# Alta Heights 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** | Alta Heights Elementary School |
| **Street** | 15 Montecito Blvd. |
| **City, State, Zip** | Napa, CA 94559-2122 |
| **Phone Number** | (707) 253-3671 |
| **Principal** | Ted Ward |
| **Email Address** | tward@nvusd.org |
| **School Website** | https://ahes-nvusd-ca.schoolloop.com/ |
| **County-District-School (CDS) Code** | 28662666026769 |

## 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

Mission:
The Alta Heights Elementary School community works collaboratively to provide authentic and engaging learning opportunities for all students that foster critical thinking and lifelong curiosity.

Vision:
At Alta Heights, we aspire to develop resilient, empathetic learners with a strong sense of belonging.

We Commit To:

- providing a strong foundation in ELA and math with an additional focus on hands-on science, engineering, and art experiences
- holding high expectations for all students and adult learners
- protecting collaborative Professional Learning Community meeting time
- communicating effectively with students, parents, and each other
- using a variety of instructional strategies and groupings to meet the needs of all learners
- monitoring student progress by developing common formative assessments, collecting data, and using the results to plan student interventions and enrichment
- developing engaging and meaningful lessons for students.
- creating a safe and trusting environment and strong relationships
- celebrating students' achievements
- aligning our school goals with the district goals to ensure that every student is career and college ready

## About this School

### 2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 69 |
| Grade 1 | 44 |
| Grade 2 | 41 |
| Grade 3 | 58 |
| Grade 4 | 45 |
| Grade 5 | 51 |
| Total Enrollment | 308 |

### 2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 44.5% |
| Male | 55.5% |
| American Indian or Alaska Native | 0.3% |
| Asian | 0.6% |
| Black or African American | 1% |
| Filipino | 1% |
| Hispanic or Latino | 45.8% |
| Two or More Races | 3.6% |
| White | 47.7% |
| English Learners | 16.9% |
| Homeless | 0.6% |
| Migrant | 2.6% |
| Socioeconomically Disadvantaged | 53.2% |
| Students with Disabilities | 13% |

## 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)** | 15.80 | 100.00 | 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)** | 0.00 | 0.00 | 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** | 15.80 | 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)** | 13.70 | 100.00 | 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)** | 0.00 | 0.00 | 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** | 13.70 | 100.00 | 731.40 | 100.00 | 279044.80 | 100.00 |

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

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

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

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

## 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) | 0 | 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

During the 2015-16 school year, the district adopted the math curriculum, Bridges. In the 2017-18 school year, Benchmark Advance English language arts curriculum was adopted for grades 3-5 and in 2018-19 for grades TK-2. For science instruction, we utilize FOSS, Full Option Science Systems, Mystery Science online access, Engineering is Elementary, as well as the 2007 district adopted Harcourt Brace Science materials. For social studies, we use the district adopted Scott-Foresman California History-Social Studies materials from 2007. Supplementary materials adopted for ELA are Imagine Learning Language adopted in 2008 (with an updated version 2017). Math supplementary resources include Dreambox Learning (adopted in 2020). All students have access to all district approved materials and textbooks.

| | |
|---|---|
| **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: Good<br>C: ELA<br>A: All students<br>Benchmark Advance TK-5 . ELD embedded within program (integrated and designated) | Yes | 0 |
| **Mathematics** | Q: Good<br>C: Bridges Math K-5 2015-16<br>A: All students | Yes | 0 |
| **Science** | Q: Good<br>C: Discovery Science (K-5)<br>A: All student | Yes | 0 |
| **History-Social Science** | Q: Good<br>C: Pearson Scott Foresman: History-Social Studies for California (K-5) - 2005<br>A: All students | Yes | 0 |
| **Foreign Language** | | No | |
| **Health** | | No | |
| **Visual and Performing Arts** | | No | |

## School Facility Conditions and Planned Improvements

Alta Heights received perimeter fencing and gating in October of 2022. The HVAC systems, roofing, and exterior paint were all updated in the summer of 2021. There are minor repairs around the site that are in process via work orders.

