

Donaldson Way 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	Donaldson Way Elementary School
Street	430 Donaldson Way
City, State, Zip	American Canyon, CA 94589
Phone Number	(707) 644-4486
Principal	Marilyn B. Abelon
Email Address	mabelon@nvusd.org
Website	https://donaldsonway.nvusd.org
County-District-School (CDS) Code	28662666026827

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)

Donaldson Way is a Transitional Kindergarten-Fifth Grade elementary school located in American Canyon, California. Our school is located at the southernmost tip of Napa Valley. Donaldson Way has a culturally diverse student population, representing 17 nationalities and 12 languages. At Donaldson Way, our mission is to prepare students to become educated people of the 21st century. Such individuals are literate, knowledgeable, principled, competent, self-motivated, and committed to life long learning. Donaldson Way uses State and District approved Common Core curriculum for English Language Arts, Mathematics, Science, Social Studies and Intervention Programs. At Donaldson Way, teachers and staff use best instructional practices in literacy, mathematics, Project-Based Learning, and data collection. The staff, students, and community are dedicated to achieving excellence in education through rigorous academic expectations, where a community atmosphere of acceptance and belonging will enable all students to develop. Achievement is accomplished through academic, cross-curricular learning and providing a challenging supportive school culture. We are committed to helping all students and their families to be supported and engaged so that each student develops into a 21st-century learner who can think critically, display creativity, understands the power of collaboration, and is a confident communicator. Our students are proficient practitioners of conflict resolution and understand the importance of friendship, tolerance, and inclusion. All Donaldson Way Dragons are encouraged to be kind, respectful, responsible, safe, and are ready to make a difference in the world.

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

Grade Level	Number of Students
Kindergarten	96
Grade 1	92
Grade 2	91
Grade 3	97
Grade 4	104
Grade 5	111
Total Enrollment	591

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.6
Asian	5.9
Filipino	20.1
Hispanic or Latino	38.4
Native Hawaiian or Pacific Islander	1
White	20
Two or More Races	11
Socioeconomically Disadvantaged	41.6
English Learners	20.8
Students with Disabilities	8.6
Foster Youth	0.3
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	22	23	23	749
Without Full Credential	3	1	2	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: September 2018

The Benchmark Curriculum for students in grades TK-5 is implemented for Reading, Language Arts, and Writing. The curriculum also has an English Language Development component for our English Learner students. There is an intervention component as well. Teachers are immersed in continued professional development with the Benchmark curriculum. A home to school and software component is included. The Bridges Math Program is for students in grades TK-5. This is a robust program that promotes many problem solving and numeracy learning opportunities for students. The program has math manipulatives for students. It has a daily Number Corner component and software. All teachers participate in continued professional development for mathematics instruction at Donaldson Way.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Q: Good C: Benchmark Education Company, 2016, English Language Arts TK-5 Benchmark ELD: Education Company, 2016 A: All students	Yes	0%
Mathematics	Q: Good C: Bridges Mathematics, The Math Learning Center, 2018 TK-5 A: All students	Yes	0%
Science	Q: Good C: Harcourt Brace: Harcourt Science (K-5) - 2006 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)

Donaldson Way Elementary School was originally constructed in 1959, with wings of portable classrooms added as the school population grew. There are currently 29 self-contained classrooms, a library, an office, and a staff area, a multi-use room and smaller classrooms for speech, counseling, resource and psychological services. The whole school was modernized in 2000, with new heating, air-conditioning, cupboards, paint, carpeting, blinds, and wiring for technology so each classroom could be connected to the Internet. Two new playgrounds were installed in June 2002. Wireless classroom amplification systems were installed in 2006-07. Repairs to walls in rooms 10, 2, 4, 5 and the Principal's office have been completed in 2018-19. New roofing repairs and security fencing are in progress.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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)	47	53	47	48	50	50
Mathematics (grades 3-8 and 11)	49	49	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	315	310	98.41	1.59	53.23
Male	150	145	96.67	3.33	49.66
Female	165	165	100.00	0.00	56.36
Black or African American	13	13	100.00	0.00	38.46
American Indian or Alaska Native					
Asian	17	17	100.00	0.00	76.47
Filipino	67	67	100.00	0.00	68.66
Hispanic or Latino	111	108	97.30	2.70	34.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	69	67	97.10	2.90	61.19

