

NAPA COUNTY OFFICE OF EDUCATION
Barbara Nemko, Ph.D., Superintendent

Amended Agenda:

Revised Item 7.E. to include “Notification Procedure when Absent from a Scheduled Board Meeting”

The Napa County Board of Education will hold a regular meeting on Tuesday, January 10, 2023, at 3:30 p.m., at the Napa County Office of Education, 2121 Imola Avenue, Napa, CA. **Members of the public may attend the meeting in-person or virtually. Please view Public Participation information below.**

Board Member will be participating remotely from 3 Rita Court, American Canyon, CA 94503

This hybrid meeting will be conducted with a mixture of in-person and remote attendance.

<https://napacoe.zoom.us/j/85404848681>

1. ORGANIZATION

- A. Call to Order
- B. Flag Salute
- C. Public Participation

Members of the public are invited to participate in person or can join by computer, tablet, smartphone, or telephone. Remote access can be achieved by following the instructions below:

Join from PC, Mac, Linux, iOS or Android:

You are invited to a Zoom webinar.

When: January 10, 2023 03:30 PM Pacific Time (US and Canada)

Topic: NCOE January 10 Board Meeting

Join from a PC, Mac, iPad, iPhone or Android device:

Please click the link below to join the webinar:

<https://napacoe.zoom.us/j/85404848681>

Or One tap mobile :

US: +16699006833,,85404848681# or +16694449171,,85404848681#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 669 900 6833 or +1 669 444 9171 or +1 719 359 4580 or +1 253 205 0468 or +1 253 215 8782 or +1 346 248 7799 or +1 309 205 3325 or +1 312 626 6799 or +1 360 209 5623 or +1 386 347 5053 or +1 507 473 4847 or +1 564 217 2000 or +1 646 558 8656 or +1 646 931 3860 or +1 689 278 1000 or +1 301 715 8592 or +1 305 224 1968

Webinar ID: 854 0484 8681

International numbers available: <https://napacoe.zoom.us/u/kFD1RNcZp>

- D. Welcome to Visitors
- E. Approval of Agenda
- F. Approval of Minutes – December 13, 2022
- G. Public Comment

Members of the public wishing to provide public comment must request to be called upon using one of the following options:

- i. using the chat feature on the web conference to send a request to meeting hosts, or
- ii. using the hand raising feature in the participant panel on the web conference, or hand raising if in-person attendance, or,
- iii. emailing a request to jschultz@napacoe.org or smorris@napacoe.org.

Comments by the Public for Items on the Agenda: Anyone may provide public comment to the Board in support of, or in opposition to, any item being presented to the Board for consideration on the agenda during the Board’s consideration of the item. Individuals shall be allowed up to three minutes for their presentation.

Comments by the Public for Items NOT on the Agenda: Suggestions, comments, and requests may be presented to the Board at this time, for items not on the agenda, on those subjects over which the Board has jurisdiction. Normally, the Board will take no action on any topic at this time. Individuals shall be allowed up to three minutes for their presentations.

2. PRESENTATIONS

- A. Recognition – Community Projects Board Members (Barbara Nemko, Superintendent)

3. CORRESPONDENCE, COMMUNICATONS, AND REPORTS

The Superintendent and/or Board members may report miscellaneous items for information purposes.

4. CONSENT AGENDA ITEMS

Background information on these items is provided to the Board prior to the meeting. Action is taken by a common motion without discussion unless discussion of an item(s) is requested by a Board member(s).

- A. Temporary County Certificates: Education Code Section 44332 authorizes the issuance of Temporary County Certificates for the purpose of authorizing salary payments to employees whose credential applications are being processed. (Julie McClure, Associate Superintendent)
- B. Approval of Resolution 2023-01: Board Member Compensation. Napa County Board of Education Bylaw 9250(a) provides for compensation to its Board members for attending meetings. The Bylaw further provides for compensation to members who miss meetings of the Board while performing designated services for the county or absent because of illness, jury duty or a hardship deemed acceptable by the Board. (Julie McClure, Associate Superintendent)

5. ACTION ITEMS

- A. Board Approval of School Accountability Report Cards (SARC). The Board will be asked to approve School Accountability Report Cards (SARC). Julie McClure, Associate Superintendent)

6. SCHEDULED MATTER

Discussion, review, and direction regarding:

- A. Possible motion of support of state and federal legislative updates and positions on legislation. (Jennifer Kresge, Board Trustee)

7. INFORMATION ITEMS

- A. Personnel Activity Report: vacancies, listing of personnel appointments, terminations, transfers, etc. (Julie McClure, Associate Superintendent)
- B. Budget Calendar 2023-24 (Josh Schultz, Deputy Superintendent)
- C. Williams Uniform Complaints Procedures Quarterly Report (Josh Schultz, Deputy Superintendent)
- D. Update AB 361 Open meetings: state and local agencies: teleconferences (Josh Schultz, Deputy Superintendent)
- E. First Reading BP 9250 Remuneration, Reimbursement and other Benefits; and, Notification Procedure When Absent from a Scheduled Board Meeting (Julie McClure, Associate Superintendent)
- F. Governor’s Budget Release (Josh Schultz, Deputy Superintendent)
- G. Napa County School Districts First Interim Overview (Josh Schultz, Deputy Superintendent)
- H. Review CCBE Trustee Handbook (Don Huffman, President)
- I. Update Ad Hoc committee Mayacamas Charter School (Don Huffman, President)

8. ADJOURN TO CLOSED SESSION

The Board will enter closed session for discussion and possible action as follows:

Conference with Legal Counsel Regarding Pending Litigation: *Napa Valley Unified School District vs. California State Board of Education.*

9. OPEN SESSION

10. REPORT FROM CLOSED SESSION

The Board will report on action taken in closed session.

11. FUTURE AGENDA ITEMS

12. NEXT MEETING OF THE NAPA COUNTY BOARD OF EDUCATION

The next regular meeting of the Napa County Board of Education will be February 7, 2023.

13. ADJOURNMENT

In compliance with the American with Disabilities Act, if special assistance is needed to participate in this meeting, contact the Napa County Office of Education (NCOE) at 253-6810. Notification forty-eight hours prior to the meeting will enable the NCOE to make reasonable arrangements to ensure accessibility to this meeting. I HEREBY CERTIFY THE AGENDA FOR THE STATED MEETING WAS POSTED ON THE NCOE WEBSITE AND IN NCOE'S DISPLAY CASE AT 2121 IMOLA AVENUE, NAPA, CA 94559, and the Napa Preschool site, Friday, January 6, 2023. Informational material is available for review at the NCOE.

Ellen Sitter, Recording Secretary
NCOE Board of Education

**MEETING OF THE NAPA COUNTY BOARD OF EDUCATION
Tuesday, December 13, 2022**

Members present

Jean Donaldson, Don Huffman, Sindy Biederman, Gerry Parrot, Janna Waldinger

Remote Attendance: Jennifer Kresge

Absent: Ann Cash

1. ORGANIZATION

A. CALL TO ORDER

President Don Huffman called the meeting to order at 3:30 p.m.

B. FLAG SALUTE

The salute to the Flag was led by Julie McClure.

C. PUBLIC PARTICIPATION

President Huffman read the instructions for public participation via teleconference.

D. WELCOME TO VISITORS

Visitors were welcomed to the meeting.

E. APPROVAL OF AGENDA

The Agenda was approved on a motion by Mr. Donaldson and a second by Mr. Parrot. A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Kresge, Ms. Waldinger, Mr. Donaldson, Mrs. Biederman, Mr. Huffman. *Noes* – None.

F. APPROVAL OF MINUTES

On a motion by Ms. Waldinger and a second by Mr. Donaldson, the Minutes of November 29, November 1 and September 6, 2022 were approved. A roll call vote was taken: *Ayes* – Mr. Parrott, Ms. Waldinger, Mr. Donaldson, Mrs. Biederman, Mr. Huffman. *Noes* – None.

Mrs. Kresge – *Aye* Sept 6 and *Abstain* November 1

G. Oath of Office

The re-elected Board members were sworn in.

H. Election of Officers

The Board elected the following officers for the coming year:

President – Don Huffman – nominated by Ms. Waldinger and seconded by Mrs. Biederman. *Ayes* – Mr. Parrott, Mrs. Kresge, Ms. Waldinger, Mr. Donaldson, Mrs. Biederman, Mr. Huffman. *Noes* – None.

Vice President – Sindy Biederman – nominated by Ms. Waldinger and seconded by Mrs. Kresge. *Ayes* – Mr. Parrott, Mrs. Kresge, Ms. Waldinger, Mr. Donaldson, Mrs. Biederman, Mr. Huffman. *Noes* – None.

Trustee Representative – Jennifer Kresge – nominated by Ms. Waldinger and seconded by Mrs. Biederman. *Ayes* – Mr. Parrott, Mrs. Kresge, Ms. Waldinger, Mr. Donaldson, Mrs. Biederman, Mr. Huffman. *Noes* – None.

I. Establishment of Meeting Time/Date and 2023 Board Calendar

On a motion by Ms. Waldinger and a second by Mr. Huffman, the board agreed that the date and time of the meetings will remain the same: 3:30 p.m. on the first Tuesday of every month. Board Calendar for 2023 was approved. Ayes – Mr. Parrott, Mrs. Kresge, Ms. Waldinger, Mr. Donaldson, Mrs. Biederman, Mr. Huffman. Noes – None.

J. Public Comment was given.

2. PRESENTATIONS

There were no presentations.

