West Park 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	West Park Elementary School
Street	2315 West Park Avenue
City, State, Zip	Napa, CA 94558
Phone Number	(707) 253-3516
Principal	Kate Linneman
Email Address	kate_linneman@nvusd.org
School Website	https://westpark.nvusd.org
Grade Span	
County-District-School (CDS) Code	28662666026975

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

Mission:
West Park is a community of lifelong learners focused on high expectations for all. West Park teachers take pride in providing our students with the best educational opportunities possible. We are committed to supporting our students in their academic, social and emotional growth. Our highly experienced teaching staff uses a variety of instructional practices to engage and support all students. West Park is a community that leverages Positive Behavior Interventions and Supports (PBIS), including BEST practices for student behavior and learning, social-emotional curricula (Toolbox and Second Step), and Restorative Practices to create an inclusive, learning-focused culture. West Park teachers engage in shared leadership to shape and participate in professional development through our various school teams: instructional leadership team, culture and community team, and grade band Professional Learning Communities (PLCs). The goal of this structure is to create authentic, relevant, and self-directed adult learning to increase student achievement. Our expectations are that all students will be safe, respectful, responsible and kind as they become independent members of the wider community. Student successes are recognized and celebrated at school-wide monthly assemblies.

The students at West Park Elementary are served by 12 fully-credentialed full-time classroom teachers, 2 credentialed SDC teachers, and a support staff that includes an Education Specialist, an Intervention Specialist, 4 music (K-5) specialists, 2 PE specialist (K-5), a speech therapist, a school psychologist, a social worker, a nurse, and a library media technician. We also have 10 instructional assistant/Independence facilitators supporting Special Education students.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	20
Kindergarten	43
Grade 1	33
Grade 2	55
Grade 3	49
Grade 4	44
Grade 5	52
Total Enrollment	296

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48
Male	52
Black or African American	1.7
Filipino	0.3
Hispanic or Latino	60.5
Native Hawaiian or Pacific Islander	0.3
Two or More Races	3.4
White	33.8
English Learners	23.3
Homeless	4.1
Migrant	5.1
Socioeconomically Disadvantaged	70.9
Students with Disabilities	25

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)	13.8	93.25	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	1	6.75	42	5.75	15831.9	5.67
Total Teaching Positions	14.8	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)	14	100	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	0	21.2	3.02	11746.9	4.23
Unknown/Incomplete/NA	0	0	28	3.98	14303.8	5.15
Total Teaching Positions	14	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)	11.9	97.64	619.5	86.05	230039.4	100
Intern Credential Holders Properly Assigned	0	0	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)	0.2	2.36	25.4	3.53	12112.8	4.34
Unknown/Incomplete/NA	0	0	23.4	3.26	13705.8	4.91
Total Teaching Positions	12.2	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
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	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	0.2
Total Out-of-Field Teachers	0.00	0	0.2

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

Benchmark Advance English Language Arts curriculum was adopted for students K-5 in 2018-19 and Bridges Math/Number Corner was adopted in 2016. All students have access to Imagine Learning Language and Literacy and DreamBox Math. Benchmark Phonics was added in 2021 for grades K-2nd and expanded to 3rd in 2022. Additionally in 2022, we added Discovery Education Science for all grades. All students have access to all district approved materials and textbooks.

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 C: Benchmark Language and Literacy (K-5th) - 2017, Benchmark Phonics (K-3rd), Imagine Learning Language and Literacy (K-2nd), eSpark (3rd-5th) A: All students	0%
Mathematics	Q: Good C: Bridges Mathematics and Number Corner (K-5th) -2016; IXL Pilot (1st-5th) A: All students	0%
Science	Q: Good C: Discovery Education (K-5th) - 2022 A: All students	0%
History-Social Science	Q: Good C: Pearson Scott Foresman: History-Social Studies for California (K-5th) - 2005 A: All students	0%
Science Laboratory Equipment (grades 9-12)	Q: Excellent C: Discovery Education (K-5)- 2022 A: All students	

