# Napa Junction Magnet 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** | Napa Junction Magnet Elementary School |
| **Street** | 500 Eucalyptus Drive |
| **City, State, Zip** | American Canyon, CA 94503 |
| **Phone Number** | (707) 253-3461 |
| **Principal** | Megan De La Mater |
| **Email Address** | megan_delamater@nvusd.org |
| **School Website** | napajunction.nvusd.org |
| **Grade Span** | P-5 |
| **County-District-School (CDS) Code** | 28662666026876 |

## 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

Napa Junction Magnet School is a TK-5 Title 1 school with a population of 547 students including 9% White; 56% Hispanic; 12% Filipino; 6% Black; 12% Multi-Ethnic; 22% English Learners; 65% socio-economically disadvantaged; 77% Title 1; 18% Students with Disabilities. Students are served by 21 full-time classroom teachers, of whom 100% are highly qualified and 17/21 are fully credentialed. Teachers are assisted by a support staff that includes: 1.5 Intervention Specialists, 1.3 Special Education Resource Teacher, 3 instrumental music (4-5) teachers, 2.5 Speech and Language Pathologists, 1.2 PE teachers, a part-time school psychologist, a full time social worker, and a nurse. Napa Junction also includes 10 independence facilitators and 3 instructional assistants. Napa Junction has 2 Functional Skills classrooms, K-5.

## 2024-25 School Description and Mission Statement

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

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

School Values (commitments, beliefs):
We will provide opportunities for students to be engaged, connected, and challenged.
We will collaborate as a team and support one another.
We will commit to practicing agency and goal setting.
We will focus on building a positive school community.
We will be responsible for making progress in grade-level content, as well as social and emotional goals.
We will learn from each other.
We will celebrate growth and accomplishments.
We will ensure that all students are making academic growth.

# About this School

## 2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Kindergarten** | 97 |
| **Grade 1** | 73 |
| **Grade 2** | 75 |
| **Grade 3** | 79 |
| **Grade 4** | 84 |
| **Grade 5** | 69 |
| **Total Enrollment** | 477 |

## 2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| **Female** | 51.4 |
| **Male** | 48.6 |
| **Asian** | 4.4 |
| **Black or African American** | 6.3 |
| **Filipino** | 12.6 |
| **Hispanic or Latino** | 57.2 |
| **Two or More Races** | 10.5 |
| **White** | 9 |
| **English Learners** | 27 |
| **Foster Youth** | 0.2 |
| **Homeless** | 1.9 |
| **Migrant** | 1.5 |
| **Socioeconomically Disadvantaged** | 69 |
| **Students with Disabilities** | 15.9 |

## A. Conditions of Learning

### State Priority: Basic

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

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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | 16.80 | 94.41 | 661.40 | 87.82 | 228366.10 | 83.12 |
| **Intern Credential Holders Properly Assigned** | 0.00 | 0.00 | 4.40 | 0.59 | 4205.90 | 1.53 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 1.00 | 5.59 | 30.20 | 4.02 | 11216.70 | 4.08 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 0.00 | 0.00 | 22.40 | 2.98 | 12115.80 | 4.41 |
| **Unknown/Incomplete/NA** | 0.00 | 0.00 | 34.50 | 4.59 | 18854.30 | 6.86 |
| **Total Teaching Positions** | 17.80 | 100.00 | 753.20 | 100.00 | 274759.10 | 100.00 |

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| **Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)** | 16.80 | 84.89 | 647.70 | 88.56 | 234405.20 | 84.00 |
| **Intern Credential Holders Properly Assigned** | 2.00 | 10.08 | 5.50 | 0.76 | 4853.00 | 1.74 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 1.00 | 5.04 | 13.40 | 1.84 | 12001.50 | 4.30 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 0.00 | 0.00 | 22.50 | 3.08 | 11953.10 | 4.28 |
| **Unknown/Incomplete/NA** | 0.00 | 0.00 | 42.00 | 5.75 | 15831.90 | 5.67 |
| **Total Teaching Positions** | 19.80 | 100.00 | 731.40 | 100.00 | 279044.80 | 100.00 |

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)** | 17.20 | 89.60 | 618.90 | 87.87 | 231142.40 | 100.00 |
| **Intern Credential Holders Properly Assigned** | 1.00 | 5.20 | 6.00 | 0.86 | 5566.40 | 2.00 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 1.00 | 5.20 | 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** | 19.20 | 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** | 1.00 | 1.00 | 1 |
| **Misassignments** | 0.00 | 0.00 | 0 |
| **Vacant Positions** | 0.00 | 0.00 | 0 |
| **Total Teachers Without Credentials and** | 1.00 | 1.00 | 1 |

