

Browns Valley School TK-8

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	Browns Valley School TK-8
Street	1001 Buhman Avenue
City, State, Zip	Napa, CA 94558
Phone Number	(707) 253-3761
Principal	Meshach Osborne
Email Address	mosborne@nvusd.org
School Website	https://brownsvalley.nvusd.org/
Grade Span	K-8
County-District-School (CDS) Code	28662666026785

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

Description: The students at Browns Valley TK-8 School are served by 27 fully-credentialed, full-time highly qualified teachers and support staff that includes an Intervention Specialist, a Counselor, a Bilingual Parent Liaison, 2 Resource Teachers, PE teachers, Music Specialists, 2 Speech Therapists, a School Psychologist, a Nurse, a Library Tech, a Campus Safety Supervisor, and a STEM Enrichment Instructor. Our Enrichment Program provides students with a well-rounded education that students from all socio-economic and cultural backgrounds thrive. Project Based Learning, collaboration, movement and mindfulness, and the focus on student learning all make our classrooms engaging. Annual funds are allocated to upgrade our classrooms. Our Monthly Character Traits allow students to practice positive traits to live by in our learning environment. We

2024-25 School Description and Mission Statement

always make decisions on "What is Best for Kids!"

Browns Valley School has been on this site since the 1800's. Our attendance area includes suburbs, farms, vineyards, open enrollment, and remote residences located on Mt. Veeder. We have a STEAM room, a library, a school garden, a native Napa plant garden, and one to one devices so students can easily access technology as a learning tool. Our school is an integral part of the Browns Valley community, supported by over 200 parent volunteers, school-based groups such as the Browns Valley Family Club, Juntos Unidos, Junior Achievement, Scouts, 4-H, Boys and Girls Club, and NVUSD extended daycare. We have high expectations for our students, who go on to higher levels of education, making us proud of their accomplishments.

Mission Statement: The Browns Valley TK-8 learning community provides students with an engaging and collaborative environment. We value the partnership between students, teachers, and families so that students flourish in academics and social/emotional wellness while developing their voice, independence, and love for learning.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	65
Grade 2	84
Grade 3	73
Grade 4	77
Grade 5	72
Grade 6	54
Grade 7	51
Total Enrollment	570

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	52.8
American Indian or Alaska Native	0.2
Asian	0.4
Black or African American	0.5
Filipino	0.4
Hispanic or Latino	27.5
Two or More Races	7.2
White	63.5
English Learners	12.3
Foster Youth	0.2
Homeless	0.4
Migrant	2.3
Socioeconomically Disadvantaged	39.1
Students with Disabilities	14

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)	20.30	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	20.30	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)	20.30	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	20.30	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)	22.30	94.03	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)	1.40	5.97	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	23.80	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	1.4
Total Out-of-Field Teachers	0.00	0.00	1.4

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

Students engage in high quality instruction with district adopted curriculum. Students receive this curriculum using sound instructional strategies and practices that engage, challenge and support all learners. Our teachers are highly qualified and trained in how to implement and deliver these researched based learning materials.

Year and month in which the data were collected November 2024

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 2017 for grades K-5 ELD: Benchmark 2017 for grades K-5 A: K-5 Q: Good C: California StudySync for grades 6-8 ELD: Vista Higher Learning for grades 6-8 A: 6-8	Yes	0%
Mathematics	Q: Good C: Bridges (K-5) - 2014 A: K-5 Q: Good C: McGraw-Hill California Glencoe A: 6-8	Yes	0%
Science	Q: Good C: Discovery Education Science, Adopted 2022 A: K-5 Q: Good C: Amplify Science A: 6-8	Yes	0%
History-Social Science	Q: Good C: Pearson Scott Foresman: History-Social Studies for California (K-5) - 2005 A: K-5 Q: Good C: McGraw-Hill, IMPACT; California Social Studies A: 6-8	Yes	0%

Foreign Language		No	0%
Health	Q: Good C: Heath Connected, Teen Talk A: 7	Yes	0%
Visual and Performing Arts		No	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

The main buildings were constructed in the early 1960's. In the summer of 2006, a new multi-use building, restrooms and drinking fountains were constructed with funds from Measure G. Several years ago upgrading of the technology wifi system was completed. With the participation of the Kiwanis Club and Browns Valley Family Club, three playground structures were built in 2000 and 2011. Each classroom has ample technology for student access with 1 to 1 devices. A library building was purchased by the BVFC in 1997 to ensure the school would always have a library for students. One TK portable was installed on campus, roofing redone campus wide, Room 13 wall remodeled, carpet and paint in 6 rooms, parking lot and 2/3 blacktop pavement redone with new striping during the summer of 2024.

