# Vichy Elementary 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)

| Entity | Contact Information |
|---|---|
| **School Name** | Vichy Elementary School |
| **Street** | 3261 Vichy Avenue |
| **City, State, Zip** | Napa, CA 94558 |
| **Phone Number** | (707) 253-3544 |
| **Principal** | Julie Jones |
| **Email Address** | julie_jones@nvusd.org |
| **Website** | https://vichy.nvusd.org |
| **County-District-School (CDS) Code** | 28662666026967 |

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

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

Description: Vichy Elementary has been a community-centered school since its inception in 1953.  We are located on the east side of Napa, 5 miles from downtown, in a semi-rural, suburban setting. We have been recognized as a California "Distinguished" School in 1993, 2000 and 2002.  Our K-5 school community is committed to providing an inspiring and productive learning environment.  Vichy serves 356 students. We are committed to strong character and high academic achievement.  We value character over achievement because we believe it requires the former to achieve the latter. We support students to build a strong foundation in language arts and mathematics by challenging all students to improve daily in their ability.   Our school embraces the integration of the arts and technology across the curriculum to foster inquiry, creativity, critical thinking, and communication skills to prepare students for the 21st Century.  In 2010, Vichy students achieved the highest Academic Performance Indicator (API) in both our District and County with an API score of 937!  This performance places our school among the top schools in the state.

Our Mission Statement supports our communities' dedication and commitment to all Vichy children. Vichy Elementary School is a community where learning is treasured.  Our goal is to inspire students to become passionate, life-long learners who contribute to their communities as creative, ethical leaders.  We believe in excellence as a result of teachers, staff, and parents collaborating to develop a comprehensive core curriculum to support students in mastering and exceeding grade-level standards.  Our curriculum is enriched through the integration of the arts and technology to foster inquiry and build expertise for the 21st Century.  We are committed to providing a safe, respectful, and caring environment where students realize their potential in an inspirational, learning community.

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

| Grade Level | Number of Students |
|---|---|
| **Kindergarten** | 58 |
| **Grade 1** | 63 |
| **Grade 2** | 55 |
| **Grade 3** | 71 |
| **Grade 4** | 48 |
| **Grade 5** | 66 |
| **Total Enrollment** | 361 |

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

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 1.4 |
| American Indian or Alaska Native | 0.3 |
| Asian | 3.3 |
| Filipino | 0.8 |
| Hispanic or Latino | 16.6 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 71.2 |
| Two or More Races | 6.1 |
| Socioeconomically Disadvantaged | 18 |
| English Learners | 3.9 |
| Students with Disabilities | 12.2 |
| Foster Youth | 0.3 |
| Homeless | |

# 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 | 19 | 17 | 18 | 749 |
| Without Full Credential | 0 | 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 | 0 |

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:** September 2014

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | Q: Good<br>C: Benchmark<br>A: All students | Yes | 0% |
| **Mathematics** | Q:new<br>C: Bridges, The Math Learning Center 2015<br>A: All students | Yes | 0% |
| **Science** | Q: Good<br>C: Harcourt Brace: Harcourt Science (K-5) - 2006<br>A: All students | Yes | 0% |
| **History-Social Science** | Q: Good<br>C: Pearson Scott Foresman: History-Social Studies for California (K-5) - 2005<br>A: All students | Yes | 0% |

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

Vichy benefited from a comprehensive school-wide facility upgrade and remodeling in 1998-2000 and in 2006-07. Upgrades included new flooring, carpeting, paint, and air conditioning/heat in 1998-2000, and a covered, outside eating area, restroom facilities, and a new multi-use room in 2006-07. Vichy's Parent Associations raised funds and organized volunteer crews to erect three new play structures in each of our 3 playgrounds.

School-wide technology wiring, as well as a wireless network, provides full connectivity for each classroom, the Library and Computer Lab to the Internet. All classrooms have multimedia computers as well as iPads (K-2) and Chromebooks (3-5). Our computer lab has 34 workstations. Vichy students take great pride in their school, so beautification is an ongoing project.