## 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) | 2.40 | 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 2024 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | Q: Excellent<br>C: Benchmark Education Company, Benchmark Advance, 2015, Grades TK-5<br>A: All students | Yes | 0% |
| **Mathematics** | Q: Excellent<br>C: The Math Learning Center, Bridges K-5 - 2015<br>A: All students | Yes | 0% |
| **Science** | Q: Good<br>C: Discovery Science, Grades K-5<br>A: All students | Yes | 0% |
| **History-Social Science** | Q: Good<br>C: Pearson Scott Foresman: History-Social Studies for California (K-5) - 2005<br>A: All students | Yes | 0% |
| **Foreign Language** | | No | |
| **Health** | | No | |
| **Visual and Performing Arts** | | No | |

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

## School Facility Conditions and Planned Improvements

Napa Junction Elementary School is a brand new, state-of-the-art campus that opened their doors in August, 2021. There are 21 classrooms, an intervention classroom, a resource room that includes a sensory room, a Family Resource Center, a library, a multi-purpose room and a preschool classroom. The multi-purpose room is home to a finishing kitchen. Each classroom is equipped with technology that supports and enhances student learning. There are three different playground structures, all designed specifically for elementary-aged students. There is a Napa County Office of Education Preschool on site. They have one classroom and a play structure.

| Year and month of the most recent FIT report | 10/2024 |
|---|---|

| 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) | 44 | 37 | 42 | 40 | 46 | 47 |
| **Mathematics** (grades 3-8 and 11) | 39 | 35 | 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** | 237 | 233 | 98.31 | 1.69 | 37.34 |
| **Female** | 117 | 114 | 97.44 | 2.56 | 41.23 |
| **Male** | 120 | 119 | 99.17 | 0.83 | 33.61 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | 21 | 21 | 100.00 | 0.00 | 23.81 |
| **Filipino** | 35 | 34 | 97.14 | 2.86 | 67.65 |
| **Hispanic or Latino** | 123 | 120 | 97.56 | 2.44 | 31.67 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 27 | 27 | 100.00 | 0.00 | 40.74 |
| **White** | 26 | 26 | 100.00 | 0.00 | 30.77 |
| **English Learners** | 43 | 42 | 97.67 | 2.33 | 21.43 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 23 | 23 | 100.00 | 0.00 | 34.78 |
| **Socioeconomically Disadvantaged** | 168 | 166 | 98.81 | 1.19 | 33.73 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- | -- |
| **Students with Disabilities** | 39 | 39 | 100.00 | 0.00 | 10.26 |

## 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** | 237 | 233 | 98.31 | 1.69 | 35.19 |
| **Female** | 117 | 114 | 97.44 | 2.56 | 28.95 |
| **Male** | 120 | 119 | 99.17 | 0.83 | 41.18 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | 21 | 21 | 100.00 | 0.00 | 23.81 |
| **Filipino** | 35 | 34 | 97.14 | 2.86 | 55.88 |
| **Hispanic or Latino** | 123 | 121 | 98.37 | 1.63 | 29.75 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 27 | 27 | 100.00 | 0.00 | 37.04 |
| **White** | 26 | 25 | 96.15 | 3.85 | 44.00 |
| **English Learners** | 43 | 43 | 100.00 | 0.00 | 13.95 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 23 | 23 | 100.00 | 0.00 | 30.43 |
| **Socioeconomically Disadvantaged** | 168 | 165 | 98.21 | 1.79 | 32.12 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- | -- |
| **Students with Disabilities** | 39 | 38 | 97.44 | 2.56 | 18.42 |

## 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) | 37.50 | 32.31 | 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** | 68 | 67 | 98.53 | 1.47 | 31.34 |
| **Female** | 32 | 31 | 96.88 | 3.12 | 25.81 |
| **Male** | 36 | 36 | 100.00 | 0.00 | 36.11 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 37 | 36 | 97.30 | 2.70 | 27.78 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | -- | -- | -- | -- | -- |
| **English Learners** | -- | -- | -- | -- | -- |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 48 | 47 | 97.92 | 2.08 | 31.91 |
| **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** | 97 | 97 | 97 | 95.5 | 98.5 |

## 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 welcome on school campus. Their time and talents are greatly appreciated. A big piece of parent involvement is in our PBL work. We constantly invite parents into our classrooms to serve as experts, sit on panels, and provide students with feedback about their project work. Parents are invited to participate in Parent Engagement sessions, participate in ELAC meetings and the School Site Council. We also have a robust Parent Teacher Association who work consistently to provide enriching activities and opportunities for both students and families. Parents also volunteer their time in the classrooms to help support academics. We have incorporated a number of Parent Engagement events on school campus, such as a Holiday Sing-a-long and an event celebrating Read Across America in the Spring. We also host monthly Coffee with the Principal sessions where parents are invited to hear about programs on campus and share topics they are interested in hearing about.

