Shearer TK-8 Magnet 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	Shearer TK-8 Magnet School
Street	1590 Elm Street
City, State, Zip	Napa, CA 94559
Phone Number	(707) 253-3508
Principal	Noreen Montgomery
Email Address	nmontgomery@nvusd.org
School Website	https://shearer-nvusd-ca.schoolloop.com/
Grade Span	
County-District-School (CDS) Code	28662666026934

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

Shearer Elementary School is a pre school through eighth-grade public school located in the downtown area of Napa. A School-wide Title I elementary whose attendance area runs along the banks of the scenic Napa River, Shearer Elementary School serves 510 students in its twenty general education classes. Shearer also has a state-funded preschool program and a Napa County-funded childcare program that serves approximately 100 students. Shearer's staff of over 60 adults includes classified employees, 29 certificated staff members including a resource specialist, intervention teacher, school counselor, speech therapist, nurse, psychologist, social worker and music teachers.

Vision/Mission
Shearer Elementary School is a place of learning and building relationships. Embracing diversity, we are a team working toward a common goal with the belief that every child will learn and achieve. Together we inspire strong connections through rigorous learning and humanizing communication to support students, parents, and staff as lifelong learners. We will expand, develop, and implement leadership skills as a Shearer community to prepare self-motivated lifelong learners who achieve success as students and members of the larger community.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	60
Grade 2	56
Grade 3	48
Grade 4	56
Grade 5	64
Grade 6	50
Grade 7	40
Grade 8	52
Total Enrollment	501

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
Asian	0.4
Filipino	0.6
Hispanic or Latino	92.2
Two or More Races	0.8
White	6
English Learners	58.5
Homeless	8.4
Migrant	11.4
Socioeconomically Disadvantaged	92.2
Students with Disabilities	14

A. Conditions of Learning

State Priority: Basic

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

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

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)	17.8	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	17.8	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)	17.1	92.54	618.9	87.87	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	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)	0.7	4.05	21.2	3.02	11746.9	4.23
Unknown/Incomplete/NA	0.6	3.35	28	3.98	14303.8	5.15
Total Teaching Positions	18.5	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)	19.3	85.32	619.5	86.05	230039.4	100
Intern Credential Holders Properly Assigned	0.4	1.77	7.5	1.05	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.6	7.21	43.9	6.11	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.7	3.45	25.4	3.53	12112.8	4.34
Unknown/Incomplete/NA	0.5	2.21	23.4	3.26	13705.8	4.91
Total Teaching Positions	22.6	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	0.2
Misassignments	0.00	0	1.4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	1.6

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	0.7	0.7
Total Out-of-Field Teachers	0.00	0.7	0.7

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	20.8
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 2025

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 ELA: Benchmark Education Company, Benchmark Advance (K-5) - 2015 ELD: Benchmark Education Company, Benchmark Advance (K-5) - 2015 A: All TK-5 students Q: Good C: Study Sync California (6th-8th) - 2019 A: All 6th Grade students	0%
Mathematics	Q: Good C: The Math Learning Center – Bridges in Mathematics (K-5) - 2015 A: All TK-5 students Q: Good C: Math: McGraw Hill, California Math (6th-8th) - 2015 A: All 6th Grade Students	0%
Science	Q: Good C: Discovery Education Science (K-5) - 2019 A: All TK-5 students Q: Good C: Learning Design Group, Amplify (6th-8th) - 2018 A: All 6th Grade Students	0%
History-Social Science	Q: Good C: Pearson Scott Foresman: History-Social Studies for California (K-5) - 2006 A: All TK-5 students Q: Good C: McGraw Hill Social Studies - 2019 A: All 6th-8th Grade Students	0%

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

School Facility Conditions and Planned Improvements

In 2018, the portable classrooms were reconditioned with new insulated roof materials and new carpet was placed in several of the portables. In 2019, Shearer School the entire exterior of the school was painted. Continuous upgrades to provide full connectivity to the Internet is ongoing as needed. In 2020, the school received complete fencing around the entire school property. Playgrounds are routinely inspected and repaired as needed.

Year and month of the most recent FIT report	9/29/2025

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)	18	17	40	44	47	48
Mathematics (grades 3-8 and 11)	13	12	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	301	290	96.35	3.65	16.55
Female	138	133	96.38	3.62	15.04
Male	163	157	96.32	3.68	17.83
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	281	272	96.80	3.20	14.34
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	12	92.31	7.69	41.67
English Learners	164	155	94.51	5.49	3.23
Foster Youth	0	0	0	0	0
Homeless	24	17	70.83	29.17	5.88
Military	31	31	100.00	0.00	9.68
Socioeconomically Disadvantaged	282	272	96.45	3.55	14.34
Students Receiving Migrant Education Services	40	36	90.00	10.00	16.67
Students with Disabilities	48	47	97.92	2.08	4.26

