



# St. Helena Unified School District

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**SARC**  
2021-22

School Accountability  
Report Card  
Published in 2022-23

## St. Helena Primary School

Grades K-2  
CDS Code 28-66290-6117964

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## Principal's Message

St. Helena Primary School is recognized as a California Gold Ribbon School and as a Title I Academic Achievement Award school. St. Helena Primary School serves students in grades TK-2. The school, which opened in the fall of 2000, sits on a beautiful three-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. We 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, supportive, highly qualified teachers, using state-approved textbooks. Teachers use multiple data points to be able to differentiate instruction for students; Dynamic Indicators of Basic Early Literacy Skills (DIBELS), the Benchmark Oral Reading Fluency Assessment, weekly Math Exit Tickets, 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 clear purpose statements and clear success criteria. All certificated staff is certified in Guided Language Acquisition Design (GLAD), which supports strategies for teaching content in English to second language learners. The principal and faculty continue focusing 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. We also offer a Bilingual Science Technology, Engineering, Art and Math (B/STEAM) teaching weekly hands-on STEAM lessons to students in English with Spanish components. St. Helena Unified School District, in partnership with the St. Helena Boys & Girls Club, 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. The school has one full-time and one part-time academic specialists who provides both remediation support to students in mathematics and reading. Differentiated and targeted instruction takes place in both mathematics and reading. Both specialists also work with two Instructional Aides who also support students in the classroom in both reading & math. All English Language Learner students receive English Language Development instruction daily while English Only students attend enrichment and/or intervention classes.

Technology resources also provide differentiated learning opportunities for students. The school media center provides 24 Dell desktop computers for student access. In addition, students have access to touchscreen Chromebooks in class. Students work with the Lexia reading program as both a tutorial and assessment tool, which helps guide reading instruction. In addition, we also use Dreambox Learning for supplemental math support. Other supplemental online programs include Reflex Math, Reading A-Z, BrainPop, Starfall, Math Shelf and Imagine Learning. Additionally, St. Helena Primary School has 265 touchscreen Chromebooks that students use to help reinforce basic skills and extend learning activities for those students who need to be challenged. In addition, all English Language Learner (ELL) students receive an Ipad to use Reading A-Z/Starfall, Dreambox and Imagine Learning at home. On average, students use technology to enhance learning for approximately 20 minutes per day. English language learner (ELL) students receive both integrated and designated English language development (ELD) instruction both during whole class instruction and during small homogeneous group instruction. ELL students also have access to Imagine learning, a supplemental online learning platform to provide support in language development both during the school day and at home.

## School Mission Statement

To nurture and inspire all children to reach their full potential.

## School Vision Statement

Our vision is to provide an engaging and dynamic learning environment that inspires a passion for learning and prepares every student to adapt and thrive as a responsible citizen in a rapidly changing world.



*"Be kind, be kind to everyone ..."*



## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## District Mission Statement

SHUSD provides academic rigor within a safe and supportive learning environment where students can explore their creativity, collaboratively problem solve, and fully develop as resilient, caring and responsible individuals, learners, and citizens.

## District Vision Statement

Our vision is to provide an engaging and dynamic learning environment that inspires a passion for learning and prepares every student to adapt and thrive as a responsible citizen in a rapidly changing world.

## We Believe That:

- We are all teachers and learners.
- Respect, integrity and honesty are core responsibilities of all individuals.
- Commitment to high expectations inspires excellence and personal best.
- Everyone has the right to achieve his or her full potential.
- A supportive environment fosters creative and confident learners.

