

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

The Napa County Board of Education will hold a regular meeting on Tuesday, January 9, 2024, 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.**

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

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

1. ORGANIZATION

Oath of Office and celebration for newly elected officers of the Napa County Board of Education.

- 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 9, 2024 03:30 PM Pacific Time (US and Canada)

Topic: NCOE January 9 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 7, 2023 and December 12, 2023

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. Presentation of the Annual Audit Report by Christy White, CPA, CFE, of Christy White and Associates for the period ending June 2023. (Josh Schultz, Deputy Superintendent)
- B. Board Approval Annual Audit Report: The Board will be asked to accept the report by Christy White, CPA, CFE, of Christy White and Associates for the period ending June 30, 2023. (Josh Schultz, Deputy 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 2024-01: 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. Williams Uniform Complaints Procedures Quarterly Report (Josh Schultz, Deputy Superintendent)
- C. Review AB 2158 Ethics Training Requirements for Local Education Agencies (Josh Schultz, Deputy Superintendent)
- D. Review Board Bylaw 9005 – Governance Standards (Julie McClure, Associate Superintendent)
- E. Review County Superintendent Roles and Responsibilities (Julie McClure, Associate Superintendent)
- F. School Board Recognition Month (Barbara Nemko, Superintendent)

8. FUTURE AGENDA ITEMS

9. NEXT MEETING OF THE NAPA COUNTY BOARD OF EDUCATION

The regular meeting of the Napa County Board of Education will be held February 6, 2024.

10. 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 5, 2024. Informational material is available for review at the NCOE.

Ellen Sitter, Recording Secretary

NCOE Board of Education

Disability Information

In compliance with Government Code Section 54954.2(a), the Napa County Office of Education, will, on request, make this agenda available in appropriate alternative formats to persons with a disability, as required by Section 202 of the American with Disabilities Acts of 1990 (42 U.S.C. Section 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact Ellen Sitter, Executive Assistant to the Superintendent, Napa County Office of Education, 2121 Imola Avenue, Napa, CA 94559 Telephone (707) 253-6810.

Agenda Materials

Written materials distributed to the Board of Education within 72 hours of the Board meeting are available for public inspection immediately upon distribution at the Office of the County Superintendent, Napa County Office of Education, 2121 Imola Avenue, Napa, CA 94558.

Accessibility Notice

The Napa County Office of Education is committed to making its online materials and information accessible to individuals of all abilities. Individuals may obtain an alternate, accessible version of the content in these documents by contacting Ellen Sitter (esitter@napacoe.org) and by including a copy of the document as an attachment. If you are unable to attach a copy of the document, please indicate the document name and website location. NCOE staff will respond to your request within two business days.

Recording Notice

The Napa County Office of Education reserves the right to audio and/or video record any portion of a County Board meeting. While recordings are not routinely conducted, please be advised that your participation during a County Board meeting may be recorded.

SPECIAL MEETING OF THE NAPA COUNTY BOARD OF EDUCATION
Thursday, December 7, 2023

Members attending remotely:

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

1. ORGANIZATION

A. CALL TO ORDER

President Huffman called the meeting to order at 5:00 p.m.

B. FLAG SALUTE

The salute to the Flag was led by Jean Donaldson.

C. PUBLIC PARTICIPATION

President Huffman reviewed 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 Mrs. Cash. Roll Call Vote: *Ayes* - Mr. Parrott, Mr. Donaldson, Mrs. Cash, Mrs. Biederman, Ms. Waldinger, Mr. Huffman. *Noes* - None. Mrs. Kresge not present to vote.

F. Public Comment was given.

2. PRESENTATIONS

3. CORRESPONDENCE, COMMUNICATIONS, AND REPORTS

4. ACTION ITEMS

A. On a motion by Mrs. Kresge and a second by Mr. Donaldson, the Board approved the Second Reading and Board Bylaw 9121: President. Roll call vote: *Ayes* - Mr. Donaldson, Mrs. Kresge, Ms. Waldinger, Mr. Huffman, Mr. Parrott. *Noes* - Mrs. Cash, Mrs. Biederman.

B. On a motion by Mrs. Kresge and a second by Ms. Waldinger, the Board approved the First Interim Budget Report. Roll call vote: *Ayes* - Mr. Donaldson, Mrs. Kresge, Ms. Waldinger, Mr. Huffman, Mr. Parrott, Mrs. Cash, Mrs. Biederman. *Noes* - None.

