

Napa Junction Magnet Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Napa Junction Magnet Elementary School
Street	500 Eucalyptus Drive
City, State, Zip	American Canyon, CA 94503
Phone Number	(707) 253-3461
Principal	Noreen Montgomery
Email Address	nmontgomery@nvusd.org
School Website	napajunction.nvusd.org
County-District-School (CDS) Code	28662666026876

2023-24 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

2023-24 School Description and Mission Statement

Napa Junction Magnet School is a TK-5 Title 1 school with a population of 498 students including 13% White; 52% Hispanic; 14% Filipino; 32% English Learners; 62% socio-economically disadvantaged; 61% Title 1; 15% Students with Disabilities. Students are served by 20 full-time classroom teachers, of whom 100% are highly qualified and 18/20 are fully credentialed. Teachers are assisted by a support staff that includes: 1.5 Intervention Specialists, 1 Special Education Resource Teacher, 3 instrumental music (4-5) teachers, 2 Speech and Language Pathologists, 6 PE teachers, a part-time school psychologist, and a nurse. Napa Junction also includes 7 independence facilitators and 3 instructional assistants. Napa Junction has 2 Functional Skills classrooms, K-5.

School Vision

Napa Junction Magnet School will be recognized for our New Tech Network School Model. This includes but is not limited to: Integrating our STEM Magnet Program with our PBL work, building a school culture of learners who are connected, engaged, and challenged, fostering Agency, developing 21st-century skills of communication, collaboration, critical thinking, and creativity, as well as maintaining Professional Learning Community work that supports the culture of learning for students and staff.

School Mission

It is the mission of our school to foster social and emotional growth, 21st Century skill development, and academic progress within a STEM-focused curriculum and through Project Based Learning. In this way, students will reach their full potential, effectively apply their knowledge, and become contributing members of society.

School Values (commitments, beliefs):

We will provide opportunities for students to be engaged, connected, and challenged.

We will collaborate as a team and support one another.

We will commit to practicing agency and goal setting.

We will focus on building a positive school community.

We will be responsible for making progress in grade-level content, as well as social and emotional goals.

We will learn from each other.

We will celebrate growth and accomplishments.

2023-24 School Description and Mission Statement

We will ensure that all students are making academic growth.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	64
Grade 2	66
Grade 3	78
Grade 4	66
Grade 5	67
Total Enrollment	440

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.4%
Male	48.6%
Asian	2.7%
Black or African American	5.7%
Filipino	12%
Hispanic or Latino	60%
Two or More Races	10.5%
White	8.9%
English Learners	28.4%
Foster Youth	0.7%
Homeless	0.9%
Migrant	1.1%
Socioeconomically Disadvantaged	71.1%
Students with Disabilities	15.5%

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)	16.80	94.41	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)	1.00	5.59	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	0.00	0.00	34.50	4.59	18854.30	6.86
Total Teaching Positions	17.80	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)	16.80	84.89	647.70	88.56	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	10.08	5.50	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.04	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	0.00	0.00	42.00	5.75	15831.90	5.67
Total Teaching Positions	19.80	100.00	731.40	100.00	279044.80	100.00

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

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	1.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.00

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.4	0

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

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

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

Year and month in which the data were collected		September 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Q: Excellent C: Benchmark Education Company, Benchmark Advance, 2015, Grades TK-5 A: All students	Yes	0%

Mathematics	Q: Excellent C: The Math Learning Center, Bridges K-5 - 2015 A: All students	Yes	0%
Science	Q: Good C: Discovery Science, Grades K-5 A: All students	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	
Health		No	
Visual and Performing Arts		No	

School Facility Conditions and Planned Improvements

Napa Junction Elementary School is a brand new, state-of-the-art campus that opened their doors in August, 2021. There are 18 classrooms, an intervention classroom, a resource room that includes a sensory room, a Family Resource Center, a STEM lab, a library, and a multi-purpose room and a preschool classroom. The multi-purpose room is home to a finishing kitchen. Each classroom is equipped with technology that supports and enhances student learning. There are three different playground structures, all designed specifically for elementary-aged students. There is a Napa County Office of Education Preschool on site. They have one classrooms and a play structure.

