



Navelencia Middle School

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

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Kings Canyon Joint Unified School District

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District Governing Board

Craig Cooper
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Roberto Gutierrez
**Assistant Superintendent, Human
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Dr. John Quinto
**Assistant Superintendent, Business
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Monica Benner
**Assistant Superintendent,
Curriculum and Instruction**
Sheila Wiebe
**Administrator, Educational
Programs**
Mary Ann Carousso
Administrator, Student Services

School Description

Navelencia Middle School serves approximately 385 students in grades 6-8. The school is located at the foot of Mount Campbell in suburban Reedley, ten miles northeast of the Kings Canyon Unified School District Office. Navelencia enjoys a 13 acre park like setting and is nestled in an agricultural setting near Highway 180 and nearby Kings Canyon National Park in rural Fresno County. The beautiful campus is surrounded by large open grassy play fields, a natural amphitheater and is surrounded by locally owned orange groves, almond orchards, and vineyards. Each day, the school enjoys a view of the Sequoia/Kings Canyon National Park. More than half of the parents of the students are employed by agricultural companies as seasonal farm workers.

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

Navelencia Middle School Mission Statement:

Navelencia staff will provide rigorous, meaningful, comprehensive educational services, integrating technology throughout the curriculum, providing intervention as needed and challenging students to achieve at high levels. Our students will participate, by being fully engaged and working to or beyond their potential, in areas of academics, citizenship and co-curricular activities. In partnership with parents and community, Navelencia Middle School will provide various extra-curricular activities, foster value in education, and promote individual achievement thus creating well rounded individuals.

Expectations: Be Respectful! Be Responsible! Be Safe!

Motto: Today a Patriot. Tomorrow a Leader

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

| 2016-17 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 6 | 122 |
| Grade 7 | 126 |
| Grade 8 | 104 |
| Total Enrollment | 352 |

| 2016-17 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 0 |
| American Indian or Alaska Native | 0 |
| Asian | 1.4 |
| Filipino | 0.6 |
| Hispanic or Latino | 86.6 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 9.9 |
| Two or More Races | 0.9 |
| Socioeconomically Disadvantaged | 84.1 |
| English Learners | 23.6 |
| Students with Disabilities | 6.3 |
| Foster Youth | 0.6 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

| Teacher Credentials | | | |
|---|-------|-------|-------|
| Navelencia Middle School | 15-16 | 16-17 | 17-18 |
| With Full Credential | 14 | 16 | 14 |
| Without Full Credential | 2 | 0 | 1 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Kings Canyon Joint Unified School District | 15-16 | 16-17 | 17-18 |
| With Full Credential | ♦ | ♦ | 423 |
| Without Full Credential | ♦ | ♦ | 23 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Navelencia Middle School | 15-16 | 16-17 | 17-18 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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

| Textbooks and Instructional Materials Year and month in which data were collected: August 2017 | |
|---|--|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | Engage NY 6th Grade Engage NY 7th Grade Engage NY 8th Grade The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Mathematics | Engage NY 6th Grade Engage NY 7th Grade Engage NY 8th Grade The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Science | Holt, Rinehart and Winston: Holt California Science: Earth Holt California Science: Life Holt California Science: Physical Science, 2007 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| History-Social Science | Holt, California Social Studies, 2005 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the KCUSD Business Office. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal. Navelencia Middle School has 15 classrooms, a multipurpose room, a library and an administration building. The main campus was built in 1960. Additional classrooms were constructed in 1977. Additional relocatable classrooms were constructed in 1990 and 1997.

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

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Navelencia was inspected on November 18, 2015; All systems and areas were given an overall rating of "Good."

