Northwood 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	Northwood Elementary School
Street	2214 Berks Street
City, State, Zip	Napa, CA 94558
Phone Number	(707) 253-3471
Principal	Suzanne Flint
Email Address	suzanne_flint@nvusd.org
School Website	https://northwood.nvusd.org/
County-District-School (CDS) Code	28662666026892

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

The students at Northwood Elementary School are served by eighteen fully credentialed teachers and a support staff that includes resource, intervention, physical education, visual art and instrumental music specialists, two speech therapists, a school psychologist, a school social worker, and a nurse. As a true neighborhood school, we take great pride in the active involvement of our parents, the offering of a well-rounded curriculum that meets the needs of all students, and an inclusive, student-centered atmosphere on a beautiful and safe campus. Our vision is, "Every child is known, safe, inspired, challenged, and empowered." Our motto for the 2023-24 school year is, "Every Interaction Matters - Eagles Show They Care!"

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	57
Grade 1	63
Grade 2	49
Grade 3	70
Grade 4	53
Grade 5	78
Total Enrollment	370

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3%
Male	49.7%
American Indian or Alaska Native	0.3%
Asian	0.8%
Black or African American	0.5%
Filipino	1.1%
Hispanic or Latino	42.2%
Two or More Races	7.8%
White	47%
English Learners	16.5%
Foster Youth	0.3%
Homeless	1.9%
Migrant	1.1%
Socioeconomically Disadvantaged	49.7%
Students with Disabilities	19.2%

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)	16.30	85.35	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)	2.00	10.47	30.20	4.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	4.19	22.40	2.98	12115.80	4.41
Unknown	0.00	0.00	34.50	4.59	18854.30	6.86
Total Teaching Positions	19.10	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)	14.20	78.03	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)	1.00	5.49	13.40	1.84	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	5.49	22.50	3.08	11953.10	4.28
Unknown	2.00	10.98	42.00	5.75	15831.90	5.67
Total Teaching Positions	18.20	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	1.00
Misassignments	2.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	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	0.80	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.80	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.

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)	10.5	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

Year and month in which the data were collected	September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Q: Good C: Benchmark A: All students	Yes	0%

Mathematics	Q: Good C: Bridges in Mathematics A: All students	Yes	0%
Science	Q: Good C: Discovery Science 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	0%
Health		No	0%
Visual and Performing Arts		No	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

The present office wing, multi-use room, and rooms 1-14 were constructed in 1962 and were modernized in 2020. The portable rooms 15 and 16 were constructed in the early 1970s. Four portables were constructed between l991 and l997. The portable library/multi-media center was constructed in 2000. Internet wiring was completed in l998. Heating and air conditioning were replaced, and a new roof was put on the permanent buildings, in 2020. New playground areas were completed around 2001 through the combined efforts of the community, staff, and parents. The four Functional Skills special day class classrooms, Sensory Room, and Mild/Moderate special education classroom, were moved to the Northwood site in 2017.

Year and month of the most recent FIT report	09/2023

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)	55	46	43	42	47	46
Mathematics (grades 3-8 and 11)	52	43	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	207	201	97.10	2.90	46.27
Female	103	100	97.09	2.91	53.00
Male	104	101	97.12	2.88	39.60
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	86	83	96.51	3.49	27.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	11	91.67	8.33	45.45
White	101	99	98.02	1.98	61.62
English Learners	22	21	95.45	4.55	4.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	15	15	100.00	0.00	26.67
Socioeconomically Disadvantaged	103	101	98.06	1.94	30.69
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	37	34	91.89	8.11	2.94

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	207	201	97.10	2.90	42.79
Female	103	100	97.09	2.91	43.00
Male	104	101	97.12	2.88	42.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	86	84	97.67	2.33	26.19
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	11	91.67	8.33	63.64
White	101	98	97.03	2.97	54.08
English Learners	22	22	100.00	0.00	4.55
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	15	15	100.00	0.00	20.00
Socioeconomically Disadvantaged	103	102	99.03	0.97	29.41
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	37	33	89.19	10.81	6.06

