

St. Helena Primary 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	St. Helena Primary School
Street	1701 Grayson Avenue
City, State, Zip	St. Helena, CA 94574
Phone Number	(707) 967-2772
Principal	Tamara Sanguinetti
Email Address	tsanguinetti@sthelenaunified.org
Website	www.shps.sthelenaunified.org
County-District-School (CDS) Code	28-66290-6117964

Entity	Contact Information
District Name	St. Helena Unified School District
Phone Number	707.967.2708
Superintendent	Dr. Marylou Wilson
Email Address	mwilson@sthelenaunified.org
Website	www.sthelenaunified.org

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

In 2016, St. Helena Primary School was recognized as a California Gold Ribbon School and as a Title I Academic Achievement Award school. St. Helena Primary School serves transitional kindergarten through second grade. The school, which opened in the fall of 2000, sits on a beautiful 3 acre campus in an agricultural setting at the south end of St. Helena. The facility is architecturally distinctive and beautifully landscaped with garden beds, an outdoor gazebo and picnic tables by each classroom that inspire and create a welcoming learning environment. The recently upgraded the two existing play structures with brand new, brightly colored structures that include more shade and more opportunities for students to improve both physical strength and skills. The school strives to offer educational opportunities that are designed to meet the developmental needs of young learners. The primary school offers research-based, core academic programs, which promote mastery of California Content Standards. Students are provided the foundational skills for future learning from caring and supportive highly qualified teachers, using state-approved textbooks. Teachers use multiple data points to be able to differentiate instruction for students; the staff continued to use Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and the Measures for Academic Progress (MAP) to assess student progress and inform instruction. Additionally, the staff spent intensive time using the English Language Arts/ English Language Development program to design instruction that provides that has clear purpose statements and clear success criteria. The principal and faculty continue focusing on on improving teacher collaboration that supports standards-based instruction and the use of data to make instructional decisions that support academic growth for all students. As a compliment to strong core academic programs, St. Helena Primary School offers an array of enrichment opportunities for students. The arts and physical fitness education are fundamental to the development of well-rounded citizens, so all students participate in music and physical education on a weekly basis. A credentialed music teacher teaches music, and as a culminating event, students perform at the end of the year. A credentialed bilingual teacher provides weekly Spanish instruction that augments the classroom Spanish enrichment program. This year a Bilingual Science Technology, Engineering, Art and Math (STEAM) was added to teach weekly hands-on STEAM lessons to students in both English and Spanish. St. Helena Unified School District in partnership with the St. Helena Parks and Recreation Department provides after school enrichment classes to all students; martial arts, chess and robotics are a few examples of classes. As part of our Social Emotional Learning program, all teachers begin the day with a Community Circle as a way for students to center themselves and be ready to learn.

St. Helena Primary School has resources available that both challenge and support student learning at all levels. With the support from the Parent Group, students also receive Art Instruction from a contracted Artist in Residence and Drama Instruction from a contracted Drama Teacher. The school has a full-time academic specialist who provides both remediation and acceleration support to students in mathematics and reading at each grade level. Differentiated and targeted instruction takes place in both mathematics and English language arts.

Technology resources also provide differentiated learning opportunities for students. The school media center provides 24 Dell desktop computers for student access. Students work with the Lexia reading program as both a tutorial and assessment tool, which helps guide reading instruction. Additionally, St. Helena Primary School has 265 iPads that students use to help reinforce basic skills and extend learning activities for those students who need to be challenged. On average students use technology to enhance learning for approximately 20 minutes per day. English language learner students receive both integrated and designated English language development (ELD) instruction both during whole class instruction and small homogeneous group instruction.

School Vision: To become a school that brings pride to the community by ensuring academic proficiency and fostering mindful community members.

School Mission Statement: To nurture and inspire all children to reach their full potential.