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/2017 | | | | |
|---|---------------|------|------|---|
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/2017 | | | | |
|---|------------------|-------------|-------------|---|
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | | Restrooms functional, however outdated |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |
| Overall Rating | 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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| 2016-17 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 15-16 | 16-17 | 15-16 | 16-17 | 15-16 | 16-17 |
| ELA | 49 | 48 | 45 | 47 | 48 | 48 |
| Math | 37 | 32 | 27 | 32 | 36 | 37 |

* 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.

| CAASPP Test Results in Science for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| Science | 72 | 63 | 45 | 44 | 60 | 56 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

| Grade Level | 2016-17 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 7 | 22.2 | 21.4 | 36.5 |

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

| Group | Number of Students | | Percent of Students | |
|---------------------------------|--------------------|-------------------|---------------------|------------------------|
| | Enrolled | with Valid Scores | w/ Valid Scores | Proficient or Advanced |
| All Students | 113 | 113 | 100.0 | 62.8 |
| Male | 56 | 56 | 100.0 | 66.1 |
| Female | 57 | 57 | 100.0 | 59.7 |
| Hispanic or Latino | 99 | 99 | 100.0 | 59.6 |
| White | 11 | 11 | 100.0 | 90.9 |
| Socioeconomically Disadvantaged | 96 | 96 | 100.0 | 58.3 |
| English Learners | 17 | 17 | 100.0 | |

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 355 | 350 | 98.59 | 48.29 |
| Male | 176 | 173 | 98.3 | 41.04 |
| Female | 179 | 177 | 98.88 | 55.37 |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 309 | 307 | 99.35 | 46.91 |
| White | 31 | 31 | 100 | 48.39 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 300 | 297 | 99 | 43.43 |
| English Learners | 186 | 182 | 97.85 | 31.32 |
| Students with Disabilities | 21 | 20 | 95.24 | 10 |
| Students Receiving Migrant Education Services | 18 | 18 | 100 | 50 |
| Foster Youth | -- | -- | -- | -- |

Note: 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.

Note: 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.

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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 355 | 352 | 99.15 | 32.39 |
| Male | 176 | 174 | 98.86 | 29.89 |
| Female | 179 | 178 | 99.44 | 34.83 |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 309 | 308 | 99.68 | 29.87 |
| White | 31 | 31 | 100 | 41.94 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 300 | 298 | 99.33 | 27.52 |
| English Learners | 186 | 184 | 98.92 | 17.93 |
| Students with Disabilities | 21 | 20 | 95.24 | 5 |
| Students Receiving Migrant Education Services | 18 | 18 | 100 | 16.67 |
| Foster Youth | -- | -- | -- | -- |

Note: 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.

Note: 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.

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parent involvement and communication are essential to our schools' success. Navelencia Middle School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities. There are numerous and varied opportunities for parent involvement including options to attend school functions and participate and assist with various school activities. Annual school activities include Back to School Night, fundraisers, volunteer in classrooms, chaperone field trips including Band and Orchestra concerts, school registration and Open House. Parent education workshops, including PIQE (Parent Institute for Quality Education) are offered annually to help parents understand their role in helping their child be successful in school and to prepare for high school and beyond. Parents may also serve on advisory committees and leadership teams, including Parent Teacher Club (PTC), English Learners Advisory Council (ELAC), and School Site Council (SSC).

Home and school communication is enhanced through monthly newsletters, parent-teacher conferences, the student/parent handbook, the school website, city newspaper section, student report cards, and other regular communication activities. In addition, parenting classes, translation services, and School Messenger automated phone messages are provided regularly.

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

State Priority: School Climate

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

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

School Safety Plan

Safety of students and staff is a primary concern of Navelencia Middle School. Before, during, and after school, the campus is monitored by campus supervisors and assigned staff. All visitors must sign in at the office and wear appropriate identification while on campus. Visitors and school staff are to display their identification cards at all times. The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include; child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, suspension and expulsion policies, and suicide prevention training. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The plan was last reviewed/updated in September of 2017 and discussed with staff the fall of 2017. An updated copy is available to the public at the school office. The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Emergency preparedness drills are conducted regularly and the school staff is appropriately trained.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 9.4 | 9.7 | 11.6 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 4.2 | 4.7 | 5.7 |
| Expulsions Rate | 0.0 | 0.0 | 0.1 |
| State | 2014-15 | 2015-16 | 2016-17 |
| Suspensions Rate | 3.8 | 3.7 | 3.6 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