5. INFORMATION ITEMS

A. Mr. Schultz presented the draft Board Calendar for 2024.

6. FUTURE AGENDA ITEMS

7. NEXT MEETINGS OF THE NAPA COUNTY BOARD OF EDUCATION

The next regular meeting of the Napa County Board of Education will be held December 12, 2023.

8. ADJOURNMENT

There being no further business, the meeting was adjourned at 6:20 p.m.

Respectfully submitted,

Barbara Nemko, Secretary
es

Approved _____ Date _____

**MEETING OF THE NAPA COUNTY BOARD OF EDUCATION
Tuesday, December 12, 2023**

Members present

Jean Donaldson, Gerry Parrott, Janna Waldinger, Ann Cash
Don Huffman, Sindy Biederman
Remote Attendance: Jennifer Kresge

1. ORGANIZATION

A. CALL TO ORDER

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

B. FLAG SALUTE

The salute to the Flag was led by Janna Waldinger.

C. PUBLIC PARTICIPATION

President Huffman reviewed the instructions for public participation via teleconference.

D. WELCOME TO VISITORS

Visitors were welcomed to the meeting.

E. APPROVAL OF AGENDA

At the request of Mrs. Biederman and a second by Mr. Donaldson, Item B. Students of the Month was moved to precede Item A. Trevor Paige presentation.

At the request of President Huffman Item 7.B. Ad Hoc Committee Mayacamas Charter Middle School was removed from the agenda noting that the function of the Ad Hoc Committee has been completed at this time. Ayes - Mr. Parrott, Mrs. Cash, Mr. Donaldson, Mrs. Kresge, Mrs. Biederman, Ms. Waldinger, Mr. Huffman. Noes - None.

F. APPROVAL OF MINUTES

On a motion by Mrs. Cash and a second by Mr. Parrott, the Board approved the Minutes from the December 7, 2023 meeting. Ayes - Mr. Parrott, Mr. Donaldson, Ms. Waldinger, Mrs. Biederman, Mr. Huffman, Mrs. Kresge, Mrs. Cash. Noes - None.

G. Public Comment was given

The Board elected the following officers for the coming year:

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

Vice President - Janna Waldinger - nominated by Mrs. Kresge and seconded by Mr. Parrott. Ayes - Mr. Parrott, Mrs. Cash, Mr. Donaldson, Mrs. Kresge, Mrs. Biederman, Ms. Waldinger, Mr. Huffman. Noes - None.

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

H. Establishment of Meeting Time/Date and 2024 Board Calendar

On a motion by Ms. Waldinger and a second by Mr. Parrott, the Board agreed that the date and time of the meetings will remain the same: 3:30 p.m. the first Tuesday of every month. Board Calendar for 2024 was approved. Ayes - Mr. Parrott, Mrs. Cash, Mr. Donaldson, Mrs. Kresge, Mrs. Biederman, Ms. Waldinger, Mr. Huffman. Noes – None.

I. Public comment was given.

At President Huffman’s request, Frank Zotter, Senior Associate General Counsel, School & College Legal Services of California, clarified that Mrs. Kresge’s remote participation was allowable and consistent with legal requirements, because she notified the Board of her need to care for her grandchild, which falls under the “just cause” provision of Government Code 54953. The Board needs to be notified of a “just cause” request before any action is taken at a meeting, but the request does not require Board approval. Mr. Zotter noted that the “just cause” provision of Government Code 54953 may be used by a board member no more than two times in a year.

2. PRESENTATIONS

A. Trevor Paige, CSBA Public Affairs and Community Engagement Representative, provided a presentation and answered questions from the Board regarding potential changes to CSBA/CCBE 2024.

B. Students of the Month: Jovani Arguello Marin and Brian Veiga were honored by the Juvenile Court and Community School staff: Nancy Dempsey, Director; John Hillyer, Assistant Principal; and, Angela Higdon, Dean of Student Achievement.

After a brief reception to honor the students, the Board resumed the meeting.

3. CORRESPONDENCE, COMMUNICATIONS, AND REPORTS

- Mrs. Biederman reported on the Veterans Day ceremony at American Canyon High School in collaboration with the American Canyon Troop Support and the City of American Canyon as part of its digital photography contest. There were 12 entries from Ms. Leahy’s art class, and a 94 year old Korean War veteran selected the top three winners. All 12 entries will be displayed at American Canyon High School.
- Mr. Donaldson reported that he attended sessions on Artificial Intelligence at the CSBA conference and learned about the plans shown for AI to be introduced to teaching methods in the schools.
- Dr. Nemko reported that she attended Sal Kahn’s session at CSBA where the Khanmigo tutoring device was presented. Everyone bought books

which he signed, and it was an informative session. Dr. Nemko further reported that Jason Hovi, Director of Business Partnerships, will attend the innovation conference where KahnMigo will offer free subscriptions to KhanMigo for any teacher who comes whose district or principal approves of them using it. Dr. Nemko reported that they are also looking at Amira which is an embedded tutoring device for reading.