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

Grade Level	Number of Students
Kindergarten	106
Grade 1	75
Grade 2	78
Total Enrollment	259

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	0.4
Asian	0.4
Hispanic or Latino	53.7
White	44
Two or More Races	0.8
Socioeconomically Disadvantaged	44
English Learners	35.1
Students with Disabilities	6.9
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	20	101
Without Full Credential	0	0	0	0
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: December 2018

Districts are required to submit quarterly reports (July 2019, October 2019, January 2020, and April 2020) to the County Superintendent and District Governing Board on the nature and resolution of complaints addressing insufficient instructional materials, teacher vacancies and mis-assignments, and emergency or urgent facilities issues. This summary must be publicly reported at a regularly scheduled Board meeting. The District has had no such complaints as reported at the most recent Board of Education meeting on November 14, 2019. This school year, Mary Allen, Director of Curriculum and Instruction for the St. Helena Unified School District is facilitating the process with teachers from St. Helena Primary School to adopt new curriculum that support the Next Generation Science Standards. Ms. Allen and staff are following the state guidelines for selection of materials to pilot, piloting two science programs, making a recommendation to the Board of Education, after Board approval, the program will be purchased and teachers will be trained on implementing the new curriculum.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, Benchmark Education Company 2017	Yes	0%
Mathematics	Go Math! 2014	Yes	0%
Science	Delta Education Science, Full Option Science System (FOSS) and Next Generation Science Standards Editions 2016	Yes	0%
History-Social Science	California Social Science, Scott Foresman 2008	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

We are very proud of our school. The facility is architecturally distinctive and is beautifully landscaped. The garden beds utilized by classes for garden projects add to the charm of the school. The three portable classrooms are integrated into the school and are also nicely landscaped. The views from our school are rural and beautiful in all directions.

The school is well designed to meets the needs of young children. There is an outdoor gazebo area for classes to enjoy, and each class has a small outdoor area with picnic tables for class activities. The office, staff work area and staff lounge are arranged in a fashion that makes communication flow easily. The playground is an open space that allows for supervisors to monitor activity in all areas easily. Playground equipment is tailored to the interests and abilities of young children. The library/media center is easily accessible by both students and staff.

St. Helena Primary School is a caring and careful community. We provide supervision for our students throughout the school day. Students are helped from the cars that deliver them to the drop-off zone in the morning and pick them up in the afternoon and are supervised to and from the bus.

Supervision is provided both in the cafeteria and on the playground before school and after school for students staying for after-school programs. Students are taught procedures for using school equipment safely.

The custodial staff is diligent in maintaining clean, healthy and well-functioning facilities. One-hundred percent of toilets are functioning.

One full-time custodian and one part-time custodian manage all cleaning and gardening responsibilities. The lead custodian is on campus from morning to afternoon and manages the cleaning and gardening schedule; the evening custodian works from afternoon to night.

Our school opened in August 2000, with 15 classrooms, two special-education classrooms, a multipurpose room, and an administration building that houses the office, staff work and lounge areas, curriculum storage room, resource room, and library/media center. Three portable classrooms were added in 2001. All buildings are in good repair. There are two sets of student restrooms, one set in the multipurpose room and one set close to the classrooms. Three of the kindergarten classrooms have individual restrooms.

The multipurpose room capacity is 270 for meal service and 584 for assemblies. In addition to meals and assemblies, we use it for drama classes, assemblies and after-school activities program, and a variety of school activities.

The outside play areas include a playground with two play structures, that were replaced with two new structures, swings, a tricycle track, playhouse, 2 tether ball poles, basketball fun hoops, a portable activity cart and grass playing field.

The library/media center features a computer lab with 24 student computers, all of which have internet connection. The library collection numbers more than 5,500 books and multimedia materials. Each classroom has its own library and a computer center with three to four internet-connected student computers and a printer.

All rooms in all buildings are accessible to people with disabilities.

