

# **Napa Junction Magnet School**

## **School Accountability Report Card**

### **Reported Using Data from the 2018-19 School Year**

#### **Published During 2019-20**

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, 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 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).

#### **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.

## **About This School**

#### **School Contact Information (School Year 2019-20)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Napa Junction Magnet School
<b>Street</b>	300 Napa Junction Road
<b>City, State, Zip</b>	American Canyon, CA 94503
<b>Phone Number</b>	(707) 253-3461
<b>Principal</b>	Donna Drago
<b>Email Address</b>	ddrago@nvusd.org
<b>Website</b>	<a href="http://napajunction.nvusd.org">http://napajunction.nvusd.org</a>
<b>County-District-School (CDS) Code</b>	28662666026876

Entity	Contact Information
<b>District Name</b>	Napa Valley Unified School District
<b>Phone Number</b>	(707) 253-3511
<b>Superintendent</b>	Dr. Rosanna Mucetti
<b>Email Address</b>	rmucetti@nvusd.org
<b>Website</b>	www.nvusd.org

## School Description and Mission Statement (School Year 2019-20)

Napa Junction Magnet School is a TK-5 Title 1 school with about 415 students including 13% White; 52% Hispanic; 14% Filipino; 32% English Learners; 62% socio-economically disadvantaged; 61% Title 1; 15% Students with Disabilities . Students are served by 16 full-time classroom teachers, of whom 100% are highly qualified and 100% are fully credentialed. Teachers are assisted by a support staff that includes: 1 Academic Specialist, 1 Intervention Specialist, 1 STEM Lab Teacher, 1 special education resource teacher, 3 instrumental music (4-5,) a speech therapist, 3 PE teachers, a part-time school psychologist, counselor and nurse, 3 independence facilitators and 2 instructional assistants. Attendance averages 97.7% overall during the 2017-2018 school year. 0% of the students were suspended during the 2017-2018 school year and there were no expulsions.

### School Vision

Napa Junction Magnet School will be recognized for our New Tech Network School Model. This includes:  
 Integrating our STEM Magnet Program with our PBL work  
 Building a school culture of learners who are connected, engaged and challenged  
 Fostering Agency  
 Developing 21st century skills of communication, collaboration, critical thinking, and creativity  
 Maintaining PLC work that supports the culture of learning for students and staff

### School Mission

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

### School Values (commitments, beliefs)...

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

**Student Enrollment by Grade Level (School Year 2018-19)**

Grade Level	Number of Students
Kindergarten	81
Grade 1	70
Grade 2	70
Grade 3	70
Grade 4	71
Grade 5	47
Total Enrollment	409

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	3.9
Asian	4.2
Filipino	15.2
Hispanic or Latino	53.3
Native Hawaiian or Pacific Islander	0.2
White	14.2
Two or More Races	9
Socioeconomically Disadvantaged	60.6
English Learners	32.3
Students with Disabilities	11.2
Homeless	1.2

**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

**Teacher Credentials**

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	17	17	17	749
Without Full Credential	2	0	0	29
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Williams Act visit on September 10, 2018 noted full compliance.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent 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	Yes	0%
Mathematics	Q: Excellent C: The Math Learning Center, Bridges K-5 - 2015 A: All students	Yes	0%
Science	Q: Good C: Houghton Mifflin, California Science K-5 A: All students	Yes	0%
History-Social Science	Q: Good C: Pearson Scott Foresman: History-Social Studies for California (K-5) - 2005 A: All students	Yes	0%

## School Facility Conditions and Planned Improvements (Most Recent Year)

Napa Junction School, originally built in 1953, currently houses 16 classrooms, a computer lab, a library, an intervention classroom, and a multi-purpose room. All interior spaces were modernized during the summer of 2001. Several rooms got earthquake repairs during the 2014-2015 school year, as well. Enhancements included electrical and internet wiring, plumbing, interior paint, flooring, and tack walls. Heating and air-conditioning units were previously installed. Each classroom is equipped with technology that supports student learning. All playground structures were replaced through the combined efforts of community, school district, staff, and parents between 1998 and March 2002. We have a district-run preschool program of two classes on our campus.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 12/30/17

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Repair needed and action taken or planned to correct interior concerns.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Poor	Repair needed and action taken or planned to correct electrical concerns.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Fair	

## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	37	39	47	48	50	50
Mathematics (grades 3-8 and 11)	30	33	34	35	38	39

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	190	186	97.89	2.11	39.25
Male	96	95	98.96	1.04	38.95
Female	94	91	96.81	3.19	39.56
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	30	29	96.67	3.33	58.62
Hispanic or Latino	95	92	96.84	3.16	33.70
Native Hawaiian or Pacific Islander					
White	29	29	100.00	0.00	37.93

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	17	17	100.00	0.00	41.18
Socioeconomically Disadvantaged	115	112	97.39	2.61	36.61
English Learners	71	68	95.77	4.23	30.88
Students with Disabilities	22	18	81.82	18.18	16.67
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	190	186	97.89	2.11	32.80
Male	96	95	98.96	1.04	32.63
Female	94	91	96.81	3.19	32.97
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	30	29	96.67	3.33	51.72
Hispanic or Latino	95	92	96.84	3.16	28.26
Native Hawaiian or Pacific Islander					
White	29	29	100.00	0.00	20.69
Two or More Races	17	17	100.00	0.00	41.18
Socioeconomically Disadvantaged	115	112	97.39	2.61	26.79
English Learners	71	68	95.77	4.23	23.53
Students with Disabilities	22	18	81.82	18.18	11.11
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	24.0	36.0	14.0

Note: 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.



## 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 for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

Parents are welcome on the school campus and their time and talents are appreciated. A big piece of parent involvement is in our PBL work. We constantly invite parents into our classrooms to serve as experts, sit on panels and provide students with feedback about their project work. Parents also work as classroom volunteers, participate in the PTA, Site Council, and school fundraising efforts. We welcome every parent who clear fingerprinting.

### 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.6	0.2	0.7	3.6	3.1	3.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	2	3		20	2	3		23		4	
1	22		3		24		3		23		2	
2	21	1	2		26		2		25		3	
3	23		3		26		3		26		3	
4	32		2		27		2		31		2	
5	28		3		30		3		28		2	
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	2.7

\*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.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,076	\$639	\$5,438	\$75,336
District	N/A	N/A	\$6,632	\$78,177
Percent Difference - School Site and District	N/A	N/A	-19.8	-3.4
State	N/A	N/A	\$11,101	\$82,465
Percent Difference - School Site and State	N/A	N/A	-26.9	-5.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

District Title 1 or Supplemental supports .6 Academic Specialist. Site Title 1 and Supplemental supports our Intervention program, .4 Intervention Specialist and .5 STEM Lab Teacher. 0003 provides support for ELs, low SES and foster youth through personnel, professional development and materials.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,601	\$51,374
Mid-Range Teacher Salary	\$75,145	\$80,151
Highest Teacher Salary	\$97,792	\$100,143
Average Principal Salary (Elementary)	\$127,381	\$126,896
Average Principal Salary (Middle)	\$134,954	\$133,668
Average Principal Salary (High)	\$142,305	\$143,746
Superintendent Salary	\$258,343	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2.5	2.5	2.5

Students are released from school at 1:15 each Wednesday. This allows for a variety of professional development opportunities for the teachers. In addition, grade level teams are released from the classroom to collaborate as they develop units of study and assess student progress. The primary focus of professional development this year will be around learning targets, both short and long term and using student data to inform instruction.