Vichy Elementary School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Vichy Elementary School
Street	3261 Vichy Avenue
City, State, Zip	Napa
Phone Number	7072533544
Principal	Sally Zikmund
Email Address	szikmund@nvusd.org
School Website	https://ves@nvusd.org
Grade Span	K-5
County-District-School (CDS) Code	28662666026967

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Vichy Elementary has been a community-centered school since its inception in 1953. We are located on the east side of Napa, 5 miles from downtown, in a semi-rural, suburban setting. We have been recognized as a California "Distinguished" School in 1993, 2000, and 2002. Our TK-5 school community is committed to providing an inspiring and productive learning environment. Vichy serves 297 students. We are committed to strong character and academic growth for all students. We value character in conjunction with achievement because we believe it requires the former to achieve the latter. We support students to build a strong foundation in language arts and mathematics by challenging all students to improve daily and take ownership for their learning. Our school embraces the integration of the arts and technology across the curriculum to foster inquiry,

2024-25 School Description and Mission Statement

creativity, critical thinking, and communication skills to prepare students for the 21st Century. On the 2024 CAASPP assessment, 60% of Vichy students met or exceeded grade level standards in ELA and 80% met or nearly met grade level standards in Math.
Our Mission statement supports our communities' dedication and commitment to all Vichy children. Vichy Elementary School is a community where learning is treasured. Our goal is to inspire students to become passionate, life-long learners who contribute to their communities as creative, ethical leaders. We believe in excellence as a result of teachers, staff, and parents collaborating to develop a comprehensive core curriculum to support students in mastering and exceeding grade-level standards. Our curriculum is enriched through the integration of the art, music, garden, STEM activities, and technology to foster inquiry and build expertise for the 21st Century. We are committed to providing a safe, respectful, and caring environment where all students realize their potential in an inspirational, learning community.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	41
Grade 2	55
Grade 3	49
Grade 4	52
Grade 5	38
Total Enrollment	301

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
American Indian or Alaska Native	0.3
Asian	2.3
Black or African American	0.7
Filipino	0.3
Hispanic or Latino	26.2
Two or More Races	7.6
White	62.1
English Learners	7
Homeless	1.7
Migrant	1
Socioeconomically Disadvantaged	41.5
Students with Disabilities	13.6

A. Conditions of Learning

State Priority: Basic

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

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

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	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/Incomplete/NA	0.00	0.00	34.50	4.59	18854.30	6.86
Total Teaching Positions	16.80	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)	14.10	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/Incomplete/NA	0.00	0.00	42.00	5.75	15831.90	5.67
Total Teaching Positions	14.10	100.00	731.40	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.00	100.00	618.90	87.87	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.86	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	30.00	4.27	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	21.20	3.02	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	28.00	3.98	14303.80	5.15
Total Teaching Positions	13.00	100.00	704.30	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	0.00	0	0

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

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

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:New C: Bridges, The Math Learning Center 3rd Edition A: All students	Yes	0%
Science	Q: Good C: Discovery Science (K-5) - 2022 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%

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

School Facility Conditions and Planned Improvements

Vichy benefited from a comprehensive school-wide facility upgrade and remodeling in 1998-2000 and in 2006-07. Upgrades included new flooring, carpeting, paint, and air conditioning/heat in 1998-2000, and a covered, outside eating area, restroom facilities, and a new multi-use room in 2006-07. In the spring of 2020, a new finishing kitchen was complete and is now being used to serve students freshly prepared meals each day. School-wide technology wiring, as well as a wireless network, provides full connectivity for each classroom and the Library, to the Internet. All classrooms have front of the classroom Promethean boards as well as iPads (K-2) and Chromebook computers (3-5). Vichy students take great pride in their school, so beautification is an ongoing project.

Year and month of the most recent FIT report	9/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Blacktop surfaces are in need of resurfacing in the parking lot and in both playground areas, especially the primary playground. Parking lot lighting is limited. Crosswalk to the parking lot needs repainting. There is no security fencing around the school.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	62	58	42	40	46	47
Mathematics (grades 3-8 and 11)	55	64	27	28	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	140	137	97.86	2.14	58.39
Female	78	75	96.15	3.85	61.33
Male	62	62	100.00	0.00	54.84
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	38	97.44	2.56	42.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	84	82	97.62	2.38	65.85
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	62	100.00	0.00	48.39
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	27	90.00	10.00	40.74

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	140	137	97.86	2.14	63.50
Female	78	75	96.15	3.85	65.33
Male	62	62	100.00	0.00	61.29
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	38	97.44	2.56	47.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	84	82	97.62	2.38	69.51
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	62	100.00	0.00	48.39
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	27	90.00	10.00	44.44

CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	41.94	48.72	25.38	23.70	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	39	39	100.00	0.00	48.72
Female	21	21	100.00	0.00	52.38
Male	18	18	100.00	0.00	44.44
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	25	25	100.00	0.00	64.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	15	15	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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	89.5	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.

