Napa Junction Magnet 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	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	
County-District-School (CDS) Code	28662666026876

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

Napa Junction Magnet School is a TK-5 Title 1 school with a population of 535 students including 8% White; 55% Hispanic; 13% Filipino; 7% Black; 12% Multi-Ethnic; 19% English Learners; 65% socio-economically disadvantaged; 77% Title 1; 20% Students with Disabilities. Students are served by 22 full-time classroom teachers, of whom 100% are highly qualified and 20/22 are fully credentialed. Teachers are assisted by a support staff that includes: 1.3 Intervention Specialists, 1.0 Special Education Resource Teacher, 4 instrumental music (4-5) teachers, 2.5 Speech and Language Pathologists, 1.0 PE teachers, 0.7 school psychologist, 0.6 social worker, and a 1.0 health technician. Napa Junction also includes 15 independence facilitators and instructional assistants. Napa Junction has 2 Functional Skills classrooms, K-5.

School Vision
Napa Junction Magnet Elementary develops agentic, critical thinkers and effective communicators. We aim to be a transformative Project-Based Learning school, recognized for equitable, high-quality learning. Our graduates will apply their knowledge to solve real-world problems and be empathetic global citizens.

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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	77
Grade 2	84
Grade 3	79
Grade 4	93
Grade 5	99
Total Enrollment	531

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51
Male	49
Asian	4.9
Black or African American	6.6
Filipino	13.7
Hispanic or Latino	56.7
Two or More Races	9
White	9
English Learners	23.5
Foster Youth	0.2
Homeless	3.8
Migrant	1.9
Socioeconomically Disadvantaged	70.8
Students with Disabilities	18.3

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)	16.8	84.89	647.7	88.56	234405.2	84
Intern Credential Holders Properly Assigned	2	10.08	5.5	0.76	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	5.04	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	19.8	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)	17.2	89.6	618.9	87.87	231142.4	83.24
Intern Credential Holders Properly Assigned	1	5.2	6	0.86	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	5.2	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	19.2	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)	19.3	89.07	619.5	86.05	230039.4	100
Intern Credential Holders Properly Assigned	2	9.19	7.5	1.05	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	43.9	6.11	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.3	1.7	25.4	3.53	12112.8	4.34
Unknown/Incomplete/NA	0	0	23.4	3.26	13705.8	4.91
Total Teaching Positions	21.7	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	1.00	1	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	1	0

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	0.3
Total Out-of-Field Teachers	0.00	0	0.3

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

Year and month in which the data were collected	September 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: Excellent C: Benchmark Education Company, Benchmark Advance, 2015, Grades TK-5 A: All students	0%
Mathematics	Q: Excellent C: The Math Learning Center, Bridges K-5 - 2015 A: All students	0%
Science	Q: Good C: Discovery Science, Grades 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%

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 22 classrooms, an intervention classroom, a resource room, 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	9/8/2025

School Facility Conditions and Planned Improvements

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)	37	45	40	44	47	48
Mathematics (grades 3-8 and 11)	35	33	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	44.89
Female	142	142	100.00	0.00	47.18
Male	133	132	99.25	0.75	42.42
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	24	24	100.00	0.00	29.17
Filipino	40	40	100.00	0.00	72.50
Hispanic or Latino	149	148	99.33	0.67	41.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	28	28	100.00	0.00	57.14
White	26	26	100.00	0.00	23.08
English Learners	51	51	100.00	0.00	17.65
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	28.57
Military	22	22	100.00	0.00	27.27
Socioeconomically Disadvantaged	208	207	99.52	0.48	41.06
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	52	52	100.00	0.00	7.69

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	33.21
Female	142	142	100.00	0.00	32.39
Male	133	132	99.25	0.75	34.09
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	24	24	100.00	0.00	16.67
Filipino	40	40	100.00	0.00	55.00
Hispanic or Latino	149	148	99.33	0.67	26.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	28	28	100.00	0.00	39.29
White	26	26	100.00	0.00	30.77
English Learners	51	51	100.00	0.00	13.73
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	14.29
Military	22	22	100.00	0.00	13.64
Socioeconomically Disadvantaged	208	207	99.52	0.48	29.47
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	52	52	100.00	0.00	9.62

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)	32.31	29	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	102	102	100.00	0.00	28.43
Female	54	54	100.00	0.00	24.07
Male	48	48	100.00	0.00	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	35.71
Hispanic or Latino	59	59	100.00	0.00	28.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	16.67
White	--	--	--	--	--
English Learners	16	16	100.00	0.00	18.75
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	79	79	100.00	0.00	26.58
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	20	100.00	0.00	10.00

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	96.08	98.04	96.08	100.00	97.06

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

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, 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, Lunch on the Lawn, and an event celebrating Read Across America in the Spring. We also host several Coffee with the Principal sessions each year where parents are invited to hear about programs on campus and share topics they are interested in hearing about.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	557	553	104	18.8
Female	289	285	53	18.6
Male	268	268	51	19.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	26	26	2	7.7
Black or African American	38	37	10	27.0
Filipino	76	76	4	5.3
Hispanic or Latino	317	314	64	20.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	51	51	14	27.5
White	49	49	10	20.4
English Learners	136	134	22	16.4
Foster Youth	--	--	--	--
Homeless	28	27	7	25.9
Socioeconomically Disadvantaged	406	402	86	21.4
Students Receiving Migrant Education Services	11	11	2	18.2
Students with Disabilities	112	112	36	32.1

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
0.86	0.78	1.44	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	1.44	0.00
Female	0.00	0.00
Male	2.99	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	2.63	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.58	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.96	0.00
White	2.04	0.00
English Learners	1.47	0.00
Foster Youth	0.00	0.00
Homeless	3.57	0.00
Socioeconomically Disadvantaged	1.48	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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

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, Shelter In Place, and Lockdown drills occur several times during the school year. During the first weeks of school, teachers and the principal explain policies about student safety, playground, school rules, classroom behavior, bullying, and harassment. The School Site Safety Plan was reviewed and approved by the School Site Council on 10/7/2025.

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	24	0	2	0
2	24	0	2	0
3	26	0	3	0
4	32	0	2	0
5	33	0	1	1
6	0	0	0	0
Other	15	2	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	24	0	3	0
1	23	0	3	0
2	24	0	3	0
3	25	0	3	0
4	28	0	3	0
5	34	0	0	1
6	0	0	0	0
Other	10	2	0	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	23		3	
1	24		3	
2	26		3	
3	25		3	
4	33			
5	31		3	
Other	17	2	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	1
Social Worker	0.8
Nurse	
Speech/Language/Hearing Specialist	2
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	$6,729	$341	$6,389	$97,347
District	N/A	N/A	$6,297	$104,358
Percent Difference - School Site and District	N/A	N/A	-1%	0.5
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	-51.1	-0.4

Fiscal Year 2024-25 Types of Services Funded

Title 1 funds support an instructional assistant, a math intervention teacher, and increases our reading intervention teacher to a full time position. They also fund professional development around project based learning through our partnership with the New Tech Network and additional professional development on other topics that support the on-going growth of our teachers. It also supports our intervention program as well as support for ELs, low SES and foster youth.

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

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, math, writing, and other targeted research based instructional strategies. 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 an 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.

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