Donaldson Way Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

2025-26 School Contact Information

School Name	Donaldson Way Elementary School
Street	430 Donaldson Way
City, State, Zip	American Canyon, CA 94589
Phone Number	(707) 253-3524
Principal	James Dennis
Email Address	jdennis@nvusd.org
School Website	https://dwes-nvusd-ca.schoolloop.com/
Grade Span	
County-District-School (CDS) Code	28662666026827

2025-26 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

2025-26 School Description and Mission Statement

Donaldson Way is a Transitional Kindergarten-Fifth Grade elementary school located in American Canyon, California. Our school is located at the southernmost tip of Napa Valley. Donaldson Way has a culturally diverse student population, representing 17 nationalities and 12 languages. At Donaldson Way, our mission is to prepare students to become educated people of the 21st century. Our school fosters a love of lifelong learning by guiding each student to build foundational academic skills that will contribute to their ongoing success by encouraging creative collaboration in an inclusive environment. Such individuals are literate, knowledgeable, principled, competent, self-motivated, and committed to life long learning. Donaldson Way uses State and District approved Common Core curriculum for English Language Arts, Mathematics, Science, Social Studies, Digital Literacy, and Intervention Programs. At Donaldson Way, teachers and staff use best instructional practices in literacy, mathematics, and data collection. The staff, students, and community are dedicated to achieving excellence in education through rigorous academic expectations, where a community atmosphere of acceptance and belonging will enable all students to develop. Achievement is accomplished through academic, cross-curricular learning and providing a challenging supportive school culture. We are committed to helping all students and their families to be supported and engaged so that each student develops into a 21st-century learner and leader who can think critically, display creativity, understands the power of collaboration, and is a confident communicator. Our students are proficient practitioners of conflict resolution and understand the importance of friendship, tolerance, and inclusion. All Donaldson Way Dragons are encouraged to be kind, respectful, responsible, safe. and are ready to make a difference in the world.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	100
Grade 1	81
Grade 2	75
Grade 3	76
Grade 4	97
Grade 5	99
Total Enrollment	528

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.6
Asian	6.6
Black or African American	4.4
Filipino	12.5
Hispanic or Latino	44.7
Native Hawaiian or Pacific Islander	0.6
Two or More Races	11.7
White	19.5
English Learners	17.8
Foster Youth	0.9
Homeless	2.7
Migrant	0.4
Socioeconomically Disadvantaged	65.5
Students with Disabilities	11.6

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.

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)	20.8	100	647.7	88.56	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5.5	0.76	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	13.4	1.84	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	22.5	3.08	11953.1	4.28
Unknown/Incomplete/NA	0	0	42	5.75	15831.9	5.67
Total Teaching Positions	20.8	100	731.4	100	279044.8	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.

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)	19.5	95.13	618.9	87.87	231142.4	83.24
Intern Credential Holders Properly Assigned	1	4.87	6	0.86	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	30	4.27	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	21.2	3.02	11746.9	4.23
Unknown/Incomplete/NA	0	0	28	3.98	14303.8	5.15
Total Teaching Positions	20.5	100	704.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	19.4	88.93	619.5	86.05	230039.4	100
Intern Credential Holders Properly Assigned	1	4.57	7.5	1.05	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	4.57	43.9	6.11	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.4	1.87	25.4	3.53	12112.8	4.34
Unknown/Incomplete/NA	0	0	23.4	3.26	13705.8	4.91
Total Teaching Positions	21.8	100	719.9	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0.4
Total Out-of-Field Teachers	0.00	0	0.4

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Benchmark Curriculum for students in grades TK-5 is implemented for Reading, Language Arts, and Writing. The curriculum also has an English Language Development component for our English Learner students. There is an intervention component as well. Teachers are immersed in continued professional development with the Benchmark curriculum. A home to school and software component is included. The Bridges Math Program is for students in grades TK-5. This is a robust program that promotes many problem solving and numeracy learning opportunities for students. The program has math manipulatives for students. It has a daily Number Corner component and software. All teachers participate in continued professional development for mathematics instruction at Donaldson Way.

