

St. Helena Primary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2018-19)

| School 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 |
| E-mail Address | tsanguinetti@sthelenaunified.org |
| Web Site | www.shps.sthelenaunified.org |
| CDS Code | 28-66290-6117964 |

| District Contact Information | |
|------------------------------|------------------------------------|
| District Name | St. Helena Unified School District |
| Phone Number | (707) 967-2708 |
| Superintendent | Dr. Marylou Wilson |
| E-mail Address | mwilson@sthelenaunified.org |
| Web Site | www.sthelenaunified.org |

School Description and Mission Statement (School Year 2018-19)

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 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. There were significant changes in the past school year for St. Helena Primary. In addition to Lexia Learning and the Developmental Reading Assessment, the staff continued to use portions of the 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. Coupled with these changes, the principal and faculty focused 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 concerts at the end of the year. A credentialed bilingual teacher provides weekly Spanish instruction that augments the classroom Spanish enrichment program.

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 23 Macintosh 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 230 iPads schoolwide and four Macintosh computers in every classroom, which 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 children to reach their full potential.

Student Enrollment by Grade Level (School Year 2017-18)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 79 |
| Grade 1 | 73 |
| Grade 2 | 82 |
| Grade 3 | 4 |
| Total Enrollment | 238 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.0 |
| American Indian or Alaska Native | 0.4 |
| Asian | 0.4 |
| Filipino | 0.0 |
| Hispanic or Latino | 54.0 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 44.0 |
| Two or More Races | 0.0 |
| Socioeconomically Disadvantaged | 43.0 |
| English Learners | 35.0 |
| Students with Disabilities | .68 |
| Foster Youth | 0.0 |

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 | | | District |
|--|---------|---------|---------|----------|
| | 2016-17 | 2017-18 | 2018-19 | 2018-19 |
| With Full Credential | 16 | 17 | 17 | 91 |
| 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 | 2016-17 | 2017-18 | 2018-19 |
|--|----------|----------|----------|
| 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 2018-19)

Year and month in which data were collected: December 2018

The textbook-adoption process includes these steps:

1. The principal meets with the director of curriculum and instruction
 - Review process
 - Establish a timeline resulting in board action
 - Select Instructional Materials Evaluation Committee

2. Instructional Materials Evaluation Committee
 - Director of curriculum and instruction
 - Principal
 - Teachers (minimum two)
 - Parent(s) and additional staff, as deemed necessary (two to three)

3. Text-review process
 - Committee reviews state-adopted list
 - Committee screens adopted texts for quality and alignment to state standards and selects two to

four texts for further review

- Publisher representatives for each selected text make presentations to the committee
- Publisher representative presents district with costs for piloting textbook (in writing)
- Publisher representative presents district with costs for entire adoption, if selected (in writing)
- Teachers pilot text for two semesters
- Piloting teachers meet with other staff at least two times to discuss text and make recommendations
- Evaluation form is completed by each teacher piloting text
- Recommendation is made to superintendent
- Community display of recommended text(s) (30 days)
- Superintendent recommends approval of adoption to board of trustees
- Board of trustees meeting for first reading of adoption recommendations
- Board of trustees approval of recommended texts (second reading)

Each student, including English learners, has access to current standards-based textbooks and other instructional materials to use in class and to take home.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of 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 meet 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 252 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. Last year new fold-up lunch tables were purchased and installed.

The outside play areas include a playground with two play structures, a covered sandbox, swings, a tricycle track, playhouse, tetherballs, basketball fun hoops, a portable activity cart and grass playing field.

The library/media center features a computer lab with 23 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. In the summer of 2018, the school will install a new heating, ventilation and air conditioning (HVAC) system that will include a noise-reduction feature. We continue to provide routine maintenance of facilities.