3. CORRESPONDENCE, COMMUNICATIONS, AND REPORTS

- Dr. Nemko reported that AB 2058 Career Technical Education passed 76-0 and was scheduled to move forward. After a dispute between two legislators, the bill died at the end of the last session. It will be reintroduced for the current session.
- Dr. Nemko reported that retired Superintendent Dave Murphy of Davis Joint Unified School District, planned a bill to fund migrants after P2, and it did pass. NVUSD will have the opportunity to apply for K-6.
- Dr. Nemko reported that the Superintendent's Fund was approved to purchase two books each for 361 infant/toddlers and preschoolers. The books will be distributed to each child before the holiday break.
- Dr. Nemko reported that Camille Creek has held two de-escalation trainings and two fentanyl trainings.
- Dr. Nemko reported on the Spirit Horse Ranch program recommended by Mrs. Biederman to the Camille Creek students. Nine students grades 8-11 and three staff members participated at the Kenzo property where the most challenging students learned horsemanship, riding, and work on a project. Students on probation earned community service and points in the weekly Friday program can be redeemed for riding lessons.
- Dr. Nemko invited the Board to her swearing-in ceremony on December 28 at 5 p.m. at the Board of Supervisors Chamber room on 3rd street.
- Dr. Nemko shared Mrs. Cash election advertisement in the Napa Valley Marketplace magazine.
- Ms. Waldinger reported on a lecture at the Congregation Beth Shalom regarding the ethnic studies requirement.
- Ms. Waldinger reported on the subcommittee for the Mayacamas Charter School that she and Mr. Parrot attended. Mr. Huffman suggested that the Ad Hoc committee be added to the agenda as a monthly report.
- Mr. Donaldson reported on the Sheriff's Activities League. A Camille Creek student was sponsored in a half marathon.
- Mrs. Biederman reported on the meeting at Congregation Beth Shalom and asked how to get the lecture out to other people.
- Mrs. Biederman reported on the CSBA conference and CCBE breakfast that a Board Handbook was available online to purchase and noted it would be helpful for all Board members.
- Mr. Huffman requested that the new handbook for Board members be added to the next agenda.
- Mrs. Kresge reminded the Board that there is a Governance Workshop March 10-11, 2023, and the early bird sign-up ends February 3.
- Mr. Huffman reported on the need for supplies at the Camille Creek shop and

culinary classrooms, specifically the need for uniforms for culinary and a welding table for the shop. Mr. Huffman noted that he is in the process of asking for steel donations for a shop table.

- Dr. Nemko recommended that the Brogliatti fund annual gift of \$10,000 to the Superintendent's Fund be used, in part, to pay for uniforms for the Camille Creek culinary.
- Mrs. Kresge reported on the CSBA PACAR – Public Affairs Community Affairs Representative and proposed that the Board invite the representative to a meeting in the future.

4. CONSENT AGENDA ITEMS

- A. On a motion by Ms. Waldinger and a second by Mrs. Biederman, the Board approved Consent Agenda Item 4.A. (Temporary County Certificates). A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Kresge, Ms. Waldinger, Mr. Donaldson, Mrs. Biederman, Mr. Huffman. *Noes* – None.
- B. On a motion by Ms. Waldinger and a second by Mrs. Biederman, the Board approved Consent Agenda Item 4.A. (Board Member Compensation – Ann Cash). A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Kresge, Ms. Waldinger, Mr. Donaldson, Mrs. Biederman, Mr. Huffman. *Noes* – None.

5. ACTION ITEMS

- A. On a motion by Ms. Waldinger and a second by Mrs. Kresge, the Board approved the First Interim Budget Report. A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Kresge, Ms. Waldinger, Mr. Donaldson, Mrs. Biederman, Mr. Huffman. *Noes* – None.
- B. On a motion by Mr. Huffman and a second by Mrs. Waldinger, the Board tabled Review Board Policy 9250 Remuneration, Reimbursement and other Benefits to the next meeting for a First Reading. A roll call vote to table Review Board Policy 9250 Remuneration, Reimbursement and other Benefits was taken: *Ayes* – Mr. Parrott, Mrs. Kresge, Ms. Waldinger, Mr. Donaldson, Mrs. Biederman, Mr. Huffman. *Noes* – None.

The Board approved updating the compensation rate recorded in Board Policy 9250 Remuneration, Reimbursement and other Benefits. A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Kresge, Ms. Waldinger, Mr. Donaldson, Mrs. Biederman, Mr. Huffman. *Noes* – None.

6. SCHEDULED MATTER

Mrs. Kresge reported on the 2023 new state law on COVID testing for students and staff.

7. INFORMATION ITEMS

- A. The Board accepted the Personnel Activity Report as presented.
- B. The Board agreed that Mrs. Kresge will be the CCBE County Board Member Voting Representative as voted tonight.
- C. The Board discussed ways to honor former Napa County Superintendent of Schools, Ed Henderson.

8. **FUTURE AGENDA ITEMS** (1) Update AB 361; (2) Update Ad Hoc Committee on Mayacamas Charter School; and, (3) Trustee Handbook.

9. **NEXT MEETING OF THE NAPA COUNTY BOARD OF EDUCATION**

The next regular meeting of the Napa County Board of Education will be Tuesday, January 10, 2023 at 3:30 p.m.

10. **ADJOURNMENT**

There being no further business, the meeting was adjourned at 6:30 p.m.

Respectfully submitted,

Barbara Nemko, Secretary

es

Approved _____

Date _____

**MEETING OF THE NAPA COUNTY BOARD OF EDUCATION
Tuesday, November 1, 2022**

Members present

Jean Donaldson, Don Huffman, Sindy Biederman, Ann Cash, Janna Waldinger,
Gerry Parrott

Absent: Jennifer Kresge

1. ORGANIZATION

A. CALL TO ORDER

President Don Huffman called the meeting to order at 3:30 p.m.

B. FLAG SALUTE

The salute to the Flag was led by Josh Schultz.

C. PUBLIC PARTICIPATION

President Huffman read the instructions for public participation via teleconference.

D. WELCOME TO VISITORS

Visitors were welcomed to the meeting.

E. APPROVAL OF AGENDA

The Agenda was approved on a motion by Ms. Waldinger, and a second by Mr. Parrott.
Ayes – Mr. Parrott, Mrs. Cash, Ms. Waldinger, Mr. Donaldson, Mrs. Biederman, Mr.
Huffman. Noes – None.

F. APPROVAL OF MINUTES

On a motion by Ms. Waldinger and a second by Mr. Donaldson, the Minutes of October
4, 2022 were approved. Ayes – Mr. Parrott, Ms. Waldinger, Mr. Donaldson, Mrs.
Cash, Mrs. Biederman, Mr. Huffman. Noes – None.

G. Public Comment was given.

2. PRESENTATION

A. Coleen Petersen, Program Manager, College and Career Readiness, presented the
8 Pathways brochures that were developed for the Napa Valley Adult Education
Consortium. Each brochure features employers, education, and job titles with salary
ranges. The *8 Pathways* are: business, construction, education, healthcare,
hospitality, manufacturing, technology, and small scale farming. The brochures are
used for career exploration and planning.

3. CORRESPONDENCE, COMMUNICATIONS, AND REPORTS

- Dr. Nemko reported on the recent Administrators' Breakfast held at the NCOE for our local education partners to learn more about local youth mental health resources and supports. Dr. Nemko noted that we were pleased to have as

our guests, First Partner, Jennifer Siebel Newsom, Dr. Diana Ramos, California Surgeon General, Michael Lombardo with Placer County Office of Education, and Jill Barnes, NCOE Senior Program Manager for Mental Health.

- Dr. Nemko reminded the Board that the film screening for *Hiding in Plain Site* will be held at the Napa Valley College on November 7 followed by a panel of experts facilitated by Jeni Olsen, Prevention Director, Mentis. The panel will include Shari Staglin, Director, *One Mind*; Toby Ewing, Executive Director California Mental Health Services; a student; and Chelsea Stoner, Napa County Health and Human Services.
- Dr. Nemko reported that she met Jared Joiner with the Chan Zuckerberg Initiative at a recent League of Innovative Schools conference. Mr. Joiner shared an educational tool the Chan Zuckerberg Initiative created called "reflection cards" which teachers can use as writing prompts or conversation starters with students. Dr. Nemko noted that the cards are a way to get teachers to relate to students.
- Dr. Nemko thanked Sindy Biederman for introducing us to Spirit Horse Ranch. Mrs. Biederman and Dr. Nemko visited the ranch where formerly abused horses are taken care of and brought back to health. The thought is for the Camille Creek students to visit regularly, help take care of the horses, and hopefully spark a new interest for students.
- Dr. Nemko asked Community Projects to support Napa County Reads to purchase books for the upcoming Napa County Reads event. Dr. Nemko reported that Community Projects donated \$7,350.00 to support Napa County Reads. The funds are used for the author's travel expenses and the balance of funds is for books.
- Dr. Nemko reported that Josh Schultz, on behalf of the NCOE, received a very nice letter from the California Department of Education thanking him for the timely submittal of the 2021-2022 Standardized Account Code Structure and/or Charter Schools Alternative form Unaudited Actual Financial Report.
- Dr. Nemko reported that we received a letter from Redwood Empire Food Bank letting us know that they distributed over 59 million dollars worth of food and that our CalServes program played a vital role in this effort.
- Dr. Nemko reported that we are hosting a Footsteps2Brilliance workshop for our Digital Early Literacy program at the NCOE tomorrow. We will have more than 40 people from around the state to share strategies on what makes the program work and others who are interested in the program. The Board is invited to stop by at any time.
- Dr. Nemko reported that we are looking at greater security measures than we currently have for our schools and staff. Tulare County has a web-based system called ActVNet that provides law enforcement access to school's buildings, cameras, and site plans. Dr. Nemko noted that another system being considered is a wireless system where students and staff wear a badge which allows the wearer to alert law enforcement by pressing the badge. Both of these systems will be presented for consideration at upcoming Superintendents' Council meetings.