2024-25 Opportunities for Parental Involvement

Vichy has a proud tradition of parent participation that enhances our school community. We believe that education is a partnership between home, school, and community. Parent involvement plays a key role throughout our school. We have an active Parent Club that works with staff to provide the best education possible for our students.

Parents raise money for classroom enrichment materials, art supplies, assemblies, field trips, and playground equipment. Other important services that the Vichy Parent Club funds include: a school garden with a master gardener as well as a STEM consultant and vocal music instruction for our TK - 3rd grade students. Each year, over 10,000 hours are logged by parents or family members who assist in classrooms, assist with field trips, or work in the Library. We have parents supporting teachers and students in every classroom in many different roles; support students directly, or offering to do other tasks to provide teachers with more time to prepare instruction or work with students in small groups. Parent input plays an integral part of our educational program. In addition to our Parent Club, our School Site Council, is comprised of parents, certificated and classified staff, and supports the decision making around our School Plan for Student Achievement, our site safety plan and budget. Additionally, in 2020, we established our first ELAC with outreach and support to the families of our English Learners and continue the work of supporting with the help of our parent liaison.

Vichy has many traditions that our community celebrates. Our annual Jog-A-Thon fundraiser involves all of our students and many parents in promoting fitness and healthy lifestyles. Parents look forward to the "Art Show" and the “Starry Night Benefit Auction” which are held in the spring each year. These events are important fundraisers for our school enrichment programs. We have started some new traditions recently like our Trunk or Treat event and the Classroom Scarecrow contest and Vichy Pumpkin patch. We are proud of our active family involvement that permeates daily interactions at our school. For further information on parent involvement opportunities, please contact Sally Zikmund, Principal at 707-253-3544.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	320	312	52	16.7
Female	153	148	24	16.2
Male	167	164	28	17.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	89	86	28	32.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	23	23	2	8.7
White	193	190	20	10.5
English Learners	24	23	8	34.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	144	138	33	23.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	62	61	14	23.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.62	0.96	2.19	3.67	3.96	4.05	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.13	0.06	0.07	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.19	0.00
Female	0.00	0.00
Male	4.19	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.25	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.59	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.78	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.06	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Vichy has a safe, healthy, and nurturing learning environment for all students. We implement the BEST Program to promote and reinforce positive behavior for all students. The four BEST areas of emphasis are BE KIND, Be Respectful, Be Responsible, and Be Safe. Vichy's staff and students focus on building positive character assets and academic skills. We also teach empathy through the Second Step program, hold community building circles and instruct students about tools for SEL through the Toolbox Project curriculum. Students have opportunities to receive awards for Responsibility, Integrity, and Citizenship. Also, they have opportunities to receive awards for their effort in learning; Inquirer, Courageous Learner, and Perseverance. Excellent communication is essential to this exceptional school environment. The principal is visible throughout the school. Rules and high expectations for student behavior are reviewed throughout the year. Vichy's Comprehensive School Safety Plan, in compliance with SB187, is revised and updated yearly and was reviewed and approved by School Site Council on 10/15/24. The plan coordinates the responsibilities of all adults on campus in the event of a natural disaster or crisis, as well as establishes goals for a safe environment in which students can learn. Inspections by the Napa Fire Department address code compliance and assure that facilities are safe for students and staff. Safety Drills are conducted each month and recorded according to guidelines.

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	39		1	1
1	21		2	
2	26		1	
3	52			1
4	32		1	
5	32		1	
Other	24	1	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	1		1
1	22		2	
2	23		1	
3	26		1	
4	32		1	
5	31		2	
Other	32		2	1

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	44			2
1	21		1	
2	26		2	
3	25		2	
4	32		1	
5	30		1	
Other	26		2	

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,436	$1	$8,436	$117,129
District	N/A	N/A	$6,297	$96,897
Percent Difference - School Site and District	N/A	N/A	29.0	18.9
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-24.3	18.0

Fiscal Year 2023-24 Types of Services Funded

We are supported financially through base funding. In addition to classroom teachers, we have Interventionist (.40 FTE), Resource (RSP), Speech and Language, Psychologist, Music Teachers, Librarian, Physical Education specialists, office manager and assistant, health clerk(5 days in a two week period) and registered nurse supervisor(4 times per month).

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$63,179	$59,551
Mid-Range Teacher Salary	$88,572	$93,855
Highest Teacher Salary	$115,266	$120,219
Average Principal Salary (Elementary)	$147,747	$151,525
Average Principal Salary (Middle)	$158,298	$158,215
Average Principal Salary (High)	$161,042	$171,087
Superintendent Salary	$350,819	$300,043
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Currently there are 3 district professional development days scheduled. In addition to the district days that are scheduled, staff participate in PD sessions for the new science curriculum, science of reading, quality interactions in the classroom, and Aeries and how to update student information for MTSS. We will also continue the work of the new Strategic Plan with a focus on quality Tier 1 instruction in alignment with Strategy 1. These professional development sessions are held either after contract hours or during PLC and Teacher Learning Meeting time.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5.5	5.5	5.5