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

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 9/5/2018 | | |
|---|---------------|--|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| 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: ceiling tile is missing |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | The audio speaker is not working in Room 12. A work order is to be submitted for repair or replacement. |
| 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 Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 9/5/2018 | |
|--|-------------|
| 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 Science for All Students

Grades Five, Eight, and Ten

| Subject | Percentage of Students Meeting or Exceeding the State Standard | | | | | |
|-------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2018-19)

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 reading nights, Bagels & Buddies, Cinco de Mayo dancing, BEST assemblies, Family Barbeques, bilingual theater performances, and music concerts. Under the leadership of Principal Tamara Sanguinetti, the site embarked on a robust campaign to increase meaningful parent involvement in the learning of their children. In an effort to build strong parent cohorts, staff from each grade level host family potlucks three times a year.

In addition to the traditional parent activities, in the 2017-18 school year there were parent trainings to increase parent involvement in their child’s education. Trainings included tools to have an effective parent-teacher conference and how to interpret school data about your child. Please see our website for more information about parent organizations. You may also contact Principal Tamara Sanguinetti at (707) 967-2772 for information on how to become involved.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate | N/A | N/A | N/A | 2.4 | 4.8 | 3.4 | 10.7 | 9.7 | 9.1 |
| Graduation Rate | N/A | N/A | N/A | 92.9 | 94.4 | 91.6 | 82.3 | 83.8 | 82.7 |

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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 | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 0.0 | 0.4 | 0.4 | 3.3 | 1.7 | 3.4 | 3.7 | 3.7 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2018-19)

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 November 2018.

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 | 2015-16 | | | | 2016-17 | | | | 2017-18 | | | |
|--------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 16 | 6 | 0 | 0 | 14 | 6 | 0 | 0 | 15 | 5 | 0 | 0 |
| 1 | 19 | 4 | 0 | 0 | 21 | 1 | 3 | 0 | 18 | 4 | 0 | 0 |
| 2 | 18 | 4 | 0 | 0 | 18 | 4 | 0 | 0 | 20 | 3 | 1 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 1 | 0 | 0 |

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|--|----------------------------------|---|
| Academic Counselor | 0.00 | 0.00 |
| Counselor (Social/Behavioral or Career Development) | 0.25 | N/A |
| Library Media Teacher (Librarian) | 0.00 | N/A |
| Library Media Services Staff (Paraprofessional) | 1.00 | N/A |
| Psychologist | 0.25 | N/A |
| Social Worker | 0.00 | N/A |
| Nurse | 0.25 | N/A |
| Speech/Language/Hearing Specialist | 0.50 | N/A |
| Resource Specialist (non-teaching) | 0.00 | N/A |
| Other | 0.00 | N/A |

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

*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 2016-17)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|---|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$3,772,163 | \$615,257 | \$3,156,906 | \$109,505 |
| District | N/A | N/A | \$23,488,819 | \$114,774 |
| Percent Difference: School Site and District | N/A | N/A | -152.6 | -4.7 |
| State | N/A | N/A | \$7,125 | \$63,590 |
| 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 2017-18)

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 2016-17)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$66,411 | \$42,990 |
| Mid-Range Teacher Salary | \$66,290 | \$61,614 |
| Highest Teacher Salary | \$137,116 | \$85,083 |
| Average Principal Salary (Elementary) | \$142,481 | \$100,802 |
| Average Principal Salary (Middle) | \$153,831 | \$105,404 |
| Average Principal Salary (High) | \$170,476 | \$106,243 |
| Superintendent Salary | \$210,000 | \$132,653 |
| Percent of Budget for Teacher Salaries | 36.0 | 30.0 |
| Percent of Budget for Administrative Salaries | 6.0 | 6.0 |

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

Professional Development (Most Recent Three Years)

This year, the staff had one day prior to the start of the school year for professional development. 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 the new English Language Arts and English Language Development curriculum, Common Core Math strategies and Advanced Placement. Depth of Knowledge (DOK) and Multi-Tiered Systems of Support (MTSS). A districtwide commitment supports teacher implementation via conferences, in-service training and coaching.

* Due to the wildfires and no school held from 10/9/17-10/20/17 and additional two professional development days were added after the academic year to address topics planned for the cancelled Vertical Articulation Days. Due to the Instructional Time Recovery Plan, Vertical Articulation days were canceled to make those days full instructional days.