### 2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 516 | 503 | 126 | 25.0 |
| **Female** | 263 | 257 | 71 | 27.6 |
| **Male** | 253 | 246 | 55 | 22.4 |
| **Non-Binary** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | 24 | 23 | 5 | 21.7 |
| **Black or African American** | 33 | 33 | 8 | 24.2 |
| **Filipino** | 68 | 65 | 14 | 21.5 |
| **Hispanic or Latino** | 289 | 281 | 66 | 23.5 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **Two or More Races** | 53 | 53 | 18 | 34.0 |
| **White** | 49 | 48 | 15 | 31.3 |
| **English Learners** | 141 | 138 | 26 | 18.8 |
| **Foster Youth** | -- | -- | -- | -- |
| **Homeless** | 17 | 14 | 7 | 50.0 |
| **Socioeconomically Disadvantaged** | 364 | 354 | 100 | 28.2 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- |
| **Students with Disabilities** | 90 | 90 | 39 | 43.3 |

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** | 0.67 | 0.86 | 0.78 | 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** | 0.78 | 0.00 |
| **Female** | 0.38 | 0.00 |
| **Male** | 1.19 | 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** | 0.35 | 0.00 |
| **Native Hawaiian or Pacific Islander** | 0.00 | 0.00 |
| **Two or More Races** | 5.66 | 0.00 |
| **White** | 0.00 | 0.00 |
| **English Learners** | 0.00 | 0.00 |
| **Foster Youth** | 0.00 | 0.00 |
| **Homeless** | 0.00 | 0.00 |
| **Socioeconomically Disadvantaged** | 0.82 | 0.00 |
| **Students Receiving Migrant Education Services** | 0.00 | 0.00 |
| **Students with Disabilities** | 1.11 | 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

A schoolwide focus on safety, health and well-being has resulted in a safe and orderly campus for students. Inspections by the Napa Fire Department address code compliance and assure that facilities are safe for students and staff. Our Standard Emergency Management System (SEMS) includes biannual Crime Reports, Student Discipline, Sexual Harassment, Dealing with Dangerous Pupils, Crises Response Plan, Dress Code, and Alternative Programs. The SEMS is reviewed annually. Emergency equipment has been supplied for each classroom and for the school as a whole. Fire drills are held monthly. Earthquake drills, Teacher Down drills, and Active Shooter drills occur several times during the school year. During the first weeks of school, teachers and the principal explain policies about student safety, playground, rules, classroom behavior, bullying, and harassment. The School Site Safety Plan was reviewed and approved by the School Site Council on 10/15/24.

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

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

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **K** | 24 | | 4 | |
| **1** | 24 | | 2 | |
| **2** | 24 | | 2 | |
| **3** | 26 | | 3 | |
| **4** | 32 | | 2 | |
| **5** | 33 | | 1 | 1 |
| **Other** | 15 | 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** | 24 | | 3 | |
| **1** | 23 | | 3 | |
| **2** | 24 | | 3 | |
| **3** | 25 | | 3 | |
| **4** | 28 | | 3 | |
| **5** | 34 | | | 1 |
| **Other** | 10 | 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** | 1 |
| **Social Worker** | 0.6 |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | 2 |
| **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** | $7,090 | $168 | $6,922 | $99,977 |
| **District** | N/A | N/A | $6,297 | $96,897 |
| **Percent Difference - School Site and District** | N/A | N/A | 9.5 | 3.1 |
| **State** | N/A | N/A | $10,771 | $97,756 |
| **Percent Difference - School Site and State** | N/A | N/A | -43.5 | 2.2 |

## Fiscal Year 2023-24 Types of Services Funded

Title 1 funds support an instructional assistant and a math intervention teacher. They also fund professional development around restorative practices and project based learning through our partnership with the New Tech Network. It also supports our intervention program as well as support for ELs, low SES and foster youth.

## 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

Napa Junction teachers are working to strengthen Tier 1 instructional practices and English Language Development. Every month we met together to review data, talk about best practices for instruction and intervention, and receive professional learning around ELD strategies and writing. We are also working to ensure alignment across grade levels. We are focusing on implementing and living the NVUSD Core Values to ensure that students, families and staff all feel supported and that they belong to a healthy and loving school community. As a NTN Spotlight School, we consistently work on project refinement, learning targets, and how to better and more effectively use student data to inform our instruction. Additionally our school has professional learning days for each grade level to support project alignment with NTN practices, core curriculum, and academic standards.

## Professional Development

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 |