Cave Language Academy
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.
Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Cave Language Academy
Street	770 Tregaskis Ave
City, State, Zip	Vallejo, CA 94591-4804
Phone Number	(707) 556-8410
Principal	Lorena Hernandez
Email Address	lyhernandez@vcusd.org
School Website	www.vcusd.org/cave
Grade Span	
County-District-School (CDS) Code	48705816051429

2024-25 District Contact Information

District Name	Vallejo City Unified School District
Phone Number	(707) 556-8921
Superintendent	Ruben Aurelio
Email Address	raurelio@vcusd.org
District Website	www.vcusd.org

2024-25 School Description and Mission Statement

School Description:

Cave Language Academy (CLA) is the first Spanish-English dual immersion school serving all of Vallejo since 2011. It is considered a magnet school, as it is a school of choice for those interested in educating their children in two languages. Our dual immersion program includes Transitional Kindergarten (TK) through eighth grade, with an average of two to three classrooms per grade level. Due to research for biliteracy, the program only accepts new students in TK through first grade and transfers from other dual immersion programs. We also currently have a before school program through the Greater Vallejo Recreation Department (GVRD), Kids Club. This is our second year of having the Expanded Learning After School Program that supports Enrichment and Academic experiences, as well as extended care for a limited amount of students.

CLA is a clean and well maintained campus. Parents, families and community volunteers are encouraged to become active participants in their children's educational experience through a multitude of opportunities for them to service the school and community. As volunteers, many share their special hobbies or talents with the students and school community via free enrichment classes that are offered after school. These opportunities to expand student experiences have included robotics, chess, choir, Girls on the Run, dance, ballet folklorico, theatre, photography, writing, technology, nutrition, gardening, art, and

homework club.

CLA has an active PTA, School Leadership Team, School Site Council and English Learner Advisory Council. We also work to offer parent education opportunities, like the Latino Family Literacy Project, English/Spanish PIQUE, and other informational or educational workshops. We are a Full Service Community School with an Academic Support Provider, School Psychologist, Resource Specialist, Mental Health Support Provider and Speech Therapist who are working together to better service all our students and their families.

We enjoy serving our students, families and Vallejo community!

Mission and Vision:

Cave Language Academy (CLA) strives to provide all students the opportunity to excel in future academic pursuits and successfully enter a global market, bilingual and biliterate in Spanish and English. The ability to be multi-lingual is a gateway to expanded opportunities to make a difference in any chosen career.

Major Achievements- Most Recent Year

Cave Language Academy (CLA) began in 2011 as the first dual immersion school in Vallejo, California. It started with a vision by Vallejo City Unified School District to expand educational opportunities for its community, coupled with the grassroots efforts of local families that sought out a school that broadened the possibilities for their students to be successful in an increasingly global market. We have worked together as a community to make that vision a reality and offer not only a standard-based, quality education, but an opportunity for bilingualism that research shows cognitively strengthens new learning.

California State Assessment of Student Performance and Progress (CASSPP) are in English, which is not the primary language of instruction for our students TK through 8th grade. As a 90:10 Spanish dual immersion program, our students begin TK through 1st with 90% Spanish and gradually increase English to 50:50 in grades 5th through 8th. In spite of the fact that 3rd-8th grade students have not received core instruction (Language Arts and Math) in English-only, our students continuously exceed the District in Math and English Language Arts. We are comparable or surpass state and county data as well.

Although the benefits of this program go beyond test scores, it is one measure by which we analyze student learning in order to evaluate and develop successful pathways to college and/or career. The computer-based Common Core aligned CAASPP State testing endeavors to better prepare students for the rigors of 21st Century careers wherein problem solving, analytical skills and communication are critical success factors. Our school's efforts continue to improve incrementally and we are proud to compete and often outshine some of our English-only counterparts and other Dual Immersions in the area.

Focus for Improvement – Most Recent Year
Elmer Cave Language Academy (ECLA) is committed to excellence in education by implementing Common Core standards-based curriculum instruction and testing. We are still committed to supporting academic achievement and using assessment data to drive instruction to further improve individual student success.

LCAP funding is facilitating the expansion of rigorous and enriching experiences for our students with opportunities that include project-based learning through music, art, science and technology. We now have additional support staff and resources that are designated to help lead our students to enhanced achievement. Our school has a full-time Teacher Leader (TL) for teacher coaching and professional development, as well as a full-time Library-Media Technician to support a fully functioning library. We will continue to have a full-time Academic Support Provider (ASP) to implement our Full Service Community School initiative, as well as coordinate Student Success Teams for student interventions. We now have a Mental Health Support Provider to offer Social-Emotional support through our Wellness Centers (Rooms set aside to support students in crisis or need of support that offer restorative approaches to wellness).