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: 11/10/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	Room 10: Water stain on ceiling tile Room 18: vent is rusted, paint chipping on main beam, door is rusted with holes and base Room 19: hole in asphalt at entry Room 20: ceiling tile is missing, hole in asphalt at entry
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	There are cracks in asphalt in Room 20 and Room 19 walkways. A work order is to be submitted for repair.
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)						
Mathematics (grades 3-8 and 11)						

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					
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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					
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					
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			

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)

St. Helena Primary School enjoys a high level of parent and community involvement, support and spirit. Classroom volunteers are welcome and encouraged in every classroom on campus. The positive impact of parental involvement on student performance has long been established in research. Professor John Hattie's meta-analysis reveals an effect size of 0.51 for parental involvement, which is well above the 0.40 "hinge point" that denotes effective practices that schools should foster.

There are many traditions and activities at St. Helena Primary School that support parent involvement, such as grade level potlucks, Bagels & Buddies, multi-cultural performances, BEST assemblies, Family Barbecues, , and music concerts. This school year, the site is embarking on a robust campaign to increase meaningful parent involvement in the learning of their children, monthly meetings, entitled "Let's Talk About . ." will be held and include topics such as social emotional learning and school safety.

You may also contact Principal Tamara Sanguinetti at (707) 967-2772 for information on how to become involved in school activities.

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	0.4	0.4	0.4	1.7	3.4	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

St. Helena Primary School received a grant from the state of California to develop a safety plan, which was completed in June 2002 and approved by the board of trustees on September 12, 2002. School faculty members review and update the plan annually at the beginning of the year. Our school safety plan includes an Emergency Operations Plan. Monthly fire drills and annual earthquake-preparedness drills are included in the plan. The district provides training and certification for all school personnel in emergency preparedness. We are now in compliance with the Standardized Emergency Management System (SEMS) and National Incident Management System (NIMS) through the Napa County Office of Education. The St. Helena Fire Department annually conducts a fire inspection. This is conducted in February of every year.

In the broader scope, the safety plan includes provisions for creating a safe environment for students emotionally, socially and physically. We know that children cannot learn unless they feel safe in every way.

The school safety plan was last reviewed and updated in October 2019.

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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	14	6			15	5			21	1	4	
1	21	1	3		18	4			19	4		
2	18	4			20	3	1		20	4		
Other**					6	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*	1036

*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)	.25
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.25
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	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	\$18,590.46	\$5,248.63	\$13,341.83	\$126,360.00
District	N/A	N/A	\$22,388.72	\$123,191.00
Percent Difference - School Site and District	N/A	N/A	-50.6	-4.7
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A	199.1	53.1

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)

These Federal Program Participation

services are provided at the school:

- Title I: Supplemental Education
- Title II: Improving Teacher Quality
- Title III: Limited English

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$69,731	\$43,574
Mid-Range Teacher Salary	\$100,583	\$63,243
Highest Teacher Salary	\$143,971	\$86,896
Average Principal Salary (Elementary)	\$153,176	\$103,506
Average Principal Salary (Middle)	\$166,946	\$108,961
Average Principal Salary (High)	\$185,027	\$108,954
Superintendent Salary	\$231,125	\$136,125
Percent of Budget for Teacher Salaries	34%	30%
Percent of Budget for Administrative Salaries	5%	6%

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	3	1	1

This year, the staff had one day prior to the start of the school year for professional development and a half day scheduled on October 14, 2019. Professional development is also done throughout the year on eight minimum days, using release time for teachers, and in the summer.

The district is committed to providing the highest quality professional development for all teachers. Principals encourage teachers to seek advanced degrees, credentials and other certifications. The district participates and supports new teachers through the Beginning Teacher Support and Assessment (BTSA) program.

Certificated representatives from all district schools meet periodically throughout the school year to discuss, among other things, district professional development initiatives. Current areas of focus are differentiated instruction, implementation of a Social Emotional Learning program, Common Core Math strategies as well as improving teacher efficacy and teacher collaboration, Depth of Knowledge (DOK) and Multi-Tiered Systems of Support (MTSS). A district wide commitment supports teacher implementation via conferences, in-service training and coaching.