Napa County Community
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).
California School Dashboard	The California School Dashboard (Dashboard) 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.
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.

2021-22 School Contact Information

School Name	Napa County Community
Street	2097 Imola Ave.
City, State, Zip	Napa, CA 94559
Phone Number	(707) 253-6817
Principal	Caroline Wilson
Email Address	cwilson@napacoe.org
School Website	www.napacoe.org
County-District-School (CDS) Code	28 10280 2830099

2021-22 District Contact Information

District Name	Napa County Office of Education
Phone Number	(707) 253-6810
Superintendent	Dr. Barbara Nemko
Email Address	bnemko@napacoe.org
District Website Address	www.napacoe.org

2021-22 School Overview

NCOE/JCCS

Mission
To empower our county's most disenfranchised youth toward a productive future through restorative relationships, targeted instruction and inspiring opportunities for growth

Our goals are to provide:
Highly engaging academic program through an innovative blend of classroom instruction, online, and hands on learning
A focus on social and emotional learning in a loving environment
College and career preparation through self reflection and real-world experience
Coordinated mental health services with universal screening
Assisting students in accessing their innate source of creativity through arts education
Provide opportunities for students to engage in prosocial activities during and after school

Our Foundational Tenets are:
By creating an environment of unconditional love and respect for students who have encountered grave challenges, we empower them to believe in their own ability to succeed. Only when they believe in themselves will our students aspire to live healthy and productive lives.
When teachers create experiences of personally meaningful, engaging, creative and stimulating work, students gain a mastery that fosters positive mindsets.
Staff must model the social and emotional skills we wish our students to learn. Staff understand that we "teach who we are" and hold ourselves and each other accountable to the highest interpersonal standards.
Students gain confidence through connections with the larger community through supported work opportunities. When our students gain confidence in the workplace, they begin the journey toward independence and productive citizenship

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	1
Grade 8	5
Grade 9	15
Grade 10	16
Grade 11	27
Grade 12	30
Total Enrollment	94

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	23.4
Male	76.6
American Indian or Alaska Native	1.1
Black or African American	4.3
Hispanic or Latino	79.8
Native Hawaiian or Pacific Islander	1.1
White	11.7
English Learners	25.5
Foster Youth	1.1
Homeless	30.9
Socioeconomically Disadvantaged	90.4
Students with Disabilities	23.4

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5
Intern Credential Holders Properly Assigned	1
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table 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.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students have access to Chromebooks to access digital curriculum. The school also assists with connectivity for students working at home by providing hotspots as needed.

Year and month in which the data were collected	December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading with Relevance Program Edmentum Courseware Beable Literacy NearPod Interactive Curriculum Elements of Literature, Courses 1-5 Holt/Rinehart and Winston, 2005	Yes	0
Mathematics	Renaissance Freckle Math Edmentum Courseware (numerous math classes available) Algebra 1/Globe Fearon-Pacemaker, 2001 NearPod Interactive Curriculum	Yes	0
Science	Physical Science Concepts and Challenges/Pearson, 2005 Earth Science/Glencoe, 2005 Life Science, Prentice Hall/Pearson, 2009 Edmentum Courseware Scholastic Science World NearPod Interactive Curriculum	Yes	0
History-Social Science	World History/Pearson Learning, 2009 American Odyssey/Glencoe, 2004 Civics/Pearson-Prentice Hall, 2007 United States Government/AGS, 2005 Economics/AGS, 2005 Edmentum Courseware Scholastic Up Front Magazine NearPod Interactive Curriculum	Yes	0
Foreign Language	N/A		
Health	HealthSmart High School	Yes	0

	Edmentum Courseware NearPod Interactive Curriculum		
Visual and Performing Arts	Art Class is held daily and Nimbus Arts provides professional artist instruction two hours weekly at the school campus		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

The new school facility was completed in December 2021.

Year and month of the most recent FIT report	TBD

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

SARC Reporting in the 2020-2021 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
Note that 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.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	37	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	32	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	31	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	13	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	18	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	37	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	32	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	31	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	13	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	18	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

8th grade Student Groups	8th grade Total Enrollment	8th grade Number Tested	8th grade Percent Tested	8th grade Percent Not Tested	8th grade Percent At or Above Grade Level
All Students	1	1	100	0	0
Male	1	1	100	0	0
Hispanic or Latino	1	1	100	0	0
English Learners	1	1	100	0	0
Socioeconomically Disadvantaged	1	1	100	0	0

11th grade Student Groups	11th grade Total Enrollment	11th grade Number Tested	11th grade Percent Tested	11th grade Percent Not Tested	11th grade Percent At or Above Grade Level
All Students	20	18	90	10	20
Female	3	3	100	0	0
Male	17	15	88	12	24
Black or African American	3	3	100	0	33
Hispanic or Latino	12	10	83	17	8
White	4	4	100	0	75
English Learners	7	5	71	29	0
Foster Youth	1	0	0	100	0
Homeless	4	4	100	0	25
Socioeconomically Disadvantaged	17	15	88	12	18
Students with Disabilities	6	6	100	0	16

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

8th grade Student Groups	8th grade Total Enrollment	8th grade Number Tested	8th grade Percent Tested	8th grade Percent Not Tested	8th grade Percent At or Above Grade Level
All Students	1	1	100	0	0
Male	1	1	100	0	0
Hispanic or Latino	1	1	100	0	0
English Learners	1	1	100	0	0
Socioeconomically Disadvantaged	1	1	100	0	0

