Napa Valley 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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	Napa Valley Language Academy
Street	2700 Kilburn Avenue
City, State, Zip	Napa, CA 94558
Phone Number	(707) 253-3678
Principal	Arizbeth Corro
Email Address	acorro@nvusd.org
School Website	https://nvla-nvusd-ca.schoolloop.com/
Grade Span	K-5
County-District-School (CDS) Code	28662666026983

2024-25 District Contact Information

District Name	Napa Valley Unified School District
Phone Number	(707) 253-3511
Superintendent	Dr. Rosanna Mucetti
Email Address	rmucetti@nvusd.org
District Website	www.nvusd.org

2024-25 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 support staff. NVLA has a full-time principal, a full-time intervention specialist, a full time librarian, 90% parent liaison, a full time social worker, a full-time speech therapist, a resource specialist, a part-time nurse, and a part-time psychologist.

2024-25 School Description and Mission Statement

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	115
Grade 1	94
Grade 2	101
Grade 3	86
Grade 4	86
Grade 5	90
Total Enrollment	572

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9
Male	49.1
Asian	0.3
Black or African American	0.2
Hispanic or Latino	85
Two or More Races	0.5
White	13.8
English Learners	46
Homeless	2.6
Migrant	2.8
Socioeconomically Disadvantaged	69.4
Students with Disabilities	8.9

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)	23.70	88.77	661.40	87.82	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.40	0.59	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	11.23	30.20	4.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	22.40	2.98	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	34.50	4.59	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.70	92.53	647.70	88.56	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.50	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	7.47	13.40	1.84	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	22.50	3.08	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	42.00	5.75	15831.90	5.67
Total Teaching Positions	26.70	100.00	731.40	100.00	279044.80	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.

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)	21.00	91.32	618.90	87.87	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.86	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	8.68	30.00	4.27	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	21.20	3.02	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	28.00	3.98	14303.80	5.15
Total Teaching Positions	23.00	100.00	704.30	100.00	277698	100

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	0.00	0.00	0
Misassignments	3.00	2.00	2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.00	2.00	2

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	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

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)	12.00	8	9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.10	0	0

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

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

NVLA has all textbooks and instructional materials necessary for core subjects.
Textbooks and materials help teachers provide adequate and equitable access for ALL students.

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	Q: Good C: Benchmark Adelante (K-5) – 2017 Benchmark Advance (K-5) - 2017 ELD: Benchmark Advance - 2017 A: All students	Yes	0%
Mathematics	Q: Good C: The Math Learning Center: Bridges - 2015 A: K-5	Yes	0%
Science	Q: Good C: Discovery Science (K-5) - 2022 A: K-5	Yes	0%
History-Social Science	Q: Good C: Pearson Scott Foresman: History-Social Studies for California (K-5) - 2005 A: All students	Yes	0%
Foreign Language		No	0%
Health		No	0%
Visual and Performing Arts		No	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

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 workroom.

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	9/2024

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

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)	42	42	42	40	46	47
Mathematics (grades 3-8 and 11)	33	38	27	28	34	35

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	260	258	99.23	0.77	42.25
Female	143	142	99.30	0.70	48.59
Male	117	116	99.15	0.85	34.48
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	226	224	99.12	0.88	35.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	32	100.00	0.00	90.63
English Learners	99	99	100.00	0.00	12.12
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	19	19	100.00	0.00	31.58
Socioeconomically Disadvantaged	179	178	99.44	0.56	30.90
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	21	91.30	8.70	14.29

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	260	257	98.85	1.15	37.74
Female	143	141	98.60	1.40	38.30
Male	117	116	99.15	0.85	37.07
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	226	223	98.67	1.33	33.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	32	100.00	0.00	68.75
English Learners	99	98	98.99	1.01	14.29
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	19	19	100.00	0.00	21.05
Socioeconomically Disadvantaged	179	177	98.88	1.12	26.55
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	20	86.96	13.04	20.00

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 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)	22.68	24.42	25.38	23.70	30.29	30.73

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	89	87	97.75	2.25	25.29
Female	55	54	98.18	1.82	24.07
Male	34	33	97.06	2.94	27.27
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	75	73	97.33	2.67	13.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	13	13	100.00	0.00	84.62
English Learners	18	17	94.44	5.56	5.88
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	54	52	96.30	3.70	15.38
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

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	97.7	97.7	97.7	97.7	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.

2024-25 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, Winter Festival, 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	575	575	83	14.4
Female	292	292	40	13.7
Male	283	283	43	15.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	488	488	77	15.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	81	81	4	4.9
English Learners	264	264	38	14.4
Foster Youth	--	--	--	--
Homeless	17	17	6	35.3
Socioeconomically Disadvantaged	401	401	72	18.0
Students Receiving Migrant Education Services	18	18	1	5.6
Students with Disabilities	68	68	13	19.1

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

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	0.31	0.35	0.70	3.67	3.96	4.05	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.13	0.06	0.07	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.70	0.00
Female	0.34	0.00
Male	1.06	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.61	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.38	0.00
Foster Youth	0.00	0.00
Homeless	5.88	0.00
Socioeconomically Disadvantaged	0.50	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.47	0.00

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

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 24-25 site safety plan was approved by SSC, ELAC, and the NVUSD school board during the first months of the 2024 school year, and safety training for staff was conducted in October.

Key goals in the School Safety Plan for the 2024-2025 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.

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		4	
1	25		4	
2	23		4	
3	22	1	3	
4	30		3	
5	33			

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
K	23		4	
1	24		4	
2	25		4	
3	22		4	
4	29		3	
5	30		3	

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	1430

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

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	$7,187	$180	$7,007	$103,313
District	N/A	N/A	$6,297	$96,897
Percent Difference - School Site and District	N/A	N/A	10.7	6.4
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-42.3	5.5

Fiscal Year 2023-24 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, our full time Interventionist TOSA, and 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 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	$63,179	$59,551
Mid-Range Teacher Salary	$88,572	$93,855
Highest Teacher Salary	$115,266	$120,219
Average Principal Salary (Elementary)	$147,747	$151,525
Average Principal Salary (Middle)	$158,298	$158,215
Average Principal Salary (High)	$161,042	$171,087
Superintendent Salary	$350,819	$300,043
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

During the 2024-2025 school year, the focus for our Professional Development will be around the school-wide implementation of ELD to support our Multilingual Learners. We will also focus on 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 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5