- Dr. Nemko reported that she attended the American Canyon Choir Christmas concert, the Napa High Choir that performed at Congressman Mike Thompson's holiday reception, and the Vintage High School choir as well.
- Dr. Nemko reported that NCOE staff met with seven members from the CDE to review regional technical assistance grants for Career Technical Education (CTE). It will take awhile to get the funding, and they will send us the forms that we have to fill out in terms of what the scope of work will encompass.
- Dr. Nemko reported that she visited Bel Aire Elementary on Monday and will visit Donaldson Way Elementary tomorrow.
- Dr. Nemko reported that the NCOE is having a learning session here at lunch time on Thursday to review the DEI survey and data.
- Dr. Nemko reported that staff is very happy about the services the NCOE provides with regard to mental health services including the Employee Assistance Program (EAP), and reminded the Board that they have access to all of these services too.
- Julie McClure reported on the regional and statewide work the NCOE and Dr. Nemko have done and will be presenting at a variety of different conferences over the coming months.
- Dr. Nemko reported her concern about the antisemitism associated with University of California campuses and ethnic studies. Dr. Nemko noted that she will be talking with Senator Scott Wiener, who heads the Jewish Caucus, about calling the heads of UC campuses into the state legislature to answer the same questions the presidents of the three elite college campuses were recently asked.
- Dr. Nemko reported that the NCOE is sending home for the holidays, with every preschool child, a gift-wrapped book. In addition, students and their families at Camille Creek will receive gifts as well.
- Angela Higdon, Dean | Student Engagement, reported that Camille Creek is very proud of the Golden Bell award they received at CSBA. Ms. Higdon provided an update on some of the many events Camille Creek students have taken part in including an event called Mad City Money in partnership with Travis Credit Union, students cooking and selling tamales made in the culinary kitchen at Camille Creek, and, as part of the trades tour, a group of students went on a tour to the iron workers, plumbing and steam fitters, and electrical workers unions.

- Mrs. Kresge reported that she attended the Legal Symposium for Experienced Board Members at CSBA and listed the topics presented.

4. CONSENT AGENDA ITEMS

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

B. No action was taken on Consent Agenda Item 4.B. (Board Member Compensation).

5. ACTION ITEMS

A. On a motion by Ms. Waldinger and a second by Mrs. Kresge, the Board approved the Napa County Teacher Induction Program Assurances. Ayes - Mr. Parrott, Mrs. Cash, Mr. Donaldson, Mrs. Kresge, Mrs. Biederman, Ms. Waldinger, Mr. Huffman. Noes – None.

B. On a motion by Mrs. Biederman and a second by Mrs. Cash, the Board approved Resolution 2023-23: Outdoor Equity Program with Phillips Elementary School. Ayes - Mr. Parrott, Mrs. Cash, Mr. Donaldson, Mrs. Kresge, Mrs. Biederman, Ms. Waldinger, Mr. Huffman. Noes – None.

6. SCHEDULED MATTER

The Board tabled Scheduled Matter to the next meeting.

7. INFORMATION ITEMS

A. The Personnel Activity Report was presented.

B. At the request of Mr. Huffman and with Board approval, the Board removed Update Ad Hoc Committee Mayacamas Charter Middle School from the agenda.

C. Frank Zotter, School and College Legal Services, advised the Board on matters pertaining to the County Board interest in obtaining special legal counsel (Board Bylaw 9124 – Attorney).

8. FUTURE AGENDA ITEMS

9. NEXT MEETINGS OF THE NAPA COUNTY BOARD OF EDUCATION

The next regular meeting of the Napa County Board of Education will be held Tuesday, January 9, 2024.

10. ADJOURNMENT

There being no further business, the meeting was adjourned at 5:43 p.m.

Respectfully submitted,

Barbara Nemko, Secretary

es

Approved _____ Date _____

**MEETING OF THE NAPA COUNTY BOARD OF EDUCATION
Tuesday, November 7, 2023**

Members present

Jean Donaldson, Gerry Parrott, Janna Waldinger, Jennifer Kresge
Don Huffman, Sindy Biederman

Absent: Ann Cash

1. ORGANIZATION

A. CALL TO ORDER

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

B. FLAG SALUTE

The salute to the Flag was led by Janna Waldinger.