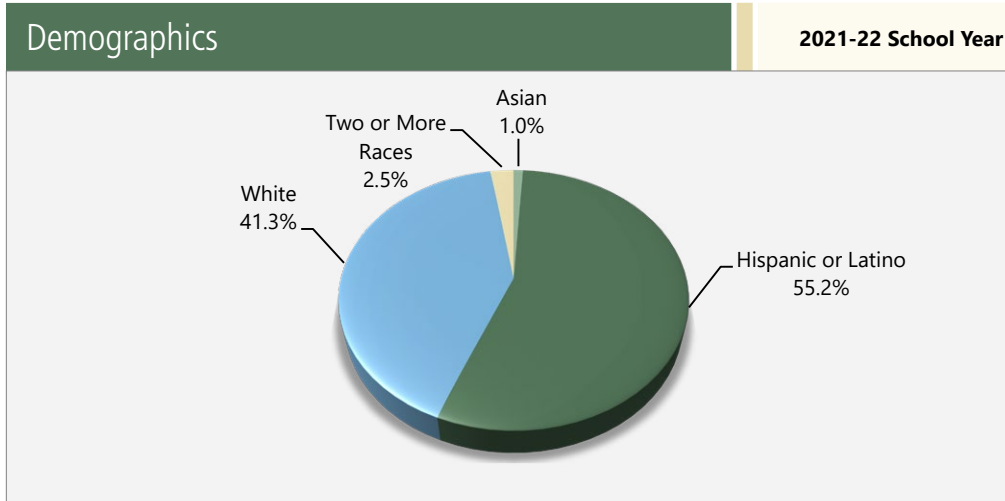
## Board of Trustees

- Lisa Pelosi, President
- Jeannie Kerr, Vice President
- Laura Symon, Clerk
- Shawna Moura, Trustee
- Jeanmarie Wolf, Trustee



### Enrollment by Student Group

The total enrollment at the school was 201 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

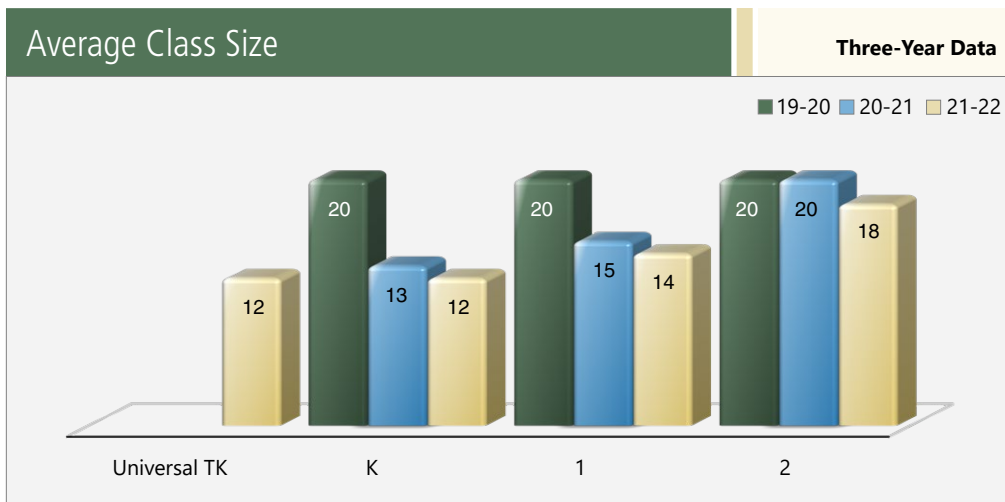


### Enrollment by Student Group

Demographics	
2021-22 School Year	
Female	39.30%
Male	60.70%
Non-Binary	0.00%
English learners	35.30%
Foster youth	0.00%
Homeless	3.50%
Migrant	2.00%
Socioeconomically Disadvantaged	41.30%
Students with Disabilities	9.00%

### Class Size Distribution

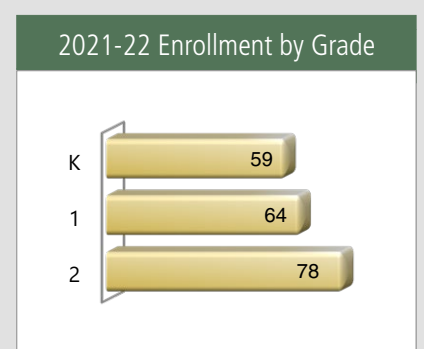
The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Number of Classrooms by Size		Three-Year Data										
Grade	Number of Students	2019-20			2020-21			2021-22				
		1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+		
Universal TK										1		
K		5			4			4				
1		5			4			4				
2		4			4			4				

### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.





### Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions					Two-Year Data	
	St. Helena PS		St. Helena USD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
<b>Suspension rates</b>	0.0%	0.0%	0.2%	2.5%	0.2%	3.4%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%	0.3%	0.0%	0.1%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions			2019-20 School Year
	St. Helena PS	St. Helena USD	California
	19-20	19-20	19-20
<b>Suspension rates</b>	0.0%	1.3%	2.5%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

### Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2021-22 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	0.0%	0.0%	
Female	0.0%	0.0%	
Male	0.0%	0.0%	
Non-Binary	0.0%	0.0%	
American Indian or Alaska Native	0.0%	0.0%	
Asian	0.0%	0.0%	
Black or African American	0.0%	0.0%	
Filipino	0.0%	0.0%	
Hispanic or Latino	0.0%	0.0%	
Native Hawaiian or Pacific Islander	0.0%	0.0%	
Two or More Races	0.0%	0.0%	
White	0.0%	0.0%	
English Learners	0.0%	0.0%	
Foster Youth	0.0%	0.0%	
Homeless	0.0%	0.0%	
Socioeconomically Disadvantaged	0.0%	0.0%	
Students Receiving Migrant Education Services	0.0%	0.0%	
Students with Disabilities	0.0%	0.0%	

### Professional Development

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2020-21	1
2021-22	1
2022-23	1



### School Safety

At the beginning of each school year, all staff members review and update the school safety plan. 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, which 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 September, 2022.



### Parental Involvement

St. Helena Primary School enjoys a high level of parent and community involvement, support and spirit. Volunteers are welcome and encouraged in every classroom on campus. Parents and family members are able to volunteer in the classroom, along with volunteers from UpValley Family Center. 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. This year, we will continue with our family education activities such as Family Reading Nights at the Public Library, and Family Math events.

There are many traditions and activities at St. Helena Primary School that support parent involvement, such as grade level potlucks, family movie nights, multi-cultural performances, family dinners and music concerts. Our English Learner Advisory Committee (ELAC) will be held virtually with in person outreach events joining the other three schools in the District. We look forward to having more parents participate across the district in terms of attending one event all together.

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



### Types of Services Funded

These Federal Program Participation services are provided at the school:

- Title II: Improving Teacher Quality
- Title III: Limited English

### Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group			2021-22 School Year	
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	219	217	26	12.00%
Female	86	85	11	12.90%
Male	133	132	15	11.40%
American Indian or Alaska Native	0	0	0	0.00%
Asian	2	2	1	50.00%
Black or African American	0	0	0	0.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	121	119	19	16.00%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	5	5	0	0.00%
White	91	91	6	6.60%
English Learners	78	78	11	14.10%
Foster Youth	1	1	1	100.00%
Homeless	13	13	3	23.10%
Socioeconomically Disadvantaged	106	106	17	16.00%
Students Receiving Migrant Education Services	4	4	1	25.00%
Students with Disabilities	23	23	3	13.00%

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.





### SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

### Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

### CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	St. Helena PS		St. Helena USD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Science	⌘	⌘	*	36.90%	28.50%	29.47%

### CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	St. Helena PS		St. Helena USD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	⌘	⌘	*	60%	*	47%
Mathematics	⌘	⌘	*	38%	*	33%

⌘ Not applicable. This school serves students in grades K-2, therefore CAASPP testing results do not apply.

\* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

### Statewide Assessments

**Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).



### CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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.



## Textbooks and Instructional Materials

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.

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2022-23 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%



## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2022-23 School Year	
Data collection date	9/15/2022



## Textbooks and Instructional Materials List

2022-23 School Year

Subject	Textbook	Adopted
Reading/language arts	Benchmark Advance, Benchmark Education Company	2017
Mathematics	Go Math!	2010
Science	Discovery Education Science Techbook	2021
History/social science	My World Interactive, Savvas	2021
Foreign Language	Symtalk Spanish, EMC	2014
Foreign Language	Fluency Matters – TPRS Publishing	2019

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

### Quality of Textbooks

2022-23 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Note: St. Helena is currently piloting math textbooks at the TK-5 level during the 2022-23 year.





### School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2022-23 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Exemplary	
<b>Date of the most recent school site inspection</b>	9/15/2022	

### Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Deficiencies and Repairs		2022-23 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Interior</b>	Several cosmetic repairs are needed to address chipped paint, water stains, rust, etc. Repairs to be made.	During the 2022-23 school year.

### School Facilities

We are very proud of our school. The facility is architecturally distinctive and 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 easily monitor activity in all areas.

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.

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### School Facilities

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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, after-school programs 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, two tether ball poles, basketball fun hoops, two portable activity carts 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 device (iPad/Chromebooks) for each student which connects to the internet.

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

In order to adhere to the COVID-19 safety protocols, more tables were brought to the site to allow for students to eat outside. We also have tents over the tables to provide shade for students.







### Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.5	100.0%	85.7	96.5%	228,366.1	83.1%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.0	0.0%	0.8	1.0%	11,216.7	4.1%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	0.8	1.0%	12,115.8	4.4%
<b>Unknown</b>	0.0	0.0%	1.3	1.5%	18,854.3	6.9%
<b>Total Teaching Positions</b>	16.5	100.0%	88.8	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.9	90.9%	83.0	94.5%	234,405.2	84.0%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	0.0	0.0%	4,853.0	1.7%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.5	3.0%	1.0	1.1%	12,001.5	4.3%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	0.2	0.2%	11,953.1	4.3%
<b>Unknown</b>	1.0	6.1%	3.6	4.1%	15,831.9	5.7%
<b>Total Teaching Positions</b>	16.4	100.0%	87.8	100.0%	279,044.8	100.0%

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdf201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.





### Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments		Two-Year Data	
Authorization/Assignment	2020-21	2021-22	
Permits and Waivers	0.0	0.0	
Misassignments	0.0	0.5	
Vacant Positions	0.0	0.0	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.0</b>	<b>0.5</b>	

### Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field		Two-Year Data	
Indicator	2020-21	2021-22	
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	
Local Assignment Options	0.0	0.0	
<b>Total Out-of-Field Teachers</b>	<b>0.0</b>	<b>0.0</b>	

### Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level. Misassignment and vacant teacher position data should be available in the district's personnel office.

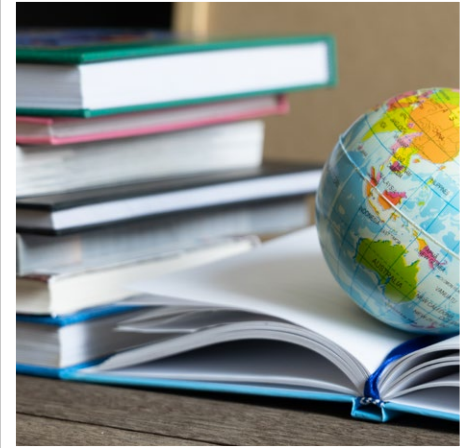
Class Assignments		Two-Year Data	
Indicator	2020-21	2021-22	
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	13.3%	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.5%	0.0%	

### Public 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.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



### Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2021-22 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.25
Social worker	0.25
Nurse	0.25
Speech/language/hearing specialist	0.50
Resource specialist (nonteaching)	0.25
✧ Not applicable.	



## Financial Data

The financial data displayed in this SARC is from the 2020-21 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2020-21 Fiscal Year	
	St. Helena USD	Similar Sized District
<b>Beginning teacher salary</b>	\$78,250	\$46,419
<b>Midrange teacher salary</b>	\$112,870	\$69,902
<b>Highest teacher salary</b>	\$161,559	\$97,912
<b>Average elementary school principal salary</b>	\$183,908	\$111,731
<b>Average middle school principal salary</b>	\$199,514	\$122,012
<b>Average high school principal salary</b>	\$214,393	\$122,212
<b>Superintendent salary</b>	\$272,327	\$150,971
<b>Teacher salaries: percentage of budget</b>	35%	29%
<b>Administrative salaries: percentage of budget</b>	5%	6%

## Financial Data Comparison

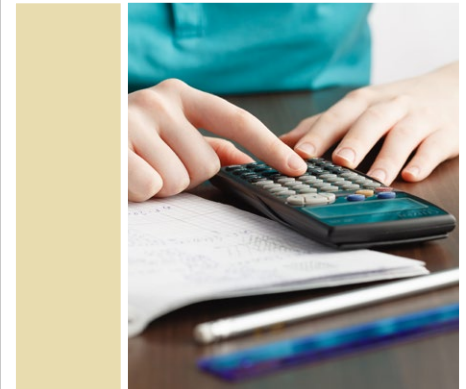
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2020-21 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>St. Helena PS</b>	\$18,894	\$138,607
<b>St. Helena USD</b>	\$26,032	\$141,765
<b>California</b>	\$6,594	\$73,001
<b>School and district: percentage difference</b>	-27.4%	-2.2%
<b>School and California: percentage difference</b>	+186.5%	+89.9%

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2020-21 Fiscal Year	
<b>Total expenditures per pupil</b>	\$21,540
<b>Expenditures per pupil from restricted sources</b>	\$2,646
<b>Expenditures per pupil from unrestricted sources</b>	\$18,894
<b>Annual average teacher salary</b>	\$138,607



## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2023.