Homework – Most Recent Year
Homework is determined by every teacher and grade level in accordance to grade level standards and differentiated to support individual student progress. School and community flyers are sent electronically through Parent Square and other online programs, like Class Dojo. Currently all teachers are using Google Classroom and computer-based individualized programs like Imagine Math and Imagine Español /English to support differentiated assignments.

School Schedule – Most Recent Year
School begins at 8:30 a.m. for all students. First through eight grades are dismissed at 3:00 p.m., with an exception of minimum days every Wednesday and other designated days, that have a 1:30 p.m. dismissal time. Transitional kindergarten and kindergarten release at 12:30 p.m. until Thanksgiving break, and then at 1:30 p.m. for the remainder of the school year.

2024-25 School Description and Mission Statement

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

A. Conditions of Learning	**State Priority: Basic** The SARC provides the following information relevant to the State priority: Basic (Priority 1): • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; • Pupils have access to standards-aligned instructional materials; and • School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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	2022-23
Permits and Waivers			
Misassignments			
Vacant Positions			
Total Teachers Without Credentials and			

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver			
Local Assignment Options			
Total Out-of-Field Teachers			

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)			
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)			

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks are from the most recent adoption. There are sufficient textbooks and instructional materials for each student. Supplemental materials are utilized to support student interventions and are outlined in the School Plan for Student Achievement. All textbooks are selected from the most recent list of standards-based materials by the State Board of Education (SBE). 100% of students have their own assigned textbook and instructional materials.

Year and month in which the data were collected	October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt Journeys California Pathway to Biliteracy/2017 Houghton Mifflin Harcourt California Collections/2017	Yes	0%
Mathematics	Savvas enVision Math: Common Core /2022 Savvas enVision Matématicas: Common Core/2022	Yes	0%
Science	K-5th: Twig Science/2020 6-8th: Amplify Science/2020	Yes	0%
History-Social Science	Pearson MyWorld /2019. Pearson MyWorld Spanish Edition /2019 National Geographic Ancient Civilizations /2018 National Geographic Medieval to Early Modern Times /2018 National Geographic American Stories /2018	Yes	0%

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

School Facility Conditions and Planned Improvements

Cave School was built in 1952. It was renovated in 2005 and remains in excellent condition. Our grounds are clean and well maintained. Gates and heightened fences were installed that allow the school to completely lockdown and ensure all visitors must check in through the front office in order to enter the building. Our restrooms, both those used by adults as well as those used by students, are clean. Emergency repairs and graffiti are attended to immediately. An updated bell, fire and PA system were installed in Fall of 2017. We were currently renovated in the summer/fall of 2021 through a bond measure wherein the school was painted, North blacktop repaved, HVAC system updated and new play structures were installed in the North and South playgrounds.

Wireless internet was installed which enables the daily staff, classrooms and computer lab access the internet.

Year and month of the most recent FIT report	August 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

| B. Pupil Outcomes | State Priority: Pupil Achievement |

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)						

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

2023-24 Career Technical Education Programs

2023-24 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	97.7	97.7	95.3	97.7
Grade 9	n/a				

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.

2024-25 Opportunities for Parental Involvement

Our families/parents are valued partners and advocates for the success of our students and school programs. Families/parents have several opportunities to become involved at school. We encourage parents to take an active role in our Parent-Teacher Association (PTA), School Site Council (SSC) and English Learners Advisory Council (ELAC). We also invite parents to volunteer their time by providing assistance in classrooms, school events, field trips and fundraisers.

We also have an after school enrichment program wherein staff, community members and parent volunteers provide various extra-curricular activities. This a no-cost program that our After School Expanded Program helps finance. Families/community share special talents or teach classes that our students can benefit from academically, culturally or social-emotionally.

Please contact the school office at (707) 556-8410 for information regarding organized opportunities for parental involvement.

2024-25 Opportunities for Parental Involvement

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate									
Graduation Rate									

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions									
Expulsions									

2023-24 Suspensions and Expulsions by Student Group

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Student safety is our foremost priority. Students are supervised and taught not to be in areas where there is no supervision, including an empty classroom. There are teachers or yard supervisors on duty whenever students are present outdoors. Before school the principal, Site Safety Supervisor, noon duty supervisors and other designated staff are supervising students, talking to families and monitoring the yard and drop-off zone.

During the school day, all the school gates remain closed and all visitors must register in the office and wear a visitor/volunteer pass while present on campus. Signs are posted to let all visitors know this. Any visitor without such identification is stopped by site safety and/or any staff members who do not recognize them and are asked to report to the office for proper registration. If students are taken out during the day, they must be signed out and when necessary, proof of identification is required and a match is made to the emergency card.