4. CONSENT AGENDA ITEMS

A. On a motion by Ms. Waldinger and a second by Mr. Parrott, the Board approved Consent Agenda Item 4.A. (Temporary County Certificates). Ayes – Mr. Parrott, Mrs. Cash, Ms. Waldinger, Mr. Donaldson, Mrs. Biederman, Mr. Huffman. Noes – None.

B. On a motion by Ms. Waldinger and a second by Mr. Parrott, the Board approved Board Compensation (Jennifer Kresge). Ayes – Mr. Parrott, Ms. Waldinger, Mr. Donaldson, Mr. Huffman. Noes – Mrs. Biederman, Mrs. Cash.

5. ACTION ITEMS

A. On a motion by Ms. Waldinger and a second by Mrs. Biederman, the Board approved Board Policy 6158 Independent Study retroactive to the start of the school year. Ayes – Mr. Parrott, Mrs. Cash, Ms. Waldinger, Mr. Donaldson, Mrs. Biederman, Mr. Huffman. Noes – None.

B. On a motion by Mrs. Biederman and a second by Mrs. Cash, the Board approved the appointment of an ad hoc committee for the charter school policy. The ad hoc committee appointees are Board members Jean Donaldson, Gerry Parrott, and Janna Waldinger. Ayes – Mr. Parrott, Mrs. Cash, Ms. Waldinger, Mr. Donaldson, Mrs. Biederman, Mr. Huffman. Noes – None.

6. SCHEDULED MATTER

Scheduled Matter was tabled to the December meeting.

7. INFORMATION ITEMS

A. The Board accepted the Personnel Activity Report as presented.

B. Dr. Nemko reviewed the Williams Annual Visitation Report and noted that a playground structure at McPherson Elementary was in need of a replacement part. The playground structure is blocked off pending the replacement part. There were no other findings.

C. Mr. Schultz provided an update on the Camille Creek project budget and expenditures.

D. Board members expressed interest for holding positions of President, Vice president, or Trustee Representative.

8. FUTURE AGENDA ITEMS Board review Board Policy 9250 Remuneration, Reimbursement, and Other Benefits.

9. NEXT MEETING OF THE NAPA COUNTY BOARD OF EDUCATION

The next regular meeting of the Napa County Board of Education will be Tuesday, December 13, 2022 at 3:30 p.m.

10. ADJOURNMENT

There being no further business, the meeting was adjourned at 5:10 p.m.

Respectfully submitted,

Barbara Nemko, Secretary
es

Approved _____ Date _____

APPROVED

**SPECIAL MEETING OF THE NAPA COUNTY BOARD OF EDUCATION
Tuesday, November 29, 2022**

Members present remotely

Jean Donaldson, Jennifer Kresge, Sindy Biederman, Ann Cash, Janna Waldinger,
Gerry Parrott

Absent: Don Huffman

1. ORGANIZATION

A. CALL TO ORDER

Vice-President Sindy Biederman called the meeting to order at 4:02 p.m.

B. FLAG SALUTE

The salute to the Flag was led by Gerry Parrott.

C. PUBLIC PARTICIPATION

Vice-President Biederman read the instructions for public participation via teleconference.

D. APPROVAL OF AGENDA

The Agenda was approved on a motion by Mrs. Cash, and a second by Mrs. Kresge. A roll call vote was taken: Ayes - Mr. Parrott, Mrs. Cash, Ms. Waldinger, Mr. Donaldson, Mrs. Biederman, Mrs. Kresge. Noes - None.

E. Public Comment was given.

2. ADJOURN TO CLOSED SESSION (4:15 p.m.)

The Board adjourned to closed session for discussion and possible action as follows:
Conference with Legal Counsel Regarding Pending Litigation: *Napa Valley Unified School District vs. California State Board of Education.*

3. OPEN SESSION (4:50 p.m.)

4. REPORT FROM CLOSED SESSION (4:50 p.m.)

The Board met in closed session to review pending litigation: *Napa Valley Unified School District vs. California State Board of Education.* No further action was taken.

5. NEXT MEETING

The next regular meeting of the Napa County Board of Education will be Tuesday, December 13, 2022 at 3:30 p.m.

6. ADJOURNMENT

There being no further business, the meeting was adjourned at 4:51 p.m.

Respectfully submitted,

Barbara Nemko, Secretary
es

Approved _____ Date _____

NAPA COUNTY OFFICE OF EDUCATION
Barbara Nemko, Ph.D.

Item 4-A
January 10, 2023

TITLE:

Temporary County Certificates

HISTORY:

Education Code Section 44332 authorizes the issuance of Temporary County Certificates for the purpose of authorizing salary payments to certificated employees whose credential applications are being processed. The applicant must make a statement under oath that he or she has duly filed an application for a credential and that to the best of his or her knowledge no reason exists why a certificate should not be issued.

CURRENT PROPOSAL:

Consider approval of Temporary County Certificates. Such certificate shall be valid for not more than one calendar year from the date of issuance. In no event shall a Temporary Certificate be valid beyond the time that the commission either issues or denies the originally requested credential or permit. Therefore, it is necessary to process these certificates in a timely manner. This authorization extends to all public school districts under the Napa County Office of Education jurisdiction.

FUNDING SOURCE:

Not Applicable

RECOMMENDATION:

It is recommended that the Napa County Board of Education approve the issuance of the Temporary County Certificates presented at this **January 10, 2023** meeting.

Prepared by: Sarah White, Credentials Analyst
12/29/2022

**NAPA COUNTY OFFICE OF EDUCATION
Barbara Nemko Ph.D.**

TO: Napa County Board of Education
FROM: Sarah White, Credentials Analyst
RE: Temporary County Certificates

DATE: January 10, 2023

Item 4-A

FOR BOARD APPROVAL

NAPA COUNTY OFFICE OF EDUCATION

<u>NAME</u>	<u>TYPE</u>	<u>DOJ CLEARED</u>
Awad, Lylah	30-Day Sub permit	9/8/2022
Khan,Shabaz	30-Day Sub permit	11/18/2018

Waiver 72-HR

Public Notice

YES

NAPA VALLEY UNIFIED SCHOOL DISTRICT

<u>NAME</u>	<u>TYPE</u>	<u>DOJ CLEARED</u>
Zwetsloot, Tara	STSP- Multiple Subject	3/13/2007

**NAPA COUNTY OFFICE OF EDUCATION
Barbara Nemko, Ph.D., Superintendent**

Item 5.A.

DATE 1/10/2023

TITLE: SARC – School Accountability Report Card Approval

HISTORY: The SARC is a document updated annually providing information to the community to allow public comparison of schools for student achievement, environment, resources & demographics.

CURRENT PROPOSAL: We are requesting board approval of Annual SARC update for both Community School and Juvenile Hall SARC's

FUNDING SOURCE: N/A

SPECIFIC RECOMMENDATION: Board Approval

Prepared by: Nancy Dempsey

12/19/2022

2021–22 School Accountability Report Card Template (Word Version)

(To be used to meet the state reporting requirement
by February 1, 2023)

Prepared by:
California Department of Education
Analysis, Measurement, and Accountability Reporting Division

Posted to the CDE Website:
December 2022

Contact:
SARC Team
sarc@cde.ca.gov

Important!

**Please delete this page
before using the SARC template**

School Accountability Report Card Reported Using Data from the 2021–22 School Year

California Department of Education

For Napa County Community School

Address: 2097 Imola Ave, Napa CA

Phone: 707-253-6817

Principal: Nancy Dempsey

Grade Span: 6-12

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

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.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2022–23)

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

Table 2: School Contact Information (School Year 2022–23)

Entity	Contact Information
School Name	Napa County Community (Camille Creek Community School)
Street	2097 Imola Ave
City, State, Zip	Napa, CA 94559
Phone Number	(707) 253-6817
Principal	Nancy Dempsey
Email Address	ndempsey@napacoe.org
Website	https://napacoe.org/camille-creek-2/
County-District-School (CDS) Code	28 10280 2830099

Table 3: School Description and Mission Statement (School Year 2022–23)

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

Goals: To provide a 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 caring 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, and opportunities for students to engage in prosocial activities during and after school.

Foundational Tenets: By creating an environment of caring 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.