## 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:** 12/18/17

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| **Interior:** Interior Surfaces | Poor | Repair needed and action taken or planned to correct interior concerns. |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| **Electrical:** Electrical | Poor | Repair needed and action taken or planned to correct electrical concerns. |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | Fair | |
| **Safety:** Fire Safety, Hazardous Materials | Good | |
| **Structural:** Structural Damage, Roofs | Good | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| **Overall Rating** | 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) | 66 | 66 | 47 | 48 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 63 | 73 | 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 | 183 | 178 | 97.27 | 2.73 | 65.73 |
| Male | 96 | 94 | 97.92 | 2.08 | 59.57 |
| Female | 87 | 84 | 96.55 | 3.45 | 72.62 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | | | | | |
| Hispanic or Latino | 33 | 31 | 93.94 | 6.06 | 61.29 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 128 | 125 | 97.66 | 2.34 | 64.00 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **Two or More Races** | 11 | 11 | 100.00 | 0.00 | 63.64 |
| **Socioeconomically Disadvantaged** | 28 | 28 | 100.00 | 0.00 | 50.00 |
| **English Learners** | 16 | 16 | 100.00 | 0.00 | 43.75 |
| **Students with Disabilities** | 29 | 26 | 89.66 | 10.34 | 53.85 |
| **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** | 183 | 179 | 97.81 | 2.19 | 72.63 |
| **Male** | 96 | 95 | 98.96 | 1.04 | 73.68 |
| **Female** | 87 | 84 | 96.55 | 3.45 | 71.43 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **American Indian or Alaska Native** | | | | | |
| **Asian** | -- | -- | -- | -- | -- |
| **Filipino** | | | | | |
| **Hispanic or Latino** | 33 | 31 | 93.94 | 6.06 | 58.06 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **White** | 128 | 126 | 98.44 | 1.56 | 73.81 |
| **Two or More Races** | 11 | 11 | 100.00 | 0.00 | 72.73 |
| **Socioeconomically Disadvantaged** | 28 | 28 | 100.00 | 0.00 | 60.71 |
| **English Learners** | 16 | 16 | 100.00 | 0.00 | 56.25 |
| **Students with Disabilities** | 29 | 27 | 93.10 | 6.90 | 70.37 |
| **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 | 17.5 | 23.8 | 39.7 |

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)

Vichy has a proud tradition of parent participation that enhances our school community. We believe that education is a partnership between home, school, and community. Parent involvement plays a key role throughout our school. We have an active Parent Club that works with staff to provide the best education possible for our students.

Parents raise money for classroom enrichment materials, assemblies, field trips, playground equipment, and funding of our Library (which has been recently refurbished and renovated) and technological needs such as our Computer Lab and Interactive projection systems in each classroom.  Other important services that the Vichy Parent Club funds include: Classroom Aides, Music consultant, a community partnership with Clos du Val Vineyards. Each year, over 10,000 hours are logged by parents and grandparents who assist in classrooms,  assist with field trips or work in the Library.  Parent input plays an integral part in our educational program.

Vichy has many traditions that our community celebrates.  Our comprehensive "Arts Attack" Program involve parents and professionals in teaching fine art skills through a variety of media.  Our annual Jog-A-Thon fundraiser involves all of our students and many parents in promoting fitness and healthy lifestyles.  Our Adopt-A-Vine Program with Clos Du Val Vineyards won the award for the number one Business/Community/School Collaboration Program in the Napa Valley.
Parents look forward to the "Art Show" and the "Starry Night Benefit Auction" which are held at the two Country Clubs near the School.  These events are huge fundraisers for our school enrichment programs. We are proud of our active family involvement that permeates daily interactions at our school.
For further information on parent involvement opportunities, please contact Julie Jones, Principal at 707-253-3544.


## 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** | 0.0 | 0.0 | 0.5 | 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: Vichy has a safe, healthy, and nurturing learning environment for all students.  We implement the BEST Program to promote and reinforce positive behavior for all students.  The four BEST areas of emphasis are Be Safe, Be Respectful, Be Responsible and Be Kind.  Vichy's staff and students focus on building positive character assets and academic skills.  Excellent communication is essential to this exceptional school environment.   The principal is visible throughout the school. Rules and high expectations for student behavior are reviewed throughout the year. Vichy's Comprehensive School Safety Plan, in compliance with SB187, is revised and updated yearly.  The plan coordinates the responsibilities of all adults on campus in the event of a natural disaster or crisis.  Inspections by the Napa Fire Department address code compliance and assure that facilities are safe for students and staff.

# 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 | 24 | | 2 | | 17 | 2 | 1 | | 24 | | 3 | |
| 1 | 22 | 1 | 2 | | 23 | | 2 | | 25 | | 2 | |
| 2 | 23 | | 2 | | 25 | | 3 | | 26 | | 2 | |
| 3 | 20 | 2 | 1 | | 23 | | 2 | | 25 | | 3 | |
| 4 | 30 | | 2 | | 31 | | 2 | | 28 | | 1 | |
| 5 | 27 | | 3 | | 31 | | 2 | | 33 | | | 2 |
| Other** | | | | | | | | | 22 | | 1 | |

*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 | .6 |
| Resource Specialist (non-teaching) | 1.0 |
| Other | 1.6 |

*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** | $6,797 | $271 | $6,526 | $83,679 |
| **District** | N/A | N/A | $6,632 | $78,177 |
| **Percent Difference - School Site and District** | N/A | N/A | -1.6 | 7.1 |
| **State** | N/A | N/A | $11,101 | $82,465 |
| **Percent Difference - School Site and State** | N/A | N/A | -8.8 | 4.9 |

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)

Academic Specialist (.50 FTE), Resource (RSP), Speech and Language, Advanced Learner Program (ALPS - formerly Gifted and Talented Education - GATE), Psychologist, Occupational Therapist, Music Teachers, Technology Consultant, Librarian, Physical Education specialists, Garden and Environmental Science Instructor, Instructional Assistants .

## 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 |

Currently there are 36 half days for each pair of grades (K-1, 2-3, 4-5) of professional days built into the school calendar, and 1 full days for the entire site.