Our Safety Plan is updated and revised and approved by the School Board annually. The key elements include day to day safety procedures, such as addressing flu procedures, head lice, and supervision of students as well as more unusual emergencies that require lock downs for active shooters, fires and natural disasters. The yearly updated plan is shared with and approved by the School Site Council (11/29/24) and school staff (11/30/24) for the next year.

We have regular fire, lock down (danger in the area & active shooter), shelter-in-place and earthquake drills to ensure that the procedures are effective and taught to everyone. All students are taught safety procedures and we conduct practice drills monthly with logged and timed responses. We also debrief after each drill to asses success and any needed improvements or updates to drills and school safety procedures and protocols.

We have taken necessary steps to prepare for emergencies. In the case of an emergency, proper authorities and the District

2024-25 School Safety Plan

officials are immediately notified while ensuring the safety of all students, staff and visitors on campus. Emergency procedures and up-to-date contact information are kept in all classrooms and designated areas. It is important that we are able to contact all parents in the event of an emergency.

Our District and school call-out system is utilized to quickly notify all families by telephone, text and/or email regarding any emergencies. Traffic reminders are sent home to parents with information about how and where to navigate the automobile pick up and drop off of students in an emergency, as well as, before and after school. Students are monitored by supervisors after school at our pick-up zone. Families and students are reminded to use the crosswalks and to be mindful of cars.

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.

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

2022-23 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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2023-24 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	

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	4187	767	3420	69950
District	N/A	N/A	12426	79189
Percent Difference - School Site and District	N/A	N/A	-113.7	-9.8
State	N/A	N/A	7607	95160
Percent Difference - School Site and State	N/A	N/A	-75.9	-22.1

Fiscal Year 2023-24 Types of Services Funded

Cave Language Academy currently has Title 1 and LCAP Funding in order to support our District Goals: Parent Engagement, Safe, Supportive and Engaging Environments, and Every Student College and Career Ready.

Our Title 1 funds has helped cover the salary of a full-time Kinder and First Grade Teacher's Aide, which is an invaluable asset that works with new and veteran teachers to support in their ability to differentiate supports to students with small group instruction and 1:1 aide to students who need specialized assistance to access core curriculum. We are allocating Title 1 funding for direct benefit to students. We also have Title 1 Parent Involvement funding to support activities such as community partner engagement, parent engagement and education classes and events. Site-based allocation are directed by our School Site Council.

Our LCAP budget funds our extended learning classes taught by our teachers for students in need of additional instruction time after school. The LCAP monies were also utilized to support extended learning and classrooms with the purchase of books, learning materials, and supplies needed to enrich reading through very engaging interactive activities. We use LCAP funding so that teachers can collaborate on best practices and meet as a Leadership Teams/Design Teams to help the school look at ways to improve the school culture, safety, and academic success.

Fiscal Year 2023-24 Types of Services Funded

The LCAP funding also provided for Curriculum Enrichment opportunities that include project-based learning through the Arts, field trips and additional support staff designated to help lead our students to enhanced achievement. We have a full-time Academic Support Provider (ASP) to implement our Full Service Community School initiative, as well as coordinate Student Success Teams for student interventions and supports.

ECLA also uses its LCAP funding for Student engagement and recognition that support our Social-Emotional Learning initiatives like PBIS and The Leader in Me. We also purchase prizes, spirit wear, swag and awards that positively promote our academic and SEL initiatives.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

Professional Development, collaboration and coaching for teachers is primarily focused on increasing effective instruction. Each school year, we conduct on-site professional development twice a month for one and a half hours. Teachers also meet in grade level and multi-grade level teams to analyze Student Achievement data and assessments in order to plan and create effective instructional strategies and action plans that clearly identify next steps to accelerate achievement. The following information is analyzed by Grade Levels each Trimester and is based on Student Achievement Data: District Based Assessments- Math/SLA, BPSTs, Core Curriculum Assessments, Fluencies and Writing Samples. Quality district-sponsored professional development opportunities are scheduled for the school year (i.e., BTSA, Math, Language Arts, Teacher Institute, ELD, Teacher Network, etc.) in order to support differentiated professional development opportunities which are not included in the number below.

Evaluation/Improving Teachers – Most Recent Year
Our teachers are evaluated per the VEA teacher contract guidelines that provide ongoing support for excellence in teaching with scheduled and unscheduled observations and post-observation meetings to support the professional their ongoing professional development.

Substitute Teachers – Most Recent Year
The District provides qualified substitute teachers and a dedicated substitute that is assigned to each school to best support the needs students and staff.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	30	30	