Table 4: Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	-
Grade 1	-
Grade 2	-
Grade 3	-
Grade 4	-
Grade 5	-
Grade 6	-
Grade 7	2
Grade 8	3
Grade 9	4
Grade 10	16
Grade 11	17
Grade 12	37
Total Enrollment	79

*Per DataQuest & Dashboard

Table 5: Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	17
Male	62
Non-Binary	-
American Indian or Alaska Native	1.3%
Asian	-
Black or African American	2.5%
Filipino	-
Hispanic or Latino	79.7%
Native Hawaiian or Pacific Islander	-
Two or More Races	2.5%
White	13.9%
English Learners	34.2%
Foster Youth	1.3%
Homeless	24.1%
Migrant	1.2%
Socioeconomically Disadvantaged	89.9%
Students with Disabilities	21.5%

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

Table 6: Teacher Preparation and Placement (School Year 2020–21)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5	83.3%	6	85.7%	228,325	83.1%
Intern Credential Holders Properly Assigned	-	0%	-	0%	4,121	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	-	0%	-	0%	11,265	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	16.7%	1	14.3%	12,089	4.4%
Unknown	-	0%	-	0%	2,748	1%
Total Teaching Positions	6		7	100%	274,759	83.1%

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 7: Teacher Preparation and Placement (School Year 2021–22)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5	83.3%	6	85.7%	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	1	16.7%	1	14.3%	[DPC]	[DPC]
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)					[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)					[DPC]	[DPC]
Unknown					[DPC]	[DPC]
Total Teaching Positions	6	100%	7	100%	[DPC]	[DPC]

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Table 8: Teachers Without Credentials and Misassignments
(considered “ineffective” under ESSA)**

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0	0
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0	0

**Table 9: Credentialed Teachers Assigned Out-of-Field
(considered “out-of-field” under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	-	-
Local Assignment Options	-	-
Total Out-of-Field Teachers	1	0

Table 10: Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	[DPC]	[DPC]
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	[DPC]	[DPC]

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

Table 11: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)**Year and month in which the data were collected:** December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/ Language Arts	Annually re-adopted: Achieve Curriculum Reading with Relevance Program Edmentum Courseware 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 UpFront Magazine NearPod Interactive Curriculum	Yes	0%
Foreign Language	N/A	N/A	0%
Health	HealthSmart High School Edmentum Courseware NearPod Interactive Curriculum	Yes	0%
Visual and Performing Arts	Weekly art instruction, Edestam ART	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

Table 12: School Facility Conditions and Planned Improvements

The Camille Creek Community School (Napa Community) campus was built and completed November, 2021. With just over a year of occupying the facility, it is still in excellent condition. Regular maintenance of plumbing, electrical, and other operational aspects is current. Over 98% of all eight categories measured in the Facility Inspection Tool (most recently completed in April 2022) are in “good” condition.

Table 13: School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2022

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

Overall Facility Rate

Year and month of the most recent FIT report: October 22

Table 14: Overall Rating

Exemplary	Good	Fair	Poor
	✓		

*GOOD is the highest ranking possible on the FIT report (98.7% of all 8 categories measured were in Good Repair)

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:

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

Table 15: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	9.09%	N/A	8.57%	N/A	47.06%
Mathematics (grades 3-8 and 11)	N/A	0.0%	N/A	0.0%	N/A	33.38%

[*Data pulled from DatQuest](#)

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs

were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Table 16: CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	37	33	89%	11%	9.09%
Female	15	12	80%	20%	16.67%
Male	21	20	95%	5%	5.00%
American Indian or Alaska Native	-	-	-	-	-
Asian	-	-	-	-	-
Black or African American	-	-	-	-	-
Filipino	-	-	-	-	-
Hispanic or Latino	30	27	90%	10%	11.11%
Native Hawaiian or Pacific Islander	-	-	-	-	-
Two or More Races	-	-	-	-	-
White	6	5	83%	17%	-
English Learners	15	15	100%	0%	0.00%
Foster Youth	-	-	-	-	-
Homeless	5	4	80%	20%	-
Military	-	-	-	-	-
Socioeconomically Disadvantaged	33	30	91%	9%	10.00%
Students Receiving Migrant Education Services	-	-	-	-	-
Students with Disabilities	5	5	100%	0%	-

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Table 17: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	37	31	84%	16%	0%
Female	15	11	73%	27%	0%
Male	21	19	90%	10%	0%
American Indian or Alaska Native	-	-	-	-	-
Asian	-	-	-	-	-
Black or African American	-	-	-	-	-
Filipino	-	-	-	-	-
Hispanic or Latino	30	25	83%	17%	0%
Native Hawaiian or Pacific Islander	-	-	-	-	-
Two or More Races	-	-	-	-	-
White	6	5			0%
English Learners	15	15	100%	0%	0%
Foster Youth	-	-	-	-	-
Homeless	5	4			0%
Military	-	-	-	-	-
Socioeconomically Disadvantaged	33	28	85%	15%	0%
Students Receiving Migrant Education Services	-	-	-	-	-
Students with Disabilities	5	4	80%	20%	0%

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**Table 18: CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8 and high school)	-	0%	-	0%	28.72%	29.45%

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

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

**Table 19: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	31	20	65%	35%	0%
Female	5	-	-	-	0%
Male	26	17	65%	35%	0%
American Indian or Alaska Native	-	-	-	-	-
Asian	-	-	-	-	-
Black or African American	-	-	-	-	-
Filipino	-	-	-	-	-
Hispanic or Latino	25	14	56%	44%	0%
Native Hawaiian or Pacific Islander	-	-	-	-	-
Two or More Races	-	-	-	-	-
White	4	4	100%	-	0%
English Learners	10	5	50%	50%	0%
Foster Youth	-	-	-	-	-
Homeless	9	5	[DPC]	[DPC]	0%
Military	-	-	-	-	-
Socioeconomically Disadvantaged	29	19	66%	34%	0%
Students Receiving Migrant Education Services	-	-	-	-	-
Students with Disabilities	9	7	78%	22%	0%

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Table 20: Career Technical Education Programs (School Year 2021–22)

<p>Camille Creek offers two Career Technical Education pathways: Culinary and Shop/Welding, both taught by 1.0 FTE CTE credentialed teachers.</p> <ul style="list-style-type: none"> • Shop/Welding is a pathway that includes Intro to Welding and Shop/Welding. Students learn and practice skills in a shop space outfitted with welding materials, construction equipment, power tools, a 3-D printer, and more. Students can earn certifications and continue their learning at Napa Valley College. • Culinary (introductory course) and Advanced Culinary are offered to students, taught by a credentialed teacher / chef. Students enjoy a commercial kitchen space and participate in daily meal preparation for all students as well as class French culinary skills and techniques. Students can earn their Food Handlers card and are prepared to work in culinary environments. • The NCOE CTE advisory committee includes supervisors and professionals from local culinary and construction/welding industries.
--

Table 21: Career Technical Education (CTE) Participation (School Year 2021–22)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	24
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	tbd
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100%

Table 22: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	12%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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

Table 23: California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7	83%	83%	83%	83%	83%
9	83%	83%	83%	83%	83%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Table 24: Opportunities for Parental Involvement (School Year 2022–23)

Parents/guardians participated in the School Site Council and English Language Advisory Committee and provided input in the development of the LCAP. We employ two bilingual parent liaisons, 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 an Instagram and Facebook page, a Nixle/Everbridge account, and UnitedHome communications app (through PowerSchool) to apprise parents of goings on at school. Parents are contacted weekly by our bilingual parent liaisons to communicate student academic and behavioral progress, and to ask for feedback on school practices and how the school may better support the specific family.

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

Table 25: Dropout Rate and Graduation Rate (Five-Year Cohort Rate)

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 19–20	State 20–21	State 21–22
Dropout Rate		24.3	tbd	52.9	26.3	tbd	8.9	9.4	tbd
Graduation Rate	70.3%	60.6%	64.1%	67.4%	60%	66.7%	84.2	83.6	87.4%

**Table 26: Graduation Rate by Student Group (Five-Year Cohort Rate)
(School Year 2021–22)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	39	25	64.1%
Female	-	-	-
Male	-	-	-
Non-Binary	-	-	-
American Indian or Alaska Native	-	-	-
Asian	-	-	-
Black or African American	-	-	-
Filipino	-	-	-
Hispanic or Latino	29	19	65.5%
Native Hawaiian or Pacific Islander	-	-	-
Two or More Races	-	-	-
White	-	-	-
English Learners	-	-	-
Foster Youth	-	-	-
Homeless	19	9	47.4%
Socioeconomically Disadvantaged	39	25	64.1%
Students Receiving Migrant Education Services	-	-	-
Students with Disabilities	-	-	-

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

**Table 27: Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	138	129	76	58.9%
Female	39	38	19	50%
Male	98	90	56	62.2%
American Indian or Alaska Native	-	-	-	-
Asian	-	-	-	-
Black or African American	-	-	-	-
Filipino	-	-	-	-
Hispanic or Latino	106	100	60	60%
Native Hawaiian or Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White	23	23	12	52.2%
English Learners	*	45	27	60%
Foster Youth	*	-	-	-
Homeless	*	39	27	69.2%
Socioeconomically Disadvantaged	*	119	71	59.7%
Students Receiving Migrant Education Services	*	*	*	*
Students with Disabilities	*	36	23	63.9%

**To protect student privacy, data are suppressed (*) on the Discipline Reports if the cell size within a selected student population (cumulative enrollment) is 10 or less. Additionally, on the Ethnicity reports, “Not Reported” is suppressed, regardless of actual cell size, if the student population for one or more other ethnicity groups is suppressed.*

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

Table 28: Suspensions and Expulsions for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	21.23	17.94	2.45
Expulsions	0.00	0.00	0.05

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.

Table 29: Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	1.68	32.6%	2.74	26.5%	.2	3.1%
Expulsions	0.0	0.0	0.0	0.0	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.

Table 30: Suspensions and Expulsions by Student Group
(School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	32.6%	0.0%
Female	-	-
Male	-	-
Non-Binary	-	-
American Indian or Alaska Native	-	-
Asian	-	-
Black or African American	-	-
Filipino	-	-
Hispanic or Latino	35.8%	0%
Native Hawaiian or Pacific Islander	-	-
Two or More Races	-	-
White	21.7%	0%
English Learners	37.5%	0%
Foster Youth	-	-
Homeless	41.5%	0%
Socioeconomically Disadvantaged	34.1%	0%
Students Receiving Migrant Education Services	-	-
Students with Disabilities	45.9%	0%

Table 31: School Safety Plan (School Year 2022–23)

Our comprehensive School Safety Plan is revised annually. The next revision will be in February 2023. We have regularly scheduled training and drills for lock down, fire and earthquake (two each, once in fall semester, once in spring semester). Our buildings undergo a yearly inspection. We have a full time School Resource Officer on site as well as two probation officers assigned to our school. There are security cameras throughout the campus including the classrooms. All staff are trained in Restorative Justice practices, de-escalation and positive behavior interventions and supports. All students have access to counseling. We have bilingual parent liaisons, a bilingual social worker, and a bilingual interventions coordinator who work with families.

