      | 4                                     |                                     |
| 3           | 22                 |                                      | 4                                     |                                     |
| 4           | 33                 |                                      |                                       |                                     |
| 5           | 28                 |                                      | 3                                     |                                     |
| 6           | 27                 |                                      | 3                                     |                                     |

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 23                 | 0                                    | 4                                     | 0                                   |
| 1           | 25                 | 0                                    | 4                                     | 0                                   |
| 2           | 23                 | 0                                    | 4                                     | 0                                   |
| 3           | 22                 | 1                                    | 3                                     | 0                                   |
| 4           | 30                 | 0                                    | 3                                     | 0                                   |
| 5           | 33                 | 0                                    | 0                                     | 0                                   |
| 6           | 0                  | 0                                    | 0                                     | 0                                   |
| Other       | 0                  | 0                                    | 0                                     | 0                                   |

## 2022-23 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 | 1390  |

## 2022-23 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) | 0.4                              |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist                                                  | 1                                |
| Social Worker                                                 | 0.5                              |
| Nurse                                                         |                                  |
| Speech/Language/Hearing Specialist                            | 1                                |
| Resource Specialist (non-teaching)                            |                                  |
| Other                                                         | 1                                |

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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                                   | \$6,998                      | \$348                               | \$6,650                               | \$99,046               |
| District                                      | N/A                          | N/A                                 | \$6,297                               | \$91,425               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 5.5                                   | 12.1                   |
| State                                         | N/A                          | N/A                                 | \$7,607                               | \$90,632               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -11.7                                 | 11.4                   |

## Fiscal Year 2022-23 Types of Services Funded

Integrated and Designated ELD have been established to support all EL's across our school. This is done with the intent to support our language learners and to reclassify our students prior to attending middle school. Our part time Resource Specialist provides instructional support to our students with IEPs as well as our part time Speech and Language Pathologist provides support to students with DDF. Students who have qualified for ALPS have their needs met in their classroom and their progress is monitored by an ALPS coordinator. In addition, two of our bilingual instructional aids support students in the classroom with small group interventions as set by the classroom teacher. Grade levels run data cycles to monitor student progress and growth while also identifying students who need additional support. This work is ongoing throughout the school year.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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/cs/>.

| Category                                      | District Amount | State Average for Districts in Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary                      | \$59,046        | \$55,550                                     |
| Mid-Range Teacher Salary                      | \$82,778        | \$84,645                                     |
| Highest Teacher Salary                        | \$107,725       | \$111,284                                    |
| Average Principal Salary (Elementary)         | \$139,347       | \$139,860                                    |
| Average Principal Salary (Middle)             | \$149,130       | \$146,440                                    |
| Average Principal Salary (High)               | \$157,455       | \$158,447                                    |
| Superintendent Salary                         | \$309,434       | \$278,268                                    |
| Percent of Budget for Teacher Salaries        | 34.67%          | 32.21%                                       |
| Percent of Budget for Administrative Salaries | 5.13%           | 4.89%                                        |

## Professional Development

During the 2023-2024 school year, the focus for our Professional Development will be around the school-wide implementation of Ecosystems of Carino to support the social, and emotional well-being as well as the academic development of our students. We will also focus on Quality Interactions, with professional development specific to increasing the quantity and quality of student discourse within the classroom. Additionally, we will focus on the intersection of our two social-emotional learning

Professional Development

programs, Second Step and Toolbox. We will be discussing these topics during Wednesday staff meetings, and in some cases, we will bring in a trainer during teacher prep times. It will also be part of our conversation during our LPLC meetings as we monitor school-wide and grade level SMART goals.

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

| Subject                                                                         | 2021-22 | 2022-23 | 2023-24 |
|---------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4.5     | 4.5     | 4.5     |