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

School Facility Conditions and Planned Improvements

West Park School was built in 1952 and continues to grow to meet the changing needs of our student community. The original site of seven classrooms was expanded in the early 1970s with the addition of three portable rooms (these classrooms were replaced in 2000). In 1989, further expansion occurred with the addition of one portable classroom and one Extended Day Care unit. One additional classroom was added in 1990. Another classroom was added in the summer of 1997 to expand for a primary Special Day Class. Heating and air-conditioning were upgraded in 2000-2001. A new playground was completed through the combined efforts of the PTO and our community in spring 2002. A Kindergarten playground was installed in the spring of 2003. Measure M funds made our Multi-Purpose Room a reality in the fall of 2006. Thanks to Measure H funding, seismic upgrades to classrooms 1-6, the Staff Room, and the School Office were completed in January 2018. Measure H also provided funding for iPads or Chromebooks for every student K-5 and new front of classroom technology - Promethean Boards. In June 2019, a specially designed therapy room was added for counseling enriched SDC classes. Our Garden-of-Dreams has been renovated with support from the Whole Kids Garden Grant awarded in 2020. In the summer of 2024, additional fencing was installed to seal the school perimeter to enhance security while students are on campus during the school day.

Year and month of the most recent FIT report	9/22/2025

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)	29	31	40	44	47	48
Mathematics (grades 3-8 and 11)	23	22	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	146	139	95.21	4.79	30.94
Female	67	62	92.54	7.46	19.35
Male	79	77	97.47	2.53	40.26
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	95	90	94.74	5.26	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	44	43	97.73	2.27	53.49
English Learners	39	34	87.18	12.82	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	17	16	94.12	5.88	6.25
Socioeconomically Disadvantaged	115	108	93.91	6.09	24.07
Students Receiving Migrant Education Services	11	8	72.73	27.27	--
Students with Disabilities	44	43	97.73	2.27	27.91

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	146	144	98.63	1.37	21.53
Female	67	65	97.01	2.99	15.38
Male	79	79	100.00	0.00	26.58
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	95	94	98.95	1.05	12.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	44	44	100.00	0.00	40.91
English Learners	39	39	100.00	0.00	2.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	17	17	100.00	0.00	5.88
Socioeconomically Disadvantaged	115	113	98.26	1.74	13.27
Students Receiving Migrant Education Services	11	11	100.00	0.00	9.09
Students with Disabilities	44	43	97.73	2.27	16.28

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)	20.83	23.53	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	53	51	96.23	3.77	23.53
Female	26	24	92.31	7.69	16.67
Male	27	27	100.00	0.00	29.63
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	35	34	97.14	2.86	14.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	33.33
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	43	41	95.35	4.65	9.76
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	12	92.31	7.69	16.67

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	98.08	94.23	100	94.23

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 have a variety of opportunity to participate in shaping the culture and priorities at West Park. These include the School Site Council (SSC), English Learner Advisory Committee (ELAC), and West Park Family Club (WPFC). The School Site Council works throughout the school year to take input from different segments of the school community and monitor school data to develop improvement goals, identify strategies, and allocate site funds to improve student outcomes. The English Learner Advisory Committee engages parents of multilingual learners to advocate for students and assist the school team in increasing parent engagement by offering learning opportunities for caregivers.

The West Park Family Club conducts community-building and fundraising events to provide supplemental funds in support of the school's educational mission. This includes field trips, materials and supplies, and enrichment classes. Vineyard 29, our Partner in Education, has been a key contributor in supporting our staff and students. Parents are also invited to volunteer in classrooms, and to serve as supervision assistants during recess and lunch, on a volunteer basis or as district employees. For further information on parent involvement opportunities, please contact Kate Linneman, Principal, at 707-253-3516.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	314	307	67	21.8
Female	150	146	29	19.9
Male	164	161	38	23.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	192	187	49	26.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	104	102	11	10.8
English Learners	79	77	23	29.9
Foster Youth	--	--	--	--
Homeless	16	16	4	25.0
Socioeconomically Disadvantaged	227	222	62	27.9
Students Receiving Migrant Education Services	20	19	2	10.5
Students with Disabilities	93	92	29	31.5