Year and month in which the data were collected	October 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Q: Good C: Benchmark Education Advance Company, 2016, English Language Arts TK-5 Benchmark ELD: Education Company, 2016 A: All students	0%
Mathematics	Q: Good C: Bridges Mathematics, The Math Learning Center, 2018 TK-5 A: All students	0%
Science	Q: Good C: Discovery Education, Science 2019, Grade K-5 A: All students	0%
History-Social Science	Q: Good C: Pearson Scott Foresman: History-Social Studies for California (K-5) - 2005 A: All students	0%
Foreign Language	n/a	
Health	n/a	
Visual and Performing Arts	n/a	

Science Laboratory Equipment (grades 9-12)	n/a	

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

School Facility Conditions and Planned Improvements

Donaldson Way Elementary School was originally constructed in 1959, with wings of portable classrooms added as the school population grew. There are currently 29 self-contained classrooms, a library, an office, and a staff area, a multi-use room, and smaller classrooms for speech, counseling, resource, and psychological services. The whole school was modernized in 2000, with new heating, air-conditioning, cupboards, paint, carpeting, blinds, and wiring for technology so each classroom could be connected to the Internet. Two new playgrounds were installed in June 2002. Wireless classroom amplification systems were installed in 2006-07. Repairs to walls in rooms 10, 2, 4, 5, and the Principal's office have been completed in 2018-19. New roofing repairs, modern air conditioning and hearting systems, security fencing were completed in during the 2020-21 school year. With the passing of the A2 School Bond in November 2022, for all NVUSD Schools in the city of American Canyon, further modernization to the Donaldson Way school site will be taking place, to include an updated multi-use room, to include a kitchen, modern and larger eating area for students, improvements to the playground surface area and the construction of two new Transitional Kindergarten classrooms with a TK play structure.

Year and month of the most recent FIT report	9/2/2025

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	46	47	40	44	47	48
Mathematics (grades 3-8 and 11)	41	42	28	29	35	37

2024-25 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	275	274	99.64	0.36	46.72
Female	131	130	99.24	0.76	51.54
Male	144	144	100.00	0.00	42.36
American Indian or Alaska Native	0	0	0	0	0
Asian	23	23	100.00	0.00	65.22
Black or African American	13	13	100.00	0.00	23.08
Filipino	38	38	100.00	0.00	52.63
Hispanic or Latino	120	119	99.17	0.83	31.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	35	100.00	0.00	57.14
White	44	44	100.00	0.00	72.73
English Learners	33	33	100.00	0.00	3.03
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	23	23	100.00	0.00	43.48
Socioeconomically Disadvantaged	183	182	99.45	0.55	37.91
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	35	35	100.00	0.00	14.29

2024-25 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	275	274	99.64	0.36	41.97
Female	131	130	99.24	0.76	43.85
Male	144	144	100.00	0.00	40.28
American Indian or Alaska Native	0	0	0	0	0
Asian	23	23	100.00	0.00	56.52
Black or African American	13	13	100.00	0.00	23.08
Filipino	38	37	97.37	2.63	45.95
Hispanic or Latino	120	120	100.00	0.00	28.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	35	100.00	0.00	54.29
White	44	44	100.00	0.00	63.64
English Learners	33	33	100.00	0.00	6.06
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	23	23	100.00	0.00	30.43
Socioeconomically Disadvantaged	183	182	99.45	0.55	32.42
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	35	35	100.00	0.00	20.00

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	28.75	38.38	23.7	24.5	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	99	99	100.00	0.00	38.38
Female	51	51	100.00	0.00	35.29
Male	48	48	100.00	0.00	41.67
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	63.64
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	45.45
Hispanic or Latino	42	42	100.00	0.00	16.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	61.54
White	17	17	100.00	0.00	52.94
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	65	65	100.00	0.00	29.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	8.33

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.

2024-25 California Physical Fitness Test Participation Rates

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	100.00	98.99	98.99	100.00	98.99

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.

2025-26 Opportunities for Parental Involvement

Donaldson Way Elementary School is a learning community where students, teachers, parents, administration, and American Canyon community stakeholders contribute to the entire school. Parent and community involvement are encouraged at Donaldson Way through participation as volunteers in classrooms, schoolwide activities as well as School Site Council, English Language Advisory Council, and the Parent-Teacher Association. We proudly reference ourselves as the "Dragon Family." Donaldson Way values, encourages, and appreciates parental and family involvement. Weekly announcements from the Principal, monthly Coffee Morning Meetings with the Principal, School Site Council Meetings, English Language Advisory Meetings, and weekly teacher Parent Square messages (all presented in both English and Spanish) include upcoming school site events and offerings for parent education activities provided through community organizations. We have a school website and Donaldson Way PTA Facebook Page and PTA Instagram. For further information on parent involvement opportunities, please contact James Dennis, Principal at 707-235-3524

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	558	550	95	17.3
Female	284	280	44	15.7
Male	274	270	51	18.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	38	2	5.3
Black or African American	25	25	5	20.0
Filipino	70	69	2	2.9
Hispanic or Latino	251	246	60	24.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	64	64	10	15.6
White	107	105	14	13.3
English Learners	107	104	18	17.3
Foster Youth	--	--	--	--
Homeless	21	21	6	28.6
Socioeconomically Disadvantaged	379	372	80	21.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	88	84	12	14.3

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	1.43	3.96	4.05	3.9	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.06	0.07	0.14	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.43	0.00
Female	0.00	0.00
Male	2.92	0.00
Non-Binary	0.00	0.00
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	1.99	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.56	0.00
White	1.87	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	4.76	0.00
Socioeconomically Disadvantaged	1.85	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.41	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.