| | |
|---|---|
| **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:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:**<br>Interior Surfaces | X | | | |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | X | | | |
| **Safety:**<br>Fire Safety, Hazardous Materials | X | | | |
| **Structural:**<br>Structural Damage, Roofs | X | | | |
| **External:**<br>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) | 47 | 42 | 43 | 42 | 47 | 46 |
| **Mathematics** (grades 3-8 and 11) | 41 | 44 | 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** | 156 | 154 | 98.72 | 1.28 | 41.56 |
| **Female** | 75 | 74 | 98.67 | 1.33 | 54.05 |
| **Male** | 81 | 80 | 98.77 | 1.23 | 30.00 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 0 | 0 | 0 | 0 | 0 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 72 | 71 | 98.61 | 1.39 | 28.17 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | 76 | 75 | 98.68 | 1.32 | 52.00 |
| **English Learners** | 18 | 18 | 100.00 | 0.00 | 0.00 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 12 | 12 | 100.00 | 0.00 | 16.67 |
| **Socioeconomically Disadvantaged** | 86 | 85 | 98.84 | 1.16 | 30.59 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- | -- |
| **Students with Disabilities** | 30 | 30 | 100.00 | 0.00 | 23.33 |

## 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** | 156 | 153 | 98.08 | 1.92 | 43.79 |
| **Female** | 75 | 75 | 100.00 | 0.00 | 50.67 |
| **Male** | 81 | 78 | 96.30 | 3.70 | 37.18 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 0 | 0 | 0 | 0 | 0 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 72 | 71 | 98.61 | 1.39 | 32.39 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | 76 | 74 | 97.37 | 2.63 | 52.70 |
| **English Learners** | 18 | 18 | 100.00 | 0.00 | 11.11 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 12 | 12 | 100.00 | 0.00 | 8.33 |
| **Socioeconomically Disadvantaged** | 86 | 84 | 97.67 | 2.33 | 34.52 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- | -- |
| **Students with Disabilities** | 30 | 29 | 96.67 | 3.33 | 27.59 |

## 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) | 27.08 | 32.00 | 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** | 51 | 50 | 98.04 | 1.96 | 32.00 |
| **Female** | 20 | 20 | 100.00 | 0.00 | 50.00 |
| **Male** | 31 | 30 | 96.77 | 3.23 | 20.00 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 0 | 0 | 0 | 0 | 0 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 25 | 25 | 100.00 | 0.00 | 12.00 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | 22 | 21 | 95.45 | 4.55 | 47.62 |
| **English Learners** | -- | -- | -- | -- | -- |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | 0 | 0 | 0 | 0 | 0 |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 30 | 30 | 100.00 | 0.00 | 20.00 |
| **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** | 90.2% | 100% | 100% | 100% | 100% |

## C. Engagement

## State Priority: Parental Involvement

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

### 2023-24 Opportunities for Parental Involvement

Parents are encouraged to participate in the Family Faculty Club (FFC), School Site Council (SSC), and/or English Learner Advisory Committee (ELAC), and assist in other areas. Parents are invited to participate in fundraisers, to complete surveys for input, to attend monthly meetings, and give input in other ways. Parent input and participation is highly valued and appreciated by the school staff and parents/guardians are invited to help on-site and in classrooms. For further information on parent involvement opportunities, please contact the Principal at 707-253-3671 or visit our FFC website at www.altaheightsffc.com

## 2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 323 | 317 | 87 | 27.4 |
| **Female** | 143 | 141 | 32 | 22.7 |
| **Male** | 180 | 176 | 55 | 31.3 |
| **Non-Binary** | 0 | 0 | 0 | 0.0 |
| **American Indian or Alaska Native** | 2 | 1 | 1 | 100.0 |
| **Asian** | 2 | 2 | 1 | 50.0 |
| **Black or African American** | 3 | 3 | 3 | 100.0 |
| **Filipino** | 3 | 3 | 2 | 66.7 |
| **Hispanic or Latino** | 149 | 146 | 44 | 30.1 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0.0 |
| **Two or More Races** | 13 | 12 | 1 | 8.3 |
| **White** | 151 | 150 | 35 | 23.3 |
| **English Learners** | 57 | 55 | 18 | 32.7 |
| **Foster Youth** | 2 | 2 | 2 | 100.0 |
| **Homeless** | 2 | 2 | 1 | 50.0 |
| **Socioeconomically Disadvantaged** | 177 | 174 | 59 | 33.9 |
| **Students Receiving Migrant Education Services** | 8 | 8 | 3 | 37.5 |
| **Students with Disabilities** | 56 | 55 | 17 | 30.9 |