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	35	35	100.00	0.00	57.14
Socioeconomically Disadvantaged	126	125	99.21	0.79	37.60
English Learners	75	73	97.33	2.67	34.25
Students with Disabilities	39	37	94.87	5.13	24.32
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	315	310	98.41	1.59	49.35
Male	150	145	96.67	3.33	52.41
Female	165	165	100.00	0.00	46.67
Black or African American	13	13	100.00	0.00	30.77
American Indian or Alaska Native					
Asian	17	17	100.00	0.00	70.59
Filipino	67	67	100.00	0.00	71.64
Hispanic or Latino	111	108	97.30	2.70	30.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	69	67	97.10	2.90	52.24
Two or More Races	35	35	100.00	0.00	51.43
Socioeconomically Disadvantaged	126	125	99.21	0.79	35.20
English Learners	75	73	97.33	2.67	35.62
Students with Disabilities	39	37	94.87	5.13	24.32
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	15.2	19.6	50.9

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)

Donaldson Way Elementary School is a learning community where students, teachers, parents, administration and American Canyon community stakeholders contribute to the entire school. Parent and community involvement are encouraged at Donaldson Way through participation as volunteers in classrooms, schoolwide activities as well as School Site Council, English Language Advisory Council and the Parent-Teacher Association. We proudly reference ourselves as the "Dragon Family." Donaldson Way values, encourage and appreciates parental and family involvement. A list of over 101 ways to volunteer is shared to encourage parent volunteers in our classrooms, school library and on field trips, and school-wide events. Monthly Principal newsletters, monthly Coffee Morning Meetings with the Principal, School Site Council Meetings, English Language Advisory Meetings, weekly parent messages, and weekly teacher newsletters (all presented in both English and Spanish) include upcoming school site events and offerings for parent education activities provided through community organizations. We have a school website and Donaldson Way PTA Facebook Page and Instagram. For further information on parent involvement opportunities, please contact Marilyn B. Abelon, Principal at 707-644-4486.

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	0.3	0.0	0.2	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)

The School Site Council, Leadership Team and Administration annually revises a School-Wide Safety Plan, modeled on the National Emergency Management System, with input from the Sheriff's Department and American Canyon Police Department. Staff members regularly review district policies about student safety and conduct, classroom behavior, bullying and harassment, and the discipline policies contained in the NVUSD "Standards for Student Behavior." Our focus on safety, health, and character education, in addition to promoting positive behavior intervention and support, has resulted in a campus that is virtually crime and drug-free. Donaldson Way implements Positive Behavior Intervention and Support (PBIS). We Have Skills and Second Step to provide consistent behavior expectations and social skills. The Principal, all teachers, and staff are receiving training on the Multi-Tiered System of Support (MTSS). Our school-wide motto is: "As a Donaldson Way Dragon, I will be kind, respectful, responsible, and safe." Monthly safety drills are conducted with support from the American Canyon Fire Department.

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	1	4		24		5		24		4	
1	21	2	2		25		2		23	1	3	
2	24		4		26		4		26		3	
3	26		4		22	1	4		22	1	4	
4	32		3		32		3		31		3	
5	31		4		31		4		31		4	
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	1.0

*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.

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	\$5,083	\$415	\$4,668	\$69,054
District	N/A	N/A	\$6,632	\$78,177
Percent Difference - School Site and District	N/A	N/A	-34.8	-12.1
State	N/A	N/A	\$11,101	\$82,456
Percent Difference - School Site and State	N/A	N/A	-41.7	-14.3

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)

Donaldson Way is a Title I School and funds are used to support student achievement and intervention services. Funds are used to fund site Instructional Aide(s) in the classroom and for parent involvement. Supplemental funds are used to fund professional development, release time for certificated teachers, conferences for the Principal, school assemblies and educational consultants. These funds are used to purchase reading materials for our students and to fund site after-school program.

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	25	25	27

Wednesdays are designated minimum day dismissal for all Napa Valley Unified Elementary School sites and this includes Donaldson Way Elementary School. Wednesdays at Donaldson Way School are used to develop the Professional Learning Community. Grade Level Collaboration, Professional Development, Staff Meetings, and trainings take place on Wednesdays. Staff at Donaldson Way have received training with professional developers, literacy and math coaches, school site leadership team, district-level administrators and site Principal, these include data team training, developing professional learning communities, technology in the classroom, iPad Training for teachers, BEST, and Interest-Based Problem Solving, Project Based Learning, iRead, FASTT Math, and ST Math. Off-site professional development includes training with state-adopted Language Arts, Mathematics and English Language Development programs. Teachers and administration have received training on Project Based Learning from the Buck Institute, and Guided Language Acquisition by Design (GLAD) training, and New Tech Training. Teachers at Donaldson Way receive professional development support and training from the Napa Valley Unified School District. Teachers receive coaching support from the administrator and district level ELA Coaches. School Data, such as CAASPP, and District benchmark assessments are used to determine SMART goals and areas of professional development need. Our District's Mission and Vision for 21st Century Learning also drives our goal to be prepared for the Common Core and the inclusion of technology into our classrooms. The Donaldson Way administration, teachers and staff are committed to life long learning, success for all students, equity and closing the achievement gap.