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			

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)	52	54	42	40	46	47
Mathematics (grades 3-8 and 11)	46	47	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	343	330	96.21	3.79	54.24
Female	167	163	97.60	2.40	58.90
Male	174	166	95.40	4.60	49.40
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	105	98	93.33	6.67	39.80
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	22	95.65	4.35	54.55
White	209	205	98.09	1.91	61.46
English Learners	38	33	86.84	13.16	9.09
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	21	20	95.24	4.76	30.00
Socioeconomically Disadvantaged	151	143	94.70	5.30	37.06
Students Receiving Migrant Education Services	11	11	100.00	0.00	27.27
Students with Disabilities	51	47	92.16	7.84	23.40

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	343	331	96.50	3.50	46.53
Female	167	164	98.20	1.80	45.73
Male	174	166	95.40	4.60	46.99
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	105	99	94.29	5.71	32.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	22	95.65	4.35	54.55
White	209	205	98.09	1.91	52.68
English Learners	38	34	89.47	10.53	14.71
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	21	20	95.24	4.76	15.00
Socioeconomically Disadvantaged	151	143	94.70	5.30	30.77
Students Receiving Migrant Education Services	11	11	100.00	0.00	36.36
Students with Disabilities	51	47	92.16	7.84	19.15

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)	46.32	38.89	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	73	72	98.63	1.37	38.89
Female	41	40	97.56	2.44	40.00
Male	31	31	100.00	0.00	35.48
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	25	24	96.00	4.00	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	40	40	100.00	0.00	50.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	34	34	100.00	0.00	29.41
Students Receiving Migrant Education Services	--	--	--	--	--
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	98.6	98.6	98.6	98.6	98.6
Grade 7	93.5	95.7	95.7	95.7	95.7

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.

2024-25 Opportunities for Parental Involvement

Parents are informed about programs and their roles through; Parent Square, school happenings and updates through our Bear Facts newsletter, a new school website, email, and by participating in the Browns Valley Family Club, School Site Council, or English Learner Advisory Council Parents volunteer in classrooms, help in the office, school garden, supervise at recess, make classroom presentations, and go on field trips. Opportunities are available year-round. Our fundraisers involve many parent volunteers and raise funds for enriching and enhancing education for each and every student. Parents play important roles on campus in our art program, after school enrichment classes, school plays, school events, and in leadership roles. We value parent input and listen to all stakeholders. For further information on parent involvement opportunities, please visit or school website at <https://brownsvalley.nvusd.org/>.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	603	588	99	16.8
Female	285	276	49	17.8
Male	315	310	49	15.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	172	163	41	25.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	46	45	10	22.2
White	376	371	45	12.1
English Learners	78	74	19	25.7
Foster Youth	--	--	--	--
Homeless	11	--	--	--
Socioeconomically Disadvantaged	254	242	56	23.1
Students Receiving Migrant Education Services	18	18	1	5.6
Students with Disabilities	103	101	26	25.7

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	1.66	2.51	1.99	3.67	3.96	4.05	3.17	3.60	3.28
Expulsions	0.00	0.00	0.17	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	1.99	0.17
Female	0.35	0.00
Male	3.49	0.32
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	4.65	0.58
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.80	0.00
English Learners	6.41	1.28
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.94	0.39
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.88	0.97

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

A school-wide focus on safety, health, and well-being has resulted in a positive and safe campus. Grounds are kept litter-free and supervised by a full-time day custodian and two evening custodians. Inspections by the Napa Fire Department address code compliance and assure that facilities are safe for students and staff. We use BEST practices to support our safe learning environment. Our Comprehensive School Safety Plan addresses all components of SB187, including biannual Crime Reports, Student Discipline, Sexual Harassment, Dealing with Dangerous Pupils, Crisis Response Plan, Dress Code, and Alternative Programs. The plan is reviewed annually by the Site Safety Committee that includes staff, parents, and representatives of law enforcement. Emergency packs have been supplied for each classroom which includes food, water, and first aid supplies. Evacuation drills are held monthly. School rules are published in August. During the first weeks of school, teachers and the principal explain policies about student safety, playground, rules, classroom behavior, bullying, and harassment. Our comprehensive Student Management System follows the NVUSD Board Policy and Administrative Regulations interventions, corrective measures and actions, and school-based consequences. Students are respected, supported, and thrive under these conditions of a highly effective and safe school climate and culture. The Browns Valley School Safety Plan was approved by the School Site Council December 5, 2024.

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	24		4	
1	32		2	1
2	25		3	
3	25		2	
4	30		2	
5	45		1	1
Other	26		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	24		3	
1	32		2	1
2	25		3	
3	26		3	
4	32		2	
5	42		2	1
6	26		13	
Other	26		2	

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	19	1	2	
1	24		2	
2	26		3	
3	24		3	
4	30		2	
5	21	1	2	
6	25	1	16	
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	0.9
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.4
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	\$7,594	\$200	\$7,395	\$109,406
District	N/A	N/A	\$6,297	\$96,897
Percent Difference - School Site and District	N/A	N/A	16.0	12.1
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-37.2	11.2

Fiscal Year 2023-24 Types of Services Funded

General Funds in the amount of \$53,713 is used at Browns Valley School. Browns Valley School does not receive Title 1 or Supplemental Funds. These general funds are used to purchase basic school supplies and release time for staff to attend mandatory meetings during the work day. The Browns Valley Family Club (BVFC) funds enrichment programs and other school needs through fundraising efforts in support of student learning.

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

Teachers meet bi-weekly in Professional Learning Communities (PLC's). We are working on Learning Sprints cycles throughout the year. "Best Practices" are implemented in classrooms so that instruction is optimal and consistent across grade level. Toolbox for learning and life skills training and implementation and is celebrated during our Bear Hug Assemblies. Assessment data is reviewed to insure instruction is targeting what students need to learn. Staff meeting topics assess STAR, CAASP, and ELPAC data to align our instructional focus. Teachers attend district and professional development workshops throughout the year.

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	4.5	4.5	4.5