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)	51.06	43.06	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	78	77	98.72	1.28	41.56
Female	38	38	100.00	0.00	36.84
Male	40	39	97.50	2.50	46.15
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	35	97.22	2.78	17.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	35	35	100.00	0.00	68.57
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	46	45	97.83	2.17	28.89
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	18	100.00	0.00	11.11

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	97.4%	97.4%	94.7%	98.7%	98.7%

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 informed about programs through our website, the weekly Northwood Notes, social media pages, and our ParentSquare home/school communication platform. Our bilingual Parent & Community Liaison also organizes parent outreach events and volunteer opportunities. Formal meetings where parents and community members get involved and give input include our School Site Council (SSC), Parent Faculty Club (PFC), and our English Learner Advisory Committee (ELAC). Volunteer opportunities are plentiful, and we are proud to have a\ thriving community including parents assisting in the classrooms, in the library, on field trips, and at special events.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	393	388	103	26.5
Female	200	196	58	29.6
Male	193	192	45	23.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	3	3	1	33.3
Black or African American	3	3	0	0.0
Filipino	4	4	1	25.0
Hispanic or Latino	167	166	59	35.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	29	29	9	31.0
White	185	181	33	18.2
English Learners	68	68	28	41.2
Foster Youth	2	1	0	0.0
Homeless	8	7	4	57.1
Socioeconomically Disadvantaged	202	198	76	38.4
Students Receiving Migrant Education Services	6	6	0	0.0
Students with Disabilities	86	85	37	43.5

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	1.57	1.02	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	1.02	0
Female	0.5	0
Male	1.55	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	1.8	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.54	0
English Learners	1.47	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.5	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.33	0

2023-24 School Safety Plan

A school-wide focus on safety, health, and well-being has resulted in a positive and inviting learning environment for students. Grounds are kept litter-free and supervised by a full-time custodian. Inspections by the Napa Fire Department address code compliance and assure that facilities are safe for students and staff. Our Comprehensive School Safety Plan (CSSP) modeled on the Incident Command System addresses all components of SBI87. The School Site Council, which includes staff and parents, reviews the CSSP annually. The most recent CSSP was approved by the Northwood School Site Council on October 17, 2023, approved by the NVUSD Board of Trustees on November 16, 2023, and reviewed with school staff. Emergency equipment has been supplied for each classroom and for the school as a whole. Monthly emergency drills include practice for fire, earthquake, sheltering in place, lockdowns, and adult/student health emergencies. Our discipline process includes a focus on Positive Behavior-Intervention-Support and Restorative Practices, and follows the NVUSD Discipline Matrix.

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	46			2
1	21	1	2	
2	26		2	
3	23		3	
4	32		1	
5	31		2	
Other	14	3	1	

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	36		1	1
1	22		1	
2	26		2	
3	25		2	
4	31		2	
5	30		1	
Other	17	3	3	

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	32	0	1	1
1	24	0	1	0
2	26	0	1	0
3	26	0	2	0
4	28	0	1	0
5	32	0	2	0
6	0	0	0	0
Other	19	3	4	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	0.3
Social Worker	
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	$7,252	$18	$7,233	$109,144
District	N/A	N/A	$6,297	$91,425
Percent Difference - School Site and District	N/A	N/A	13.8	21.8
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	3.1	21.0

Fiscal Year 2022-23 Types of Services Funded

Base funding covers basic operational costs. State supplemental funding supports ELD Curriculum for Grades K-5, social-emotional learning (The Toolbox Project and Second Step curriculum), a supplemental online conceptual math program (Dreambox), and a supplemental online literacy program (Imagine Language and Literacy). One 4-hour/day instructional aide provides small group interventions in and out of the general education classrooms.

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

Full-day professional development training is focused on the implementation of problem-based math, inquiry-driven learning across all subjects, social-emotional learning, multi-tiered systems of support (MTSS), and the implementation of school-wide teaching and learning strategies. The Certificated Staff meets twice per month in the afternoon for professional learning. Topics include meeting the needs of English Language Learners, Learning Sprints, Imagine Language and Literacy, and Discovery Science implementation. Teachers meet bi-weekly within their grade level Professional Learning Communities, in order to share best practices in response to student data. We have a .6 FTE Interventionist, who coordinates and provides support at each grade level, assists with assessments, and participates as a member of our MTSS team.

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