

Browns Valley Elementary

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	Browns Valley Elementary
Street	1001 Buhman Avenue
City, State, Zip	Napa, CA 94558
Phone Number	(707) 253-3761
Principal	Frank Silva
Email Address	fsilva@nvusd.org
Website	https://brownsvalley.nvusd.org
County-District-School (CDS) Code	28662666026785

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: The students at Browns Valley Elementary School are served by 21 fully-credentialed, full-time highly qualified teachers and a support staff that includes an Academic Specialist, Resource Teacher, PE, and Music Teaching Specialists, Speech Therapist, School Psychologist, Nurse, Library Tech, Art/Garden/Computer/Science Enrichment Instructors. Our Enrichment Program provides ALL students with a well-rounded education that students for all socio-economic and cultural backgrounds thrive. Project Based Learning, collaboration, movement and mindfulness, Peace Corners, and the focus on student learning make our classrooms engaging. Annual funds are allocated to upgrade our classrooms. Our BEST procedures allow students a safe "TEASE FREE" learning environment. We always make decisions on "What is Best for Kids!"

Browns Valley Elementary School has been on this site since the 1800's. Our attendance area includes suburbs, farms, vineyards, and remote residences on beautiful Mt. Veeder. We have a 2 computer lab, large library, school garden, and one to one devices so students can easily access technology as a learning tool. Our school is an integral part of the Browns Valley community, supported by over 200 parent volunteers, school-based groups such as the Browns Valley Family Club, Juntos Unidos, Junior Achievement, Scouts, 4-H, and extended daycare. We have high expectations for our students, who go on to higher levels of education, making us proud of their accomplishments.

Mission Statement: At Browns Valley Elementary School, we believe that we must provide our students with the knowledge and skills essential for them to be cooperative, involved and productive members of a diverse society. Our most important shared understanding is that the accomplishment of our goals cannot be fully attained without a total commitment to each child's education by teachers, parents and the students themselves. "What is Best for Kids!"

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

Grade Level	Number of Students
Kindergarten	91
Grade 1	89
Grade 2	81
Grade 3	79
Grade 4	92
Grade 5	93
Total Enrollment	525

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.2
Asian	1.5
Filipino	0.4
Hispanic or Latino	35.2
White	58.1
Two or More Races	4
Socioeconomically Disadvantaged	32
English Learners	15.6
Students with Disabilities	11.2
Foster Youth	0.6
Homeless	1.3

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	23	24	22	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: November 2010

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 2017 ELD: Benchmark 2017 A: All students	Yes	0%
Mathematics	Q: Good C: Bridges (K-5) - 2014 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)

The main buildings were constructed in the early 1960's. In the summer of 2006, a new multi-use building and drinking fountain were constructed with funds from Measure G. Several years ago upgrading in the technology wifi system was completed. With the participation of the Kiwanis Club and Browns Valley Family Club, three playground structures have been built in 2000 and 2011. Each classroom has ample technology for student access. Two computer labs each include 35 work stations. A library building and connected computer lab was purchased by the BVFC in 1997 to ensure the school would always have a library and working computer lab for students.

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: 12/27/17

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	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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)	64	63	47	48	50	50
Mathematics (grades 3-8 and 11)	61	59	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	265	262	98.87	1.13	62.98
Male	130	129	99.23	0.77	59.69
Female	135	133	98.52	1.48	66.17
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	97	96	98.97	1.03	40.63
Native Hawaiian or Pacific Islander					
White	148	146	98.65	1.35	77.40
Two or More Races	13	13	100.00	0.00	61.54
Socioeconomically Disadvantaged	94	93	98.94	1.06	41.94
English Learners	63	62	98.41	1.59	32.26
Students with Disabilities	35	34	97.14	2.86	41.18
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	265	262	98.87	1.13	58.78
Male	130	129	99.23	0.77	60.47
Female	135	133	98.52	1.48	57.14

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	97	96	98.97	1.03	36.46
Native Hawaiian or Pacific Islander					
White	148	146	98.65	1.35	71.92
Two or More Races	13	13	100.00	0.00	69.23
Socioeconomically Disadvantaged	94	93	98.94	1.06	43.01
English Learners	63	62	98.41	1.59	30.65
Students with Disabilities	35	34	97.14	2.86	47.06
Students Receiving Migrant Education Services	--	--	--	--	--
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	22.6	20.4	21.5

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 informed about programs and their roles through the school newsletter published every other week, website, email, and by participating in the Browns Valley Family Club, School Site Council, or English Learner Advisory Council, Monthly Principal Coffees, and Parent Education Classes. Parents volunteer in classrooms, help in the office or school garden, supervise at recess, make classroom presentations and go on field trips. Opportunities are available year-round. Our fundraisers involve many parent volunteers and raise funds for enriching and enhancing education for each and every student. Parents play important roles on campus in our art program, after school enrichment classes, school plays, school events, and in leadership roles. We value parent input and listen to all stakeholders. For further information on parent involvement opportunities, please visit or school website at <https://bves-nvUSD-ca.schoolloop.com>

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	0.7	1.1	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)

A school-wide focus on safety, health and well being has resulted in a campus that is virtually free of violence, drugs, and crime. Grounds are kept litter-free and supervised by a full-time day custodian and two evening custodians. Inspections by the Napa Fire Department address code compliance and assure that facilities are safe for students and staff. We use BEST practices to support our safe learning environment. Our Comprehensive School Safety Plan 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 plan is reviewed annually by the Site Safety Committee that includes staff, parents, and representatives of law enforcement. Emergency packs have been supplied for each classroom which includes food, water, and first aid supplies. Evacuation drills are held monthly. School rules are published in August. During the first weeks of school, teachers and the principal explain policies about student safety, playground, rules, classroom behavior, bullying, and harassment. Our comprehensive Student Management System follows the NVUSD Board Policy and Administrative Regulations interventions, corrective measures and actions and school-based consequences. Students are respected, supported and thrive under these conditions of a highly effective and safe school climate and culture.

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	23		5		24		5		23		4	
1	21	1	2		24		2		24		3	
2	25		3		24		3		25		4	
3	25		4		26		4		26		3	
4	31		3		30		3		31		3	
5	31		3		30		3		31		3	
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)	

Title	Number of FTE* Assigned to School
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	5.5

*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	\$5,893	\$333	\$5,560	\$82,175
District	N/A	N/A	\$6,632	\$78,177
Percent Difference - School Site and District	N/A	N/A	-17.6	5.2
State	N/A	N/A	\$11,101	\$82,465
Percent Difference - School Site and State	N/A	N/A	-24.7	3.1

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)

School Library Improvement Program (SLIP), English Language Acquisition Program (ELAP), Supplemental Funds: EL, SED, and Foster Youth Students, Resource (RSP), Speech and Language, and Advanced Learner Pupil Services (Gifted)

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

Teachers meet weekly in Professional Learning Communities to share "Best Practices" so classroom instruction is optimal. Assessment data is reviewed on a regular basis so instruction is targeting what students need to learn. Staff meeting topics often include professional development in core areas and student behavior management. Teachers attend district and professional development workshops when appropriate. Our staff embraces "life-long learning."