2025-26 School Safety Plan

The School Site Council, Leadership Team, and Administration annually revises a School-Wide Safety Plan, modeled on the National Emergency Management System, with input from the Sheriff's Department and American Canyon Police Department. Staff members regularly review district policies about student safety and conduct, classroom behavior, bullying and harassment, and the discipline policies contained in the NVUSD "Standards for Student Behavior." Our focus on safety, health, and character education, in addition to promoting positive behavior intervention and support, has resulted in a positive and safe campus. Donaldson Way implements Positive Behavioral Interventions and Supports (PBIS). Donaldson Way teachers use Restorative Practices and "Second Step" program to provide consistent behavior expectations and social skills. The Principal, all teachers, and staff are receiving training on the Multi-Tiered System of Support (MTSS). Our school-wide motto is: "As a Donaldson Way Dragon, I will be kind, respectful, responsible, and safe. I promise." Monthly safety drills are conducted with support from the American Canyon Fire Department. The site safety plan was last reviewed and approved with the Site Leadership team and School site Council on October 14, 2025. The CSSP is updated as we receive new guidelines and protocols regarding students with disabilities and emergency procedures that support students with disabilities.

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.

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	0	4	0
1	22	0	3	0
2	26	0	3	0
3	25	0	3	0
4	32	0	2	0
5	32	0	2	0
6	0	0	0	0
Other	24	1	1	0

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	23	0	3	0
1	24	0	3	0
2	26	0	2	0
3	26	0	3	0
4	30	0	3	0
5	30	0	2	0
6	0	0	0	0
Other	27	0	2	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	18	1	2	
1	23		3	
2	25		3	
3	25		3	
4	32		2	
5	33		1	1
Other	23		1	

2024-25 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

2024-25 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	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$7,619	$423	$7,196	$104,737
District	N/A	N/A	$6,297	$104,358
Percent Difference - School Site and District	N/A	N/A	-12%	7.8
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	-39.8	6.9

Fiscal Year 2024-25 Types of Services Funded

The funding base for the 2025-26 school year is used to support student achievement and intervention services for all students at Donaldson Way including our Multilingual learners, Accelerated Learning Programs (ALPS), students requiring immediate academic intervention, and our English Language Arts and Mathematics after school programs. Funds are used to support instructional practices, professional development, release time for certificated teachers to collaborate with and plan accordingly with District Level Instructional coaches and our site Intervention Specialists. The funds are also used to provide professional development for the Principal, teachers, school assemblies, and educational consultants.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$68,233	$62,783
Mid-Range Teacher Salary	$95,658	$97,783
Highest Teacher Salary	$124,487	$128,020
Average Principal Salary (Elementary)	$159,954	$160,224
Average Principal Salary (Middle)	$168,226	$166,992
Average Principal Salary (High)	$176,731	$180,971
Superintendent Salary	$378,644	$313,465
Percent of Budget for Teacher Salaries	29.97%	30.05%
Percent of Budget for Administrative Salaries	5.07%	5%

Professional Development

Wednesdays are designated minimum day dismissal for all Napa Valley Unified elementary school sites and this includes Donaldson Way Elementary School. In addition, Donaldson Way teachers participated in District Wide Professional Development before the start of the school year and during Non-Student Days. Staff Meetings at Donaldson Way School are used to develop the Professional Learning Community. Grade Level Collaboration, Professional Development, Staff Meetings, and trainings take place on Wednesdays. Staff at Donaldson Way have received training with professional developers, literacy and math coaches, school site leadership team, district-level administrators and site Principal, these include data team training, developing professional learning communities, technology in the classroom, iPad and Promethean Board Training for teachers, BEST, and Interest-Based Problem Solving, Multi Tiered Systems of Support, Imagine Learning and Dream Box for Math. Off-site professional development includes training with state-adopted Language Arts, Mathematics and English Language Development programs. Teachers at Donaldson Way receive professional development support and training from the Napa Valley Unified School District. Teachers receive coaching support from the administrator and district level Instructional Coaches and site Intervention Specialist. Moreover, the classified staff at Donaldson Way are invited to participate in the same trainings. School Data, such as CAASPP, ELPAC, and District STAR assessments are used to determine students of focus, Drive learning sprints and areas of professional development need. The Donaldson Way administration, teachers, and staff are committed to lifelong learning, success for all students, equity, and closing the achievement gap.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5