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
3.78	2.73	3.5	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	3.50	0.00
Female	2.00	0.00
Male	4.88	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	4.69	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.92	0.00
English Learners	3.80	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.08	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.30	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

West Park Elementary's school-wide focus on safety, health and well-being has resulted in a positive learning environment for students. Grounds are kept clean and supervised by a full-time custodian. Inspections by the Napa Fire Department address code compliance and assure the facilities are safe for students and staff. Our Comprehensive School Safety Plan (CSSP), modeled on the Incident Command System, addresses all components of SB187 including biannual Crime Reports, Student Discipline, Sexual Harassment, Dealing with Dangerous Pupils, Crisis Response Plan, Dress Code, and Alternative Programs.

The CSSP was reviewed and approved in November 2025 by District Maintenance and Operations and the Site Safety Committee that includes staff, parents, and representatives of law enforcement. Emergency equipment has been supplied for each classroom and for the school as a whole. Fire and/or Evacuation drills are held each month. Teachers are also trained on how to respond to a variety of emergency situations. We implement the school-wide Positive Behavior Program/BEST. During the first weeks of school, teachers and the principal teach expectations for student safety, playground rules, classroom behavior, bullying, and harassment. Restorative Practices support student character development and develop positive approaches to conflict resolution as defined in NVUSD "Standards for Student Behavior". Our school MTSS Team monitors student behavior issues to determine when additional support is needed for students and staff.

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	36	0	1	1
1	22	0	1	0
2	26	0	1	0
3	26	0	1	0
4	64	0	0	1
5	25	0	2	0
6	0	0	0	0
Other	14	3	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	1	0
1	25	0	2	0
2	26	0	1	0
3	26	0	1	0
4	32	0	1	0
5	32	0	1	0
6	0	0	0	0
Other	17	2	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	24		1	
1	23		1	
2	26		2	
3	23		2	
4	29		1	
5	31		1	
Other	18	2	2	

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	0.4
Social Worker	1
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	$8,236	$504	$7,732	$114,417
District	N/A	N/A	$6,297	$104,358
Percent Difference - School Site and District	N/A	N/A	-19%	16.6
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	-32.8	15.7

Fiscal Year 2024-25 Types of Services Funded

We provide school-day intervention support in both Reading and Math. Our credentialed Intervention Specialist provides small group literacy support for students, and works with an 80% instructional assistant who provides math intervention. These interventions are provided to targeted students based on need in K-5th Grade and align with adopted curricula. Students are identified through the Aeries pre-intervention tracking system; struggling students receive intensive pull-out intervention. We also provide one additional library service hour each week to allow all classes access to the school library. NVUSD provides all students in K-2nd Grade with licenses for Imagine Learning Language/Literacy, and IXL licenses for identified students with special needs. West Park is also participating in a general education pilot of IXL for all 1st-5th graders. The West Park Family Club also provides eSpark access for students in 3rd-5th Grades. Several cycles of afterschool intervention are funded through the NVUSD ELO-Program. West Park funds several cycles of afterschool support for Multilingual learners.

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

Staff professional development at West Park is centered in cycles of inquiry using the Professional Learning Communities (PLC) model to examine and continuously improve instructional practices. Focus areas include high leverage Tier 1 instruction for students in both ELA and Math. All professional learning supports the goal of high expectations and achievement for all students. Elementary teachers district-wide are encouraged to enroll in the Language Essentials for Teachers of Reading and Spelling program (LETRS - a two-year course). Ten teachers at West Park have either completed or are currently enrolled in the two-year course. Teachers work collaboratively to develop data-informed instruction groups using district adopted screeners and curriculum-embedded assessments for ELA and math. West Park staff engage in start-of-the-school year professional development (1.5 days); annual, districtwide professional development days (2 days); and site-based collaborative planning days (1.5 days).

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