Recent safety updates include “go bags” for each classroom, updated first-aid kits for each classroom, stop-the-bleed kits in office, culinary and shop, and Naloxone, HeartSave/AED kit and EpiPens for the main office. We purchased the StopIt Safety app and have installed on all student Chrombooks as well as QR codes posted throughout the school for use on cell phones.

Camille Creek is also rolling out a finger-scan automated attendance system and utilizes Nixle with the school community for important updates and emergency alerts.

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.

**Table 32: Average Class Size and Class Size Distribution (Elementary)
(School Year 2019–20)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

**Table 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2020–21)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

**Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2021–22)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

**Table 35: Average Class Size and Class Size Distribution (Secondary)
(School Year 2019–20)**

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

*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.

**Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2020–21)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22	5	-	-
Mathematics	22	5	-	-
Science	22	5	-	-
Social Science	22	5	-	-

*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.

**Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2021–22)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	15	5	-	-
Mathematics	15	5	-	-
Science	15	5	-	-
Social Science	15	5	-	-

*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.

Table 38: Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	N/A

*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.

Table 39: Student Support Services Staff (School Year 2021–22)

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

*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.

**Table 40: Expenditures Per Pupil and School Site Teacher Salaries
(Fiscal Year 2020–21)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A	\$13,484.04	
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$13,845.62	
Percent Difference – School Site and State	N/A	N/A		

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

Table 41: Types of Services Funded (Fiscal Year 2021–22)

<ol style="list-style-type: none"> 1. Full time Bilingual Social Worker 2. Full time Bilingual Interventions Coordinator (MFT) who works with family and students 3. Full time School Resource Officer from Napa County Sheriff's Department 4. Two probation officers on campus regularly 5. After-school program 6. Arts 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, Napa Resource Conservation District volunteering, Napa Valley Marathon, etc. 8. Substance-abuse prevention and treatment services on campus provided by a community partner. Includes individual counseling and group counseling/treatment after school. 9. Provide bus passes and clothing for students in need as well as resources for families (connecting to community organizations for housing, food, utility and other support).

Table 42: Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,102	\$50,126
Mid-Range Teacher Salary	\$70,245	\$61,890
Highest Teacher Salary	\$88,708	\$99,120
Average Principal Salary (Elementary)	-	-
Average Principal Salary (Middle)	-	-
Average Principal Salary (High)		\$128,609
Superintendent Salary	\$264,900	\$145,986
Percent of Budget for Teacher Salaries		5.96%
Percent of Budget for Administrative Salaries		26.75%

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

Table 43: Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses: [DPC]

Subject	Number of AP Courses Offered*
Computer Science	1
English	2
Fine and Performing Arts	0
Foreign Language	2
Mathematics	1
Science	3
Social Science	1
Total AP Courses Offered*	10

*Where there are student course enrollments of at least one student.

Table 44: Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

2021–22 School Accountability Report Card Template (Word Version)

(To be used to meet the state reporting requirement
by February 1, 2023)

Prepared by:
California Department of Education
Analysis, Measurement, and Accountability Reporting Division

Posted to the CDE Website:
December 2022

Contact:
SARC Team
sarc@cde.ca.gov

Important!

**Please delete this page
before using the SARC template**

School Accountability Report Card Reported Using Data from the 2021–22 School Year

California Department of Education

For Napa County Crossroads / Juvenile Hall / Court

Address: 212 Walnut St Napa CA
Principal: Nancy Dempsey

Phone: 707-253-6817
Grade Span: 6-12

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

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.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2022–23)

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

Table 2: School Contact Information (School Year 2022–23)

Entity	Contact Information
School Name	Napa County Juvenile Hall / Court (Crossroads)
Street	212 Walnut St.
City, State, Zip	Napa, CA 94559
Phone Number	(707) 253-6817
Principal	Nancy Dempsey
Email Address	ndempsey@napacoe.org
Website	https://napacoe.org/camille-creek-2/
County-District-School (CDS) Code	28 10280 2830073

Table 3: School Description and Mission Statement (School Year 2022–23)

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

Goals: To provide a 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 caring 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, and opportunities for students to engage in prosocial activities during and after school.

Foundational Tenets: By creating an environment of caring 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.

Table 4: Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	-
Grade 1	-
Grade 2	-
Grade 3	-
Grade 4	-
Grade 5	-
Grade 6	-
Grade 7	-
Grade 8	-
Grade 9	-
Grade 10	2
Grade 11	1
Grade 12	2
Total Enrollment	5

*Per DataQuest & Dashboard

Table 5: Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	-
Male	5
Non-Binary	-
American Indian or Alaska Native	-
Asian	-
Black or African American	-
Filipino	-
Hispanic or Latino	100%
Native Hawaiian or Pacific Islander	-
Two or More Races	-
White	-
English Learners	60%
Foster Youth	0%
Homeless	0%
Migrant	0%
Socioeconomically Disadvantaged	100%
Students with Disabilities	20%

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

Table 6: Teacher Preparation and Placement (School Year 2020–21)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1	100%	6	85.5%	228,325	83.1%
Intern Credential Holders Properly Assigned	-	0%		0%	4,121	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	-	0%	-	0%	11,265	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	-	-	1	14.5%	12,089	4.4%
Unknown	-	-	-	0%	2,748	1%
Total Teaching Positions	1	100%	7	100%	274,759	83.1%

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 7: Teacher Preparation and Placement (School Year 2021–22)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1	100%	6	85.5%	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	-	-	1	15.5%	[DPC]	[DPC]
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	-	-			[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	-	-			[DPC]	[DPC]
Unknown	-	-			[DPC]	[DPC]
Total Teaching Positions	1	100%	100%	100%	[DPC]	[DPC]

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Table 8: Teachers Without Credentials and Misassignments
(considered “ineffective” under ESSA)**

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	-	-
Misassignments	-	-
Vacant Positions	-	-
Total Teachers Without Credentials and Misassignments	0	0

(considered “out-of-field” under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	-	-
Local Assignment Options	-	-
Total Out-of-Field Teachers	0	0

Table 10: Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	-	-

Table 11: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)**Year and month in which the data were collected:** December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/ Language Arts	Annually re-adopted: Core Curriculum novels and short stories Read with Relevance Books and Curriculum Near Pod interactive lessons	Yes	0%
Mathematics	Renaissance Freckle Math Algebra 1, Globe Fearon/Pacemaker, 2005 Coding, code.org	Yes	0%
Science	Earth Science, AGS 2004 Biology, AGS, 2004 Scholastic Science World NearPod interactive lessons Lego Mindstorm kits	Yes	0%
History-Social Science	United States History, AGS, 2005 World Geography and Cultures Globe Fearon/Pacemaker, 2002 United States Government, AGS 2005 Economics, AGS, 2005 NearPod interactive lessons	Yes	0%
Foreign Language	N/A	N/A	0%
Health	HealthSmart High School NearPod Interactive Curriculum	Yes	0%
Visual and Performing Arts	Weekly art instruction, Nimbus Arts	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

Table 12: School Facility Conditions and Planned Improvements

Crossroads is situated in the Napa County Juvenile Hall. The facility was built within the last 10 years and all amenities are up to date. Wireless internet was installed in the fall of 2015. Facility is in excellent condition.

Table 13: School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 10/31/2022

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

Overall Facility Rate

Year and month of the most recent FIT report: Juvenile Hall conducts their own internal inspection each year in December

Table 14: Overall Rating

Exemplary	Good	Fair	Poor
	✓		

**GOOD is the highest ranking possible on the FIT report (98.7% of all 8 categories measured were in Good Repair)*

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:

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

Table 15: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	*	N/A	8.57%	N/A	47.06%
Mathematics (grades 3-8 and 11)	N/A	*	N/A	0.0%	N/A	33.38%

**Fewer than 10 students tested, data suppressed to protect privacy (per Dashboard & Dataquest)*

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria

established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Table 16: CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	5	*	*	*	*
Female	-	-	-	-	-
Male	5	*	*	*	*
American Indian or Alaska Native	-	-	-	-	-
Asian	-	-	-	-	-
Black or African American	-	-	-	-	-
Filipino	-	-	-	-	-
Hispanic or Latino	5	*	*	*	*
Native Hawaiian or Pacific Islander	-	-	-	-	-
Two or More Races	-	-	-	-	-
White	-	-	-	-	-
English Learners	3	*	*	*	*
Foster Youth	-	-	-	-	-
Homeless	-	-	-	-	-
Military	-	-	-	-	-
Socioeconomically Disadvantaged	5	*	*	*	*
Students Receiving Migrant Education Services	-	-	-	-	-
Students with Disabilities	1	*	*	*	*

**Fewer than 10 students tested, data suppressed to protect privacy (per Dashboard & Dataquest)*

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Table 17: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	5	*	*	*	*
Female	-	-	-	-	-
Male	5	*	*	*	*
American Indian or Alaska Native	-	-	-	-	-
Asian	-	-	-	-	-
Black or African American	-	-	-	-	-
Filipino	-	-	-	-	-
Hispanic or Latino	5	*	*	*	*
Native Hawaiian or Pacific Islander	-	-	-	-	-
Two or More Races	-	-	-	-	-
White	-	-	-	-	-
English Learners	3	*	*	*	*
Foster Youth	-	-	-	-	-
Homeless	-	-	-	-	-
Military	-	-	-	-	-
Socioeconomically Disadvantaged	5	*	*	*	*
Students Receiving Migrant Education Services	-	-	-	-	-
Students with Disabilities	1	*	*	*	*

**Fewer than 10 students tested, data suppressed to protect privacy (per Dashboard & Dataquest)*

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**Table 18: CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8 and high school)	-	-	-	0%	28.72%	29.45%

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

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

**Table 19: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	5	-	-	-	-
Female	0	-	-	-	-
Male	5	-	-	-	-
American Indian or Alaska Native	-	-	-	-	-
Asian	-	-	-	-	-
Black or African American	-	-	-	-	-
Filipino	-	-	-	-	-
Hispanic or Latino	5	-	-	-	-
Native Hawaiian or Pacific Islander	-	-	-	-	-
Two or More Races	-	-	-	-	-
White	-	-	-	-	-
English Learners	3	-	-	-	-
Foster Youth	-	-	-	-	-
Homeless	-	-	-	-	-
Military	-	-	-	-	-
Socioeconomically Disadvantaged	5	-	-	-	-
Students Receiving Migrant Education Services	-	-	-	-	-
Students with Disabilities	1	-	-	-	-

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Table 20: Career Technical Education Programs (School Year 2021–22)

Crossroads does not offer Career Technical Education at this time. We are currently looking to partner with a vendor that has virtual CTE classes.