D. Other SARC Information

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

| 2017-18 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2009-2010 | 2008-2009 |
| Year in Program Improvement | Year 4 | Year 3 |
| Number of Schools Currently in Program Improvement | 11 | |
| Percent of Schools Currently in Program Improvement | 61.1 | |

| Academic Counselors and Other Support Staff at this School | |
|--|-----|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 0 |
| Counselor (Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | .72 |
| Psychologist | .20 |
| Social Worker | 1 |
| Nurse | .20 |
| Speech/Language/Hearing Specialist | .20 |
| Resource Specialist | 1 |
| Other | 0 |
| Average Number of Students per Staff Member | |
| Academic Counselor | 0 |

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

| Average Class Size and Class Size Distribution (Secondary) | | | | | | | | | | | | |
|--|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Subject | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| English | 25 | 26 | 22 | | | 3 | 4 | 8 | 8 | | | |
| Mathematics | 25 | 26 | 26 | | | | 4 | 8 | 8 | | | |
| Science | 25 | 26 | 26 | | | | 4 | 8 | 8 | | | |
| Social Science | 25 | 26 | 26 | | | | 4 | 8 | 8 | | | |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

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

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

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

Over the past three years teacher have attended the following workshops, conferences, and trainings:

- Kate Kinsella Writing Strategies
- Kagan Cooperative Learning(1 day and 5 day training)
- Kagan Win-Win Discipline
- Kagan Higher Level Thinking
- Kagan Brain Friendly Thinking
- Google Tool Kit
- Google Summit for Education
- Various Math trainings offered by Tulare County Office of Education
- Thinking Maps
- CUE Conference
- CALL Training
- Illuminate
- ED caliber
- READ180
- English 3D
- NGSS
- Write From the Beginning and Beyond Training
- English Learner Group -Deconstructing Standards

| FY 2015-16 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$43,288 | \$46,511 |
| Mid-Range Teacher Salary | \$63,074 | \$73,293 |
| Highest Teacher Salary | \$92,087 | \$92,082 |
| Average Principal Salary (ES) | \$109,852 | \$113,263 |
| Average Principal Salary (MS) | \$119,527 | \$120,172 |
| Average Principal Salary (HS) | \$125,537 | \$131,203 |
| Superintendent Salary | \$224,808 | \$213,732 |
| Percent of District Budget | | |
| Teacher Salaries | 28% | 36% |
| Administrative Salaries | 5% | 5% |

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

| FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$6,851.94 | \$700.20 | \$6,151.74 | \$69,453.15 |
| District | ♦ | ♦ | \$5,572 | \$69,005 |
| State | ♦ | ♦ | \$6,574 | \$74,476 |
| Percent Difference: School Site/District | | | 10.4 | 0.6 |
| Percent Difference: School Site/ State | | | -6.4 | -6.7 |

* Cells with ♦ do not require data.

Types of Services Funded

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

These funds have enabled NMS to provide intervention, (including Supplemental Educational Services in 2016/2017), enrichment, and social/emotional support systems.

Navelencia Middle School is meeting funding goals and is able to provide services by categorical funds that enable under-performing students to meet standards per the (ESEA)has not met all of its Academic Performance goals. Navelencia Middle School offered Supplemental Educational Services to our students, during the 2016-17 school year. Extended library hours, intervention opportunities, supplemental materials and supplies that enhance or extend the core curricular program. Personnel solely responsibility for provide direct service support to all learners , expecially those struggling to meet academic proficiency. The School Site Council reviews the Single Plan for Student Achievement annually. The SSC will review site expenditures and student performance to modify the plan to address the needs of all students.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

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.