11th grade Student Groups	11th grade Total Enrollment	11th grade Number Tested	11th grade Percent Tested	11th grade Percent Not Tested	11th grade Percent At or Above Grade Level
All Students	20	15	75	25	27
Female	3	1	33	67	33
Male	17	14	82	18	21
Black or African American	3	3	100	0	33
Hispanic or Latino	12	7	58	42	25
White	4	4	100	0	25
English Learners	7	3	43	57	0
Foster Youth	1	0	0	100	0
Homeless	4	3	75	25	0

Socioeconomically Disadvantaged	17	12	71	29	25
Students with Disabilities	6	4	67	33	0

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	--	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	26	1	3.85	96.15	--
Female	--	--	--	--	--
Male	20	1	5.00	95.00	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	24	1	4.17	95.83	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	20	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	1	4.17	95.83	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Career Technical Education Programs

In the 2020-21 school year, the community school employed a part time welding and construction instructor who does not currently hold a CTE credential. 24 students participated in the two classes offered. In the 2021-22 school year, there is a plan to run two CTE programs: welding & construction; culinary.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents participated in the Parent Site Council and English Language Advisory Committee and provided input in the development of the LCAP. We employ a bilingual parent liaison, a bilingual interventions coordinator, and bilingual social worker to work with students and families. Parents regularly attend SST, 504 and special education meetings. Each year we hold two meetings where all stakeholders including parents are invited to review LCAP goals and results and to offer feedback. We have an open door policy and parents regularly stop in to meet with administrators and/or teachers. We have a Facebook page and a Nixle account to apprise parents of goings on at school.
Parents are contacted weekly by our bilingual parent liaisons who communicate student academic and behavioral progress; ask for feedback on school practices and how the school may better support the specific family.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	23.9	60.0	24.3	23.5	52.9	26.3	9.0	8.9	9.4
Graduation Rate	56.5	36.7	54.1	58.8	41.2	52.6	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	37	20	54.1
Female	13	7	53.8
Male	24	13	54.2
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00

Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	28	14	50.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	16	8	50.0
Socioeconomically Disadvantaged	33	18	54.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	119	108	66	61.1
Female	24	23	12	52.2
Male	95	85	54	63.5
American Indian or Alaska Native	1	1	1	100.0
Asian	1	0	0	0.0
Black or African American	3	3	1	33.3
Filipino	0	0	0	0.0
Hispanic or Latino	95	87	52	59.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	2	2	100.0
White	14	13	8	61.5
English Learners	33	27	15	55.6
Foster Youth	1	0	0	0.0
Homeless	36	32	17	53.1
Socioeconomically Disadvantaged	104	96	57	59.4
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	24	24	17	70.8

C. Engagement	State Priority: School Climate

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. 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.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	17.05	1.68	14.22	2.74	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	21.23	17.94	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.68	0.00
Female	0.00	0.00
Male	2.11	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.05	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.92	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Our comprehensive School Safety Plan is revised every year. The next revision will be in March 2022. We have regularly scheduled training and drills for lock down, fire and earthquake. Our buildings undergo a yearly inspection. We have a full time SRO on site as well as a probation officer assigned to our school. There are security cameras throughout the campus including the classrooms. All staff are trained in Restorative Justice practices. We also employ a Restorative Justice facilitator to handle conflicts. All students have access to counseling. We have bilingual parent liaisons, bilingual social worker, and bilingual interventions coordinator who work with families.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	6		
Mathematics	22	6		
Science	22	6		
Social Science	22	6		

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	6		
Mathematics	22	6		
Science	22	6		
Social Science	22	6		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	6		
Mathematics	15	6		
Science	15	6		
Social Science	15	6		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	2
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	1

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$22,273	$3008	$19,265	$63,457
District	N/A	N/A	$19,265	
Percent Difference - School Site and District	N/A	N/A	0.0	
State			$8,444	
Percent Difference - School Site and State	N/A	N/A	78.1	-8.6

2020-21 Types of Services Funded

1. Full time Bilingual Social Worker
2. Full time Bilingual Interventions Coordinator (MFT) who works with family and students
3. Full time SRO
4 One probation officer
5. After school program
6. Art enrichment
7. Connection with multiple outside agencies to provide additional support such as counseling services, transition to the community college, career opportunities/internships, mentors,
volunteer opportunities such as teaching senior citizens how to use technology, Friends of the Library, Kiwanis Crab Feed, Napa Valley Marathon, etc.
8. AOD services on campus provided by a community partner. Includes individual counseling and group counseling/treatment after school.
9.Teacher on special assignment who supports SEL instruction, oversees conflict resolution and restorative justice program.
10. Provide bus passes and clothing for needy students.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary	63,457	
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	2
Social Science	1
Total AP Courses Offered	6

Professional Development

Our data shows our student are far behind in math and reading levels. We continue to focus our professional development on training teachers in researched based curriculum to support students in bridging their deficits. Behavioral data also shows our students need support in self-regulation in order to be successful in school this our continued PD in SEL . We have 2 full days of professional development in the school year as well as 1 hour each week dedicated to training and collaboration,
Professional development topics include but are not limited to the following practices:
Beable literacy and Freckles math implementation and best practices
Restorative Justice practices
Trauma Informed Education practices training
Technology training in google classroom, Go Guardian, NearPod.
Universal Design for Learning professional development ongoing
Safety/Emergency/Crisis training
Peer mentorship or Induction for new teachers

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Napa County Office of Education
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Napa County Office of Education

Phone Number	(707) 253-6810
Superintendent	Dr. Barbara Nemko
Email Address	bnemko@napacoe.org
District Website Address	www.napacoe.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	39	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	34	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	33	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	13	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	20	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	39	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	34	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	33	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT		NT
English Learners	13	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	20	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.