Table 21: Career Technical Education (CTE) Participation (School Year 2021–22)

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

Table 22: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0%

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

Table 23: California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Table 24: Opportunities for Parental Involvement (School Year 2022–23)

Parental/guardian involvement for students at Crossroads/Juvenile Hall is typically limited to their cooperation and communication with probation officers regarding student behavior, well-being, and academic progress.

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

Table 25: Dropout Rate and Graduation Rate (Five-Year Cohort Rate)

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 19–20	State 20–21	State 21–22
Dropout Rate	-	-	-	52.9%	26.3	tbd	8.9%	9.4%	tbd
Graduation Rate	70.3%	60.6%	64.1%	67.4%	60%	66.7%	84.2%	86.8%	87.4%

**Table 26: Graduation Rate by Student Group (Five-Year Cohort Rate)
(School Year 2021–22)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	3	*	*
Female	-	-	-
Male	3	*	*
Non-Binary	-	-	-
American Indian or Alaska Native	-	-	-
Asian	-	-	-
Black or African American	-	-	-
Filipino	-	-	-
Hispanic or Latino	1	*	*
Native Hawaiian or Pacific Islander	-	-	-
Two or More Races	1	*	*
White	-	-	-
English Learners	1	*	*
Foster Youth	1	*	*
Homeless	1	*	*
Socioeconomically Disadvantaged	3	*	*
Students Receiving Migrant Education Services	-	-	-
Students with Disabilities	1	*	*

**Fewer than 10 students in cohort, data suppressed to protect privacy (per Dashboard & Dataquest)*

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

**Table 27: Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	80	19	0	0%
Female	13	2	0	0%
Male	67	17	0	0%
American Indian or Alaska Native	-	-	-	-
Asian	-	-	-	-
Black or African American	11	-	-	-
Filipino	-	-	-	-
Hispanic or Latino	45	14	0	0%
Native Hawaiian or Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White	21	-	-	-
English Learners	*	-	-	-
Foster Youth	*	-	-	-
Homeless	*	-	-	-
Socioeconomically Disadvantaged	*	19	0	0%
Students Receiving Migrant Education Services	*	-	-	-
Students with Disabilities	*	-	-	-

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

Table 28: Suspensions and Expulsions for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	2.38	17.94	2.45
Expulsions	0.00	0.00	0.05

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.

Table 29: Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	4.4%	7.5%	2.7%	26.5%	.2%	3.2%
Expulsions	0.0	0.0	0.0	0.0	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.

Table 30: Suspensions and Expulsions by Student Group
(School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.5%	0.0%
Female	-	-
Male	7.5%	0%
Non-Binary	-	-
American Indian or Alaska Native	-	-
Asian	-	-
Black or African American	9.1%	0%
Filipino	-	-
Hispanic or Latino	4.4%	0%
Native Hawaiian or Pacific Islander	-	-
Two or More Races	-	-
White	14.3%	0%
English Learners	*	-
Foster Youth	*	-
Homeless	*	-
Socioeconomically Disadvantaged	*	-
Students Receiving Migrant Education Services	*	-
Students with Disabilities	*	-

**To protect student privacy, data are suppressed (*) on the Discipline Reports if the cell size within a selected student population (cumulative enrollment) is 10 or less. Additionally, on the Ethnicity reports, “Not Reported” is suppressed, regardless of actual cell size, if the student population for one or more other ethnicity groups is suppressed.*

Table 31: School Safety Plan (School Year 2022–23)

The facility is maintained by the Napa County Probation Department.

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.

Table 32: Average Class Size and Class Size Distribution (Elementary) (School Year 2019–20)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
Other**				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Table 33: Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Table 35: Average Class Size and Class Size Distribution (Secondary)
(School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0-20	1	-	-
Mathematics	0-20	1	-	-
Science	0-20	1	-	-
Social Science	0-20	1	-	-

*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.

Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0-20	1	-	-
Mathematics	0-20	1	-	-
Science	0-20	1	-	-
Social Science	0-20	1	-	-

*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.

**Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2021–22)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0-20	1	-	-
Mathematics	0-20	1	-	-
Science	0-20	1	-	-
Social Science	0-20	1	-	-

*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.

Table 38: Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	N/A

*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.

Table 39: Student Support Services Staff (School Year 2021–22)

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

*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.

Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				\$88,704
District	N/A	N/A		
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference – School Site and State	N/A	N/A		

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

Table 41: Types of Services Funded (Fiscal Year 2021–22)

Instructional Assistant
Chromebook and digital technology support
Art enrichment
Therapy/counseling and enrichment provided by probation department

Table 42: Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,102	\$50,126
Mid-Range Teacher Salary	\$70,245	\$61,890
Highest Teacher Salary	\$88,708	\$99,120
Average Principal Salary (Elementary)	-	-
Average Principal Salary (Middle)	-	-
Average Principal Salary (High)		\$128,609
Superintendent Salary	\$264,900	\$145,986
Percent of Budget for Teacher Salaries		5.96%
Percent of Budget for Administrative Salaries		26.75%

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

Table 43: Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses: [DPC]

Subject	Number of AP Courses Offered*
Computer Science	-
English	-
Fine and Performing Arts	-
Foreign Language	-
Mathematics	-
Science	-
Social Science	-
Total AP Courses Offered*	0

*Where there are student course enrollments of at least one student.

Table 44: Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	tbd

NAPA COUNTY OFFICE OF EDUCATION
Barbara Nemko, Ph.D., Superintendent

TO: Napa County Board of Education

DATE: January 10, 2023

FROM: John Zikmund, Human Resources

RE: Personnel Activity

BOARD ITEM: 7A

NEW CERTIFICATED EMPLOYEE

None

NEW CLASSIFIED EMPLOYEE

Emily Darlington – Grant Coordinator, Early Childhood Services

Kyle Lore – Technology Specialist, TTSS

CHANGE IN ASSIGNMENT

Alma Montanez – ECE Assistant II to Associate Child Development Teacher, Early Childhood Services

RESIGNATION

Cynthia Whiteley – Child Development Teacher, Early Childhood Services

Lori Gutierrez – Payroll Specialist, Fiscal Services

RETIREMENT

Cindi Helmick – Early Intervention Assistant, Early Childhood Services

TERMINATION

None

LAYOFF/NON-RELECTS/TEMPORARY RELEASE NOTICES

None

POSITION VACANCIES

Instructional Assistant (4) – College and Career Readiness

Early Childhood Education Assistant II (5) – Early Childhood Services

Child Development Teacher (4) – Early Childhood Services

Speech Therapist (Temporary) - Early Childhood Services

Community School Teacher (2) - Camille Creek

Instructional Support Specialist II (2) – Camille Creek and Crossroads

Technical Assistance Manager – SPP-TAP, RPDC

Human Resources Assistant II – Human Resources

01-10-23.BRD

Napa County Office of Education
Barbara Nemko, Ph.D., Superintendent

Item: 7.B.
January 10, 2023
Board Meeting

TITLE:

2023-24 Budget Calendar

HISTORY:

Each year a budget calendar is developed to assist staff in meeting important timelines when developing the subsequent year's budget and LCAP.

CURRENT PROPOSAL:

This calendar is for your information and to use as a forecast of when you may expect to see preliminary reports, when the public hearing has been scheduled, and the date of final adoption for the budget and LCAP.

FUNDING SOURCE: Information Only

RECOMMENDATION: Information Only

PRESENTED BY: Joshua Schultz, Deputy Superintendent

NAPA COUNTY OFFICE OF EDUCATION
 BUDGET CALENDAR

2023-24 Fiscal Year

Month	Action	Due Date
January	▪ Budget Calendar to Board.	January 10
	▪ Governor submits balanced budget proposal to the State Legislature.	January 10
	▪ Governor's Budget Workshop by School Services of California.	January 18
March	▪ Budgets will be developed in the Escape application. A review of the budget development process is scheduled for March 14 10-11am by Zoom. Since the process is still new, each department is required to send a budget representative to the training.	March 14
	▪ Accountants will distribute a report on current staffing levels to Departments for modifications for the next fiscal year.	March 14
	▪ Employee notification deadline for certificated and classified layoff notices for 2023-24 fiscal year.	March 15
	▪ Departments return staffing FTE changes to Human Resources and account code changes to Accountants for updating budget year data.	March 24
	▪ Program Managers submit preliminary 2022-23 Resource Information Sheets electronically to Accountants.	March 24
April	▪ Departments complete budget development.	April 21
May	▪ Proposed Budget presented to the Board.	May 2
	▪ Budgets may be reopened at the Director's request through May 26.	May 26
	▪ Governor's FINAL BUDGET PROPOSAL (May Revise)	May TBD
June	▪ LCAP and Budget presented to the Board in a public hearing.	June 6
	▪ Final Budget and LCAP to Board for adoption.	June 13
	▪ Submit adopted budget to State Superintendent of Public Instruction.	June 30

Last Updated:KB 12/28/2022

NAPA COUNTY OFFICE OF EDUCATION
Barbara Nemko, Ph.D., Superintendent

Item 7.E.