Year and month of the most recent FIT report

9/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	36	44	43	42	47	46
Mathematics (grades 3-8 and 11)	30	39	27	27	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	212	207	97.64	2.36	43.96
Female	104	101	97.12	2.88	48.51
Male	108	106	98.15	1.85	39.62
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	13	12	92.31	7.69	33.33
Filipino	27	27	100.00	0.00	66.67
Hispanic or Latino	122	119	97.54	2.46	35.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	25	100.00	0.00	40.00
White	20	19	95.00	5.00	63.16
English Learners	42	41	97.62	2.38	14.63
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	17	17	100.00	0.00	35.29
Socioeconomically Disadvantaged	153	149	97.39	2.61	38.93
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	28	96.55	3.45	17.86

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	212	207	97.64	2.36	38.65
Female	104	102	98.08	1.92	32.35
Male	108	105	97.22	2.78	44.76
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	13	12	92.31	7.69	33.33
Filipino	27	27	100.00	0.00	74.07
Hispanic or Latino	122	120	98.36	1.64	31.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	25	100.00	0.00	24.00
White	20	18	90.00	10.00	44.44
English Learners	42	42	100.00	0.00	16.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	17	17	100.00	0.00	47.06
Socioeconomically Disadvantaged	153	148	96.73	3.27	31.08
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	27	93.10	6.90	18.52

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	19.23	37.50	24.20	25.38	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	66	97.06	2.94	36.36
Female	31	30	96.77	3.23	26.67
Male	37	36	97.30	2.70	44.44
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	63.64
Hispanic or Latino	38	37	97.37	2.63	18.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	15	15	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	49	47	95.92	4.08	21.28
Students Receiving Migrant Education Services	0	0	0	0	0
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.

2022-23 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: 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	94%	94%	95.5%	95.5%	97%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement
Parents are welcome on school campus. Their time and talents are greatly appreciated. A big piece of parent involvement is in our PBL work. We constantly invite parents into our classrooms to serve as experts, sit on panels, and provide students with feedback about their project work. Parents are invited to participate in Parent Engagement sessions, participate in ELAC meetings and the School Site Council. We also have a robust Parent Teacher Association who work consistently to provide enriching activities and opportunities for both students and families. Parents also volunteer their time to help with student drop off and pick up, as well as supervision. We have incorporated a number of Parent Engagement events on school campus, such as a Family Math BBQ, Holiday Sing-a-long and an event celebrating Read Across America in the Spring.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	465	456	200	43.9
Female	236	232	107	46.1
Male	229	224	93	41.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	14	14	4	28.6
Black or African American	29	28	14	50.0
Filipino	56	56	11	19.6
Hispanic or Latino	274	269	120	44.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	49	46	23	50.0
White	42	42	28	66.7
English Learners	133	132	54	40.9
Foster Youth	4	3	0	0.0
Homeless	4	4	3	75.0
Socioeconomically Disadvantaged	334	326	150	46.0
Students Receiving Migrant Education Services	6	6	1	16.7
Students with Disabilities	82	81	44	54.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.67	0.86	0.07	3.67	3.96	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.13	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.86	0
Female	0.42	0
Male	1.31	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.09	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.04	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.2	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.22	0

2023-24 School Safety Plan

A schoolwide focus on safety, health and well-being has resulted in a safe and orderly campus for students. Inspections by the Napa Fire Department address code compliance and assure that facilities are safe for students and staff. Our Standard Emergency Management System (SEMS) includes biannual Crime Reports, Student Discipline, Sexual Harassment, Dealing with Dangerous Pupils, Crises Response Plan, Dress Code, and Alternative Programs. The SEMS is reviewed annually. Emergency equipment has been supplied for each classroom and for the school as a whole. Fire drills are held monthly. Earthquake drills, Teacher Down drills, and Active Shooter drills occur several times during the school year. During the first weeks of school, teachers and the principal explain policies about student safety, playground, rules, classroom behavior, bullying, and harassment. The School Site Safety Plan was reviewed and approved by the School Site Council on 10/27/23.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	22		3	
2	26		2	
3	25		2	
4	32		2	
5	34			2
Other	24		2	

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	24		3	
1	24		1	
2	25		2	
3	23		2	
4	28		2	
5	31		2	
Other	19	2	4	

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	24	0	4	0
1	24	0	2	0
2	24	0	2	0
3	26	0	3	0
4	32	0	2	0
5	33	0	1	1
6	0	0	0	0
Other	15	2	1	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	880

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,973	\$152	\$6,820	\$95,795
District	N/A	N/A	\$6,297	\$91,425
Percent Difference - School Site and District	N/A	N/A	8.0	8.8
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-4.5	8.1

Fiscal Year 2022-23 Types of Services Funded

Title 1 funds support an instructional assistant, after school math intervention, and an ELPAC Prep course. They also fund professional development around restorative practices and project refinement. It also supports our intervention LLI Intervention program, as well as support for ELs, low SES and foster youth.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

Professional Development

Napa Junction teachers are working to strengthen Tier 1 instructional practices. We are spending one afternoon a month with Barb Corna, a math consultant, in order to focus on math standards and improve student math scores through clarity and consistency. We are also working to ensure alignment across grade levels. We are focusing on creating an Ecosystem of Cariño to ensure that students, families and staff all feel supported and a that belong to a healthy and loving school communitiy. As a NTN Spotlight School, we consistently work on project refinement, learning targets, and how to better and more effectively use student data to inform our instruction.

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

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