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	301	295	98.01	1.99	11.53
Female	138	136	98.55	1.45	5.88
Male	163	159	97.55	2.45	16.35
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	281	277	98.58	1.42	10.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	12	92.31	7.69	33.33
English Learners	164	160	97.56	2.44	4.38
Foster Youth	0	0	0	0	0
Homeless	24	22	91.67	8.33	0.00
Military	31	31	100.00	0.00	16.13
Socioeconomically Disadvantaged	282	277	98.23	1.77	10.11
Students Receiving Migrant Education Services	40	38	95.00	5.00	10.53
Students with Disabilities	48	46	95.83	4.17	8.70

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)	8.14	13.21	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	109	106	97.25	2.75	13.21
Female	43	42	97.67	2.33	9.52
Male	66	64	96.97	3.03	15.63
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	100	98	98.00	2.00	11.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	52	50	96.15	3.85	2.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	15	15	100.00	0.00	13.33
Socioeconomically Disadvantaged	100	97	97.00	3.00	9.28
Students Receiving Migrant Education Services	14	13	92.86	7.14	23.08
Students with Disabilities	15	15	100.00	0.00	0.00

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	100	98.41	100	100	96.83
Grade 7	100	92.31	100	100	97.44

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 informed about programs and their roles through participation in the Shearer School Site Council (SSC), Parent University, English Learners Advisory Committee (ELAC), Parent Volunteer club who assist in the classroom, garden, school events and field trips. Opportunities for volunteering are available year-round. Shearer is also a California Community School which involves parents and other community members in developing a school-wide vision. Parents also can take classes and earn credits through our Parent University. Classes include Parent/Teacher Conferences, How to Live a Healthy Lifestyle, English as a Second Language, Educational Advocacy, Becoming a School Leader, and many more. The more classes parents take the more units they earn. The Parent volunteer club sponsors several events throughout the year including promotion ceremonies and and our Winter Festival. For further information on parent involvement opportunities, please call our office at 707-253-3508.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	533	514	150	29.2
Female	266	253	80	31.6
Male	267	261	70	26.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	492	475	137	28.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	32	30	10	33.3
English Learners	304	302	83	27.5
Foster Youth	--	--	--	--
Homeless	49	48	20	41.7
Socioeconomically Disadvantaged	495	485	146	30.1
Students Receiving Migrant Education Services	67	67	19	28.4
Students with Disabilities	92	90	38	42.2

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
2.09	5.59	5.44	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	0.38	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	5.44	0.38
Female	3.01	0.00
Male	7.87	0.75
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	5.49	0.41
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.25	0.00
English Learners	5.59	0.66
Foster Youth	0.00	0.00
Homeless	6.12	2.04
Socioeconomically Disadvantaged	5.66	0.40
Students Receiving Migrant Education Services	2.99	0.00
Students with Disabilities	9.78	1.09

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 school-wide focus on safety, health, and well-being has resulted in a positive and safe campus. We have a comprehensive safety plan which was updated on October 19, 2025 by the School Site Council. We have monthly fire drills which include earthquake, lockdown, and teacher illness drills throughout. Occasional graffiti is immediately removed. Grounds are kept litter-free and supervised by a full-time custodian. Inspections by the Napa Fire Department address code compliance and assure that facilities are safe for students and staff. Shearer's Comprehensive School Safety Plan (CSSP), addresses all components of SB187 including Student Discipline, Sexual Harassment, and Crisis Response Plan. The CSSP is reviewed annually by the Site Safety Committee that includes staff, parents, and representatives of law enforcement. Emergency equipment has been supplied for each classroom. Evacuation drills are held monthly. During the first weeks of school, teachers and the administration explain policies about student safety, dress code, playground rules, classroom behavior, bullying, and harassment. Best Behavior, Second Step, Restorative Practices, and Tool Box are also programs taught throughout the year and used for conflict resolution of discipline problems. Discipline follows the NVUSD "Standards for Student Behavior".

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	2	0
1	26	0	2	0
2	24	0	2	0
3	24	0	2	0
4	32	0	2	0
5	30	0	2	0
6	26	3	14	0
Other	24	0	2	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	2	0
1	24	0	2	0
2	26	0	2	0
3	27	0	2	0
4	29	0	2	0
5	32	0	2	0
6	22	2	19	0
Other	24	0	1	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	21	1	1	
1	24		2	
2	28		2	
3	24		2	
4	28		2	
5	32		2	
6	19	14	25	
Other	24		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	483

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	0.6
Nurse	
Speech/Language/Hearing Specialist	0.8
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	$9,719	$1,931	$7,788	$102,706
District	N/A	N/A	$6,297	$104,358
Percent Difference - School Site and District	N/A	N/A	-19	5.8
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	-32.1	4.9

Fiscal Year 2024-25 Types of Services Funded

Title 1, ELD and Migrant Education, Special Education (Resource (RSP), Speech and Language), ALPS program, Community School

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

Early release Wednesdays are utilized to provide professional development to our staff based on school-wide goals (visible learning, phonics, writing, and refining our Data Cycles/Learning Sprints). In 2020-21 we provided professional learning for Benchmark language arts and Bridges Math, Tool Box social emotional program and AVID. In 2023-24, we are scheduled to have professional learning in Benchmark Phonics, learning sprints, restorative practices, Tool Box, From Risk to At Promise, and Peace Corners.

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