January 10, 2023

TITLE: First Reading Board Policy 9250 Remuneration, Reimbursement and Other Benefits; and, Review Notification Procedure When Absent from a Scheduled Board Meeting.

HISTORY: Per Education Code 1090 – Board Compensation, the Board votes yearly on monthly compensation increases for their meeting attendance.

CURRENT PROPOSAL: Board to review Board Policy 9250 Remuneration, Reimbursement and Other Benefits; and, Review Notification Procedure When Absent from a Scheduled Meeting.

Notification Procedure when Absent from a Scheduled Board Meeting:

Board Member shall contact Ellen Sitter by email at esitter@napacoe.org, Superintendent's Designee, a minimum of 72 hours prior to the meeting (if possible) and indicate the following:

1. Reason for missing the meeting
2. If monthly compensation is requested
3. Plan for completing commensurate tasks to make up for the missed meeting

Ellen Sitter will provide the Board President, prior to the scheduled meeting, the information indicated above.

FUNDING SOURCE: N/A

SPECIFIC RECOMMENDATION: It is recommended that the Board review Board Policy 9250 Remuneration, Reimbursement and Other Benefits; and, Notification Procedure when Board member is absent.

Prepared by: Julie McClures

December 16, 2022

Board Bylaw 9250: Remuneration, Reimbursement And Other Benefits

Status: ADOPTED

Original Adopted Date: 10/23/1990 | **Last Revised Date:** 01/05/2021

Remuneration

Each member of the County Office of Education may receive no more than \$348.84 monthly compensation for attendance at Board meetings. Each Board member shall receive \$348.84 for attendance at the first meeting of any month and no compensation for any additional meetings held in that same month. (Education Code 1090(a)(5)).

On an annual basis, the Board shall increase the compensation of Board members beyond the limit delineated in Education Code 35120 in an amount not to exceed five percent based on the present monthly rate of compensation. Any increase made pursuant to this section shall be effective upon approval by the Board. (Education Code 35120).

Board members are not required to accept payment for meetings attended.

A member may be paid for any meeting when he or she notifies the Superintendent or the Superintendent's designee of the reason for his or her absence and the board, by resolution duly adopted and included in its minutes, finds that at the time of the meeting he or she has performed services outside the meeting for the county office, he or she was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the Board. While every attempt should be made by members to attend the monthly Board meeting, a member may also receive monthly compensation if the member completed commensurate tasks that are deemed acceptable by the Board.

Reimbursement of Expenses

Board members shall be reimbursed with limits specified by County Office of Education personnel for all expenses incurred in attending any meetings or in making any trips on official business of the County Office of Education when so authorized in advance by the County Board. (Education Code 35044)

The rate or reimbursement shall not exceed any limitations specified for County Office of Education personnel

(cf. 4133 - Travel; Reimbursement)

(cf. 9240 - Board Development)

(cf. 3350 - Travel Expenses)

Health and Welfare Benefits

The County Office of Education shall pay the cost of all premiums for County Board members electing to participate in the County Office of Education health and welfare benefits program.

Health and welfare benefits for Board members shall be no greater than that received by district's non-safety employees with the most generous schedule of benefits. (Government Code 53208.5)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

Benefits for Retired Board Members

Any members retiring from the County Board after at least one term may continue the health and welfare benefits program at their own expense if coverage is in effect at the time of retirement.

Other Benefits

The Board may subscribe for membership in, or otherwise become a member of any State or local organization of governing Boards of school districts or members thereof, or of county Boards of education or members thereof, or any other school-related organization which has for its primary purpose the promotion and advancement of public education through research and investigation and the cooperation with persons and associations, whose interests and purposes are the betterment of the educational opportunities of the children of the State. Costs incurred for this purpose shall be paid out of the County School Service Fund. (EC 1095)

The Board shall annually subscribe to membership in the California County Boards of Education Association and the California School Boards Association.

Napa County Office of Education
Barbara Nemko, Ph.D., Superintendent

Item: 7.F.
January 10, 2023
Board Meeting

TITLE: Governor's Budget Release.

HISTORY:

Each year by the law the Governor is required to release the initial budget proposal for the upcoming fiscal year by January 10 of the preceding year. This begins the annual state budget process, which (if the process works properly) culminates with the passage of a final state budget by the June 30.

If the Governor's Budget Proposal is released prior to the start of the Board meeting, highlights will be discussed at the meeting.

FUNDING SOURCE: NA

SPECIFIC RECOMMENDATION: For discussion only.

PREPARED BY: Josh Schultz, Deputy Superintendent

Napa County Office of Education
Barbara Nemko, Ph.D., Superintendent

Item: 7.G.
January 10, 2023
Board Meeting

TITLE: Napa County School Districts First Interim Overview.

HISTORY:

School districts are required to file financial reports with the County Superintendent at regular intervals throughout the year. The First Interim report is submitted on or before December 15, and it covers financial activity and any changes to the budget through October 31.

This report reviews the fiscal status of the districts in Napa County as of their 2022-23 First Interim reports and discusses changes in their financial condition since First Interim 2021-22 and the Adopted 2022-23 Budgets.

FUNDING SOURCE: NA

SPECIFIC RECOMMENDATION: For discussion only.

PREPARED BY: Josh Schultz, Deputy Superintendent



NAPA COUNTY OFFICE
OF
EDUCATION

Napa School Districts Fiscal Health Review *2022-23 First Interim*

Joshua Schultz

January 10, 2023

Overview of Districts' First Interim Status

- All districts are certified as Positive.
- All districts are projecting improved financials relative to the 2021-22 First Interim reports and the 2022-23 Adopted Budgets.
- Improved conditions result primarily from incorporating elements of the Adopted State Budget that were not finalized at the time the districts adopted their 2022-23 budgets.

State Budget Impact on First Interims

- One Time Funds - Learning Recovery Emergency Block Grant

District	Allocation
Calistoga Joint Unified	\$1,500,403
Howell Mountain Elementary	\$122,967
Napa Valley Unified	\$19,677,086
Pope Valley Union Elementary	\$83,456
Saint Helena Unified	\$1,246,682

State Budget Impact on First Interims

- One Time Funds - Arts, Music, and Instructional Materials Discretionary Block Grant

District	Allocation
Calistoga Joint Unified	\$513,911
Howell Mountain Elementary	\$59,461
Napa Valley Unified	\$10,016,372
Pope Valley Union Elementary	\$33,997
Saint Helena Unified	\$766,221

State Budget Impact on First Interims

- LCFF – One time change:
 - 2021-22 LCFF calculation amended to utilize the greater of 2021-22 ADA or the 2019-20 attendance rate applied to 2021-22 enrollment for all classroom-based LEAs that met specified independent study requirements.
 - Provides a one-time benefit, only to NVUSD in Napa County as the only non-basic aid district. NVUSD did not include this in their 2022-23 Adopted Budget.

State Budget Impact on First Interims

- LCFF – Ongoing Changes (2)
 - LCFF calculation amended to allow school districts to utilize the greater of current year, prior year, or the average of the most recent three prior years' ADA
 - Mitigates (temporarily) the impact of declining enrollment. Makes ADA temporarily appear artificially high for LEAs experiencing declining enrollment due to inclusion of pandemic hold harmless years.
 - Only benefits NVUSD in Napa County as the only non-basic aid district. NVUSD *did* include this in their 2022-23 Adopted Budget.

NVUSD – (Temporary) Impact of ADA Mitigations

Napa Valley Unified
Napa County

2022-23 Budget, July 1
Average Daily Attendance
A. DISTRICT ADA

28662660000000
Form A
D8BA2XYPPE(2022-23)

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	15,037.90	15,037.90	16,620.76	15,278.45	15,278.45	15,879.08
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

NVUSD – (Temporary) Impact of ADA Mitigations

Napa Valley Unified
Napa County

2022-23 First Interim
AVERAGE DAILY ATTENDANCE

28 66266 0000000
Form AI
D81926KSMP(2022-23)

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	15,879.08	16,144.70	14,719.25	16,144.70	0.00	0.0%