C. PUBLIC PARTICIPATION

President Huffman reviewed 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 Mrs. Biederman. Ayes - Mr. Parrott, Mr. Donaldson, Mrs. Kresge, Mrs. Biederman, Ms. Waldinger, Mr. Huffman. Noes - None.

F. APPROVAL OF MINUTES

The Minutes from the October 3, 2023 meeting were approved on a motion by Mr. Donaldson and a second by Mrs. Biederman. Ayes - Mr. Parrott, Mr. Donaldson, Ms. Waldinger, Mrs. Biederman, Mr. Huffman. Noes - None. *Abstained* - Mrs. Kresge.

G. Public Comment was given.

2. PRESENTATIONS

Jeff Scott, Teacher, Camille Creek, introduced and congratulated Student of the Month, Dulce Ruiz Ayala.

After a brief reception to honor Dulce Ruiz Ayala, the Board resume the meeting.

3. CORRESPONDENCE, COMMUNICATIONS, AND REPORTS

- Mrs. Biederman reported that she attended Donaldson Way Elementary School's first career fair and gave praise to Ms. Ferris, teacher, who spearheaded the event. The careers represented were for law enforcement, fire, Army, guide dogs, and scientists.

- Mrs. Biederman invited the Board and anyone interested to the U.S. Armed Forces Veterans Day celebration at the American Canyon Middle School Gymnasium on November 11 at 11:00 a.m. Mrs. Biederman noted that American Canyon High School, American Canyon Middle School, and Donaldson Way Elementary School will participate in the event.
- Student Board Member, Sebastian Tomas, reported that students at Camille Creek are enjoying the "Fun Friday" events with hour-long lunches prepared by the culinary program and games where everyone participates.
- Dr. Nemko reported that the culinary showcase at Camille Creek included local chefs reviewing menus and sharing food prepared by the students in the culinary program at Camille Creek. Dr. Nemko further reported that the NCOE Cabinet attended the showcase and conducted the monthly meeting at Camille Creek after the event. Dr. Nemko noted that Rotary will come for lunch at Camille Creek on December 6, and the Board is invited to join.
- Dr. Nemko reported that Tammy Lee, Robotics teacher at American Canyon Middle School, was invited to visit and view robots working at Bill Kreslyer's fabrication shop on Mare Island. Ms. Lee is planning a field trip to the Kreslyer & Associates plant to introduce students to these career options.
- Dr. Nemko reminded the Board of the State Board of Education's meeting this week to adopt the 2024-25 LCAP template. Recommendations have been to trim it down, but the equity commission wants to expand it. If the Board thinks we would be better approving a shortened version, ACSA is requesting that everyone call in to voice their opinion. Dr. Nemko reminded the Board that the hardcopy instructions to call in to the meeting are at each Board members seat.
- Dr. Nemko reported that she is working with Napa Valley Education Foundation on an Innovation Summit on February 3 at New Technology High School. The goal is to have teachers be as innovative and up-to-date with technology and project-based learning as possible.
- Dr. Nemko reported that Rotary wanted to do something more directly involved with students, so they came up with volunteer tutoring with reading. Dr. Nemko introduced the Rotary President to community member, Ellyn Elson, who also wanted to encourage community members to become volunteer tutors. Ms. Elson volunteered to develop a structure to make it happen. More information to follow. Dr. Nemko noted she has been in contact with Dr. Mucetti who is on board with the effort. The volunteers will be trained with Lucy Edwards team supported by our grant, and the volunteers will work in the After School program. This is a community push to get our children further along particularly for those are struggling.

4. CONSENT AGENDA ITEMS

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

B. On a motion by Mr. Parrott and a second by Mrs. Waldinger and a second by Mr. Parrott, the Board approved Board Compensation (Ann Cash). *Ayes* – Mr. Parrott, Mrs. Kresge, Ms. Waldinger, Mr. Huffman, Mr. Donaldson, Mrs. Biederman. *Noes* – None.

5. ACTION ITEMS

There were no Actions Items.

6. SCHEDULED MATTER

Mrs. Kresge reviewed and summarized information from the ED source regarding literacy standards for teacher candidates; AB 873 (Berman) Pupil Instruction: Media Literacy: curriculum frameworks; and, Mrs. Kresge noted that the Board received a summary copy of AB 417 (McCarty) Rising Scholars Network: justice-involved students.