# 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 | 1.00 | 0.93 | 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** | 0.93 | 0 |
| **Female** | 0 | 0 |
| **Male** | 1.67 | 0 |
| **Non-Binary** | | |
| **American Indian or Alaska Native** | 0 | 0 |
| **Asian** | 0 | 0 |
| **Black or African American** | 0 | 0 |
| **Filipino** | 0 | 0 |
| **Hispanic or Latino** | 0 | 0 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 |
| **Two or More Races** | 0 | 0 |
| **White** | 1.99 | 0 |
| **English Learners** | 0 | 0 |
| **Foster Youth** | 0 | 0 |
| **Homeless** | 0 | 0 |
| **Socioeconomically Disadvantaged** | 1.69 | 0 |
| **Students Receiving Migrant Education Services** | 0 | 0 |
| **Students with Disabilities** | 0 | 0 |

## 2023-24 School Safety Plan

Our School Safety Plan is reviewed and updated annually. The Safety Committee includes the principal, the head custodian, a Napa Police Department Officer, and is reviewed by staff and the School Site Council (SSC). Updates are made to staffing in lead emergency roles and section leaders. Classroom and school hazards are identified, and on-site emergency supply quantities are updated. This has been presented to the teachers/staff at a October 2023 staff meeting. The School Site Council reviewed and approved the plan on October 24th, 2023. We practice all of our emergency drill routines with staff and students monthly.

# 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** | 19 | 2 | 1 | |
| **1** | 23 | | 3 | |
| **2** | 25 | | 2 | |
| **3** | 27 | | 2 | |
| **4** | 25 | | 2 | |
| **5** | 30 | | 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** | 31 | | 1 | 1 |
| **1** | 19 | 1 | | |
| **2** | 26 | | 2 | |
| **3** | 26 | | 1 | |
| **4** | 25 | | 2 | |
| **5** | 24 | | 2 | |
| **Other** | 23 | | 2 | |

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

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **K** | 23 | 0 | 3 | 0 |
| **1** | 22 | 0 | 2 | 0 |
| **2** | 23 | 0 | 1 | 0 |
| **3** | 25 | 0 | 2 | 0 |
| **4** | 32 | 0 | 1 | 0 |
| **5** | 32 | 0 | 1 | 0 |
| **6** | 0 | 0 | 0 | 0 |
| **Other** | 29 | 0 | 2 | 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** | 0 |

## 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)** | |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | |
| **Social Worker** | 0.4 |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | 0.8 |
| **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** | $7,937 | $111 | $7,827 | $99,527 |
| **District** | N/A | N/A | $6,297 | $91,425 |
| **Percent Difference - School Site and District** | N/A | N/A | 21.7 | 12.6 |
| **State** | N/A | N/A | $7,607 | $90,632 |
| **Percent Difference - School Site and State** | N/A | N/A | | 11.9 |

## Fiscal Year 2022-23 Types of Services Funded

We provide school day intervention services via a full-time instructional assistant who serves students in K-5th grade and an additional Part-time instructional assistant who serves students in grades K-5. These intervention opportunities are targeted at specific skills and are offered in small groups or 1:1. Our academic specialist provides additional small group instruction interventions for our 2nd-5th grade students. Additionally, we provide library services time for students to access the library and we offer after-school intervention classes to support language learners and math support.

## 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

The primary professional learning this year will be:

Using learning sprints to anchor our PLC work by grade level
ESGI Program use and reports
Imagine Learning Language program use and reports
Multi-Tiered Systems of Support (MTSS) -Using Strengths and Difficulties Questionnaire (SDQ), attendance data, and assessment results, to identify students in need of extra assistance. Providing quality Tier 1,2,3 interventions.

Professional development will be delivered on the NVUSD professional learning days, through after school opportunities for adult learning (i.e. grade level Community of Practice, Professional Learning Communities, etc.), during the Wednesday early release days, through curriculum publishers, district coaching, the intervention teacher, and the site principal.

Teachers will be supported by the principal, site intervention teacher, and other district staff through coaching, goal setting, PLC support, observations and feedback, and through staff meeting professional learning.

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 |