Basic Aid Districts – Property Tax Growth

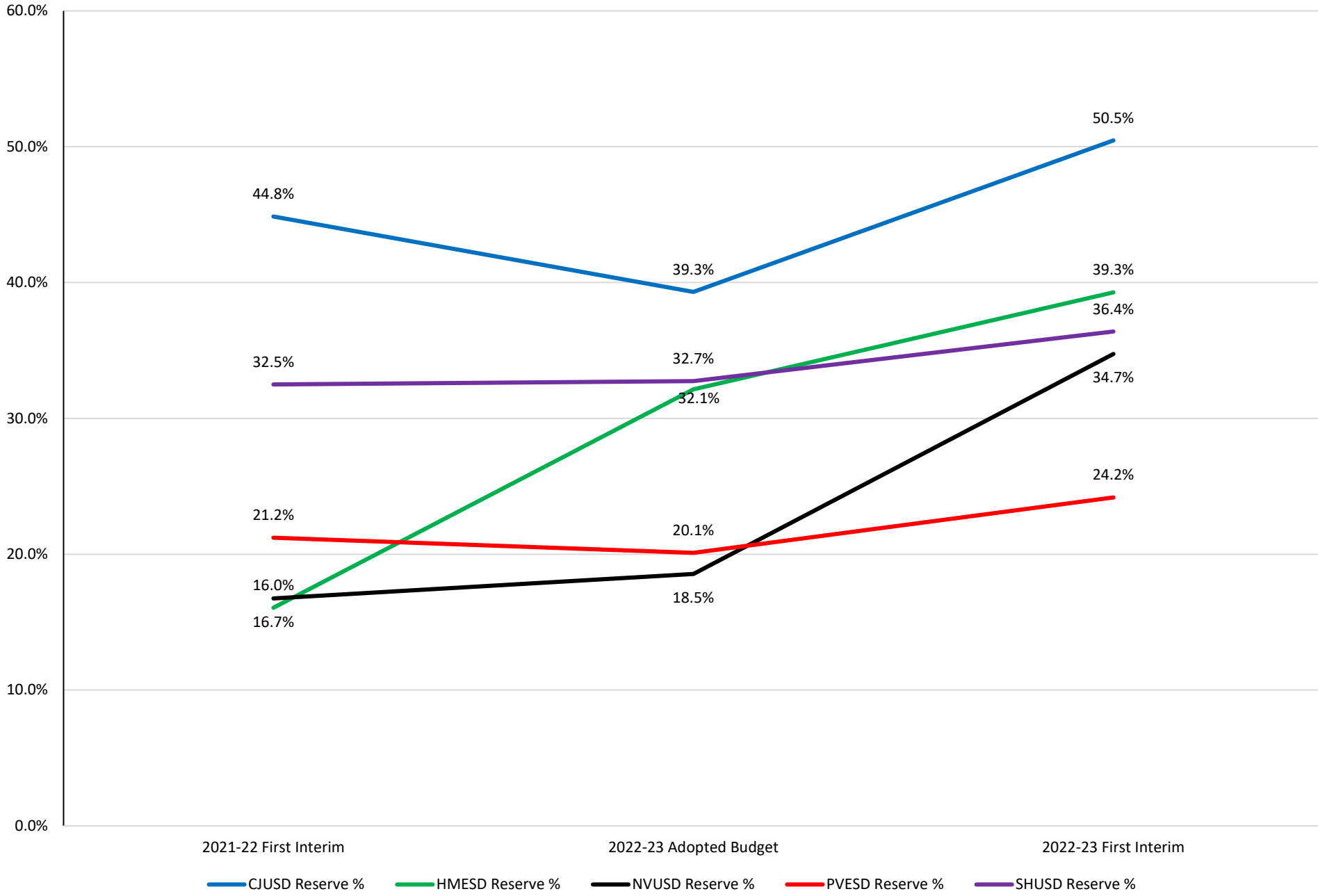
(Most Estimated 2% at budget adoption)

2022-2023 NAPA COUNTY ASSESSMENT ROLL - SCHOOLS

WITH COMPARISON TO 2021-2022

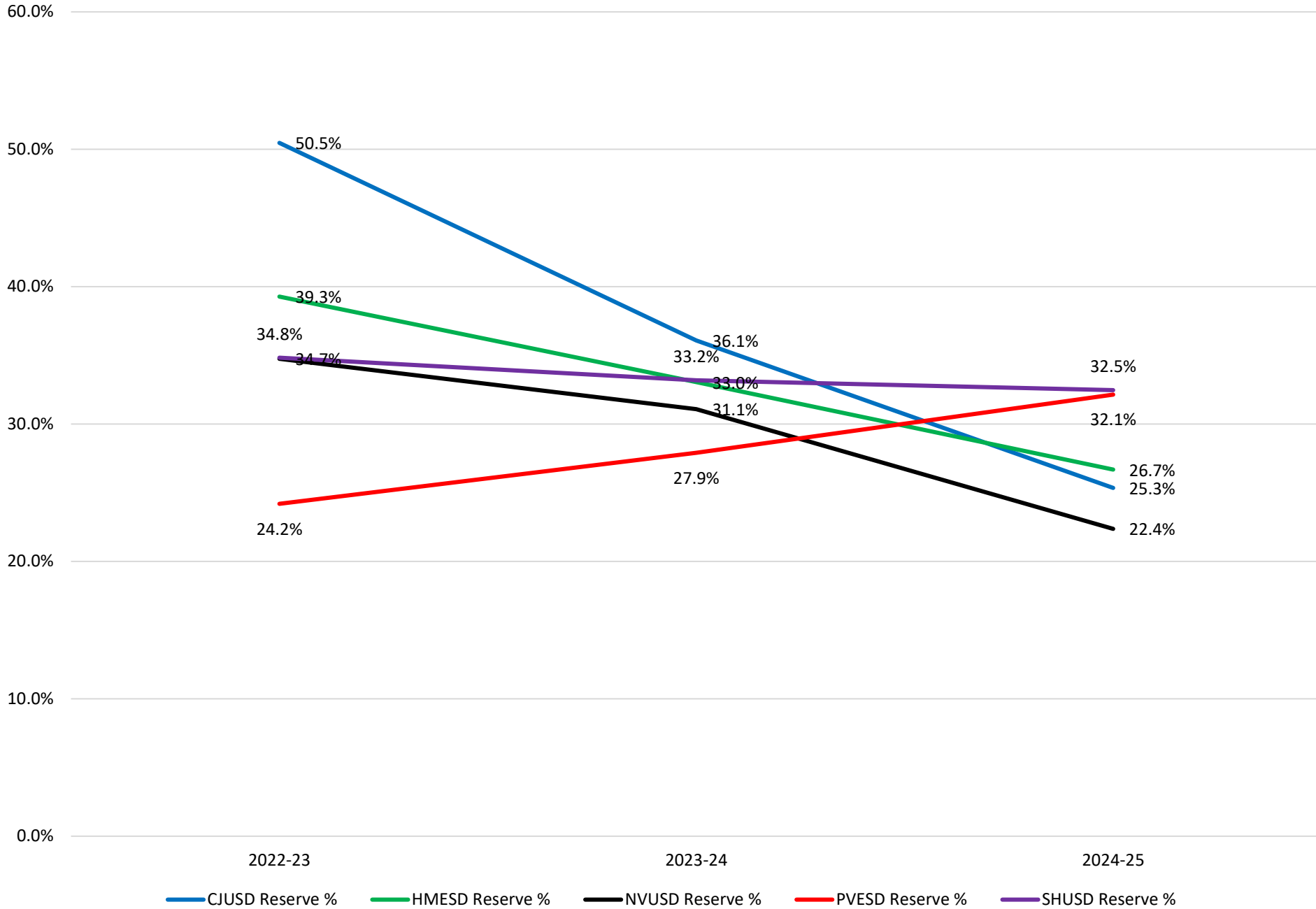
	LAND	IMPROVEMENTS	PERS PROP	TOTAL BEFORE EX	NON H/O EX	TOTAL	HOMEOWN EX	NET TOTAL
2022-2023	\$21,039,924,745	\$27,823,912,474	\$1,559,434,764	\$50,423,271,983	\$1,617,279,338	\$48,805,992,645	\$146,113,197	\$48,659,879,448
2021-2022	\$19,775,578,614	\$25,852,287,496	\$1,532,370,437	\$47,160,236,547	\$1,600,171,322	\$45,560,065,225	\$148,347,202	\$45,411,718,023
Difference	\$1,264,346,131	\$1,971,624,978	\$27,064,327	\$3,263,035,436	\$17,108,016	\$3,245,927,420	(\$2,234,005)	\$3,248,161,425
NET INCREASE IN ASSESSED VALUES (WITHOUT UTILITY ROLL) FOR NAPA COUNTY						7.12%{3.351%/5.30%/6.58%/4.94%}		
TOTAL NUMBER OF SECURED ASSESSMENTS				52,231				
TOTAL NUMBER OF UNSECURED ASSESSMENTS				7,295				
NAPA VALLEY USD		2022-2023	\$	32,753,387,224				
		2021-2022	\$	30,397,055,880				
		NET INCREASE	\$	2,356,331,344	% INCREASE	7.75%[4.12%/4.68%/6.59%/4.85%]		
ST HELENA USD		2022-2023	\$	10,946,228,526				
		2021-2022	\$	10,412,121,083				
		NET INCREASE	\$	534,107,443	% INCREASE	5.13%[1.67%/5.26%/6.38%/5.75%]		
CALISTOGA USD		2022-2023	\$	3,307,714,116				
		2021-2022	\$	3,024,008,834				
		NET INCREASE	\$	283,705,282	% INCREASE	9.38%[2.52%/5.47%/3.92%/3.81%]		
HOWELL MTN ELEM		2022-2023	\$	880,698,484				
		2021-2022	\$	832,870,544				
		NET INCREASE	\$	47,827,940	% INCREASE	5.74%[1.77%/3.10%/3.92%/4.81%]		
POPE VLY ELEM		2022-2023	\$	624,236,356				
		2021-2022	\$	605,972,530				
		NET INCREASE	\$	18,263,826	% INCREASE	3.01%[2.30%/11.95%/1.35%/3.61%]		

2021-22 1st Interim, 2022-23 Adopted Budget, and 2022-23 1st Interim - Projected Ending Reserve*
Percentage



** Includes all available reserves including, Fund 17, non-spendable, restricted, assigned, and committed reserves. State minimum reserve requirements exclude all of these items except Fund 17. Consequently, district reserve percentages are lower according to official State standards.*

2022-23 First Interim Multi-Year Projections - Projected Ending Reserve* Percentage



** Includes all available reserves including, Fund 17, non-spendable, restricted, assigned, and committed reserves. State minimum reserve requirements exclude all of these items except Fund 17. Consequently, district reserve percentages are lower according to official State standards.*