7. INFORMATION ITEMS

A. Dr. Nemko presented the Notice of Withdrawal Mayacamas Countywide Middle School Charter Petition sent to us from the Mayacamas Charter Middle School representatives and their Board.

B. The Personnel Activity Report was presented.

C. Mr. Schultz presented the NCOE Salary Schedules and noted they are always posted on our website for the public.

D. Lucy Edwards, Director, Continuous Improvement and Academic Support, reported that the Annual Williams visits were conducted on September 8. There are no findings to report except for a small elementary school playground structure which has since been repaired.

E. Mr. Schultz provided the report and reviewed the process and requirements for the Mayacamas Charter Middle School 2023-24 Charter School 20-Day Attendance certification. The 20-day Attendance Report was certified at the end of October and submitted to the California Department of Education.

F. Ms. Waldinger provided an update from Mayacamas Charter Middle School on current events including enrollment numbers, open enrollment, testing, and professional development opportunities.

Public Comment was given.

G. Board members shared their experiences at the CCBE Conference 2023.

H. Mrs. Kresge provided a brief history of Board Bylaw 9121 President. The main purpose of this summary is to define the term limits of the President and Vice President. The suggestions that were made will be presented at a December special meeting for a second reading and Board approval.

I. Mr. Huffman reminded the Board that the election of officers will take place at the December 12 meeting. Board members expressed interest for holding positions of President, Vice President, or Trustee Representative.

8. FUTURE AGENDA ITEMS

9. NEXT MEETINGS OF THE NAPA COUNTY BOARD OF EDUCATION

A **special zoom meeting** of the Napa County Board of Education will be held Tuesday, December 5, 2023.

The next **regular meeting** of the Napa County Board of Education will be held Tuesday, December 12, 2023.

10. ADJOURNMENT

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

Respectfully submitted,

Barbara Nemko, Secretary
es

Approved _____ Date _____

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

Item 4-A
January 9, 2024

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 9, 2024**, meeting.

Prepared by: Sarah White, Credentials Analyst
1/3/2024

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

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

DATE: Jan. 9, 2024
Item 4-A

NAPA COUNTY
OFFICE OF
EDUCATION

NAME

TYPE

Waiver 72-HR
Public Notice

NAPA VALLEY
UNIFIED SCHOOL
DISTRICT

NAME

TYPE

DOJ cleared

Harvet, Sierra

STSP MS cred

06/20/2023

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

Item 5.A.

DATE 1/9/2024

TITLE: SARC – School Accountability Report Card Approval - DRAFT

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 in DRAFT form as the CDE has yet to provide all information needed. Updated SARC's will be sent out and approval for update requested at the February board meeting.

FUNDING SOURCE: N/A

SPECIFIC RECOMMENDATION: Board Approval

Prepared by: Nancy Dempsey

12/20/2023

Napa County Community

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <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.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	2
Grade 8	11
Grade 9	5
Grade 10	12
Grade 11	28
Grade 12	29
Total Enrollment	87

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	33.3%
Male	65.5%
American Indian or Alaska Native	1.1%
Black or African American	5.7%
Hispanic or Latino	72.4%
White	20.7%
English Learners	33.3%
Foster Youth	1.1%
Homeless	42.5%
Migrant	3.4%
Socioeconomically Disadvantaged	87.4%
Students with Disabilities	33.3%

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

2020-21 Teacher Preparation and Placement

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)	5.00	83.33	5.90	85.51	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	16.67	1.00	14.49	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	6.00	100.00	6.90	100.00	274759.10	100.00

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.

2021-22 Teacher Preparation and Placement

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)	6.00	66.67	6.90	69.70	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.00	33.33	3.00	30.30	11953.10	4.28
Unknown	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	9.00	100.00	9.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	0.00	3.00
Total Out-of-Field Teachers	1.00	3.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	December 2023
--	---------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Freckle ELA Reading with Relevance Program Bright Thinker Digital Curriculum NearPod Interactive Curriculum Elements of Literature, Courses 1-5 Holt/Rinehart and Winston, 2005	Yes	0
Mathematics	Freckle Math Bright Thinker Digital Curriculum 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 Bright Thinker Digital Curriculum 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 Bright Thinker Digital Curriculum Scholastic UpFront Magazine NearPod Interactive Curriculum	Yes	0
Foreign Language	Bright Thinker Digital Curriculum	Yes	0
Health	HealthSmart High School Bright Thinker Digital Curriculum NearPod Interactive Curriculum	Yes	0
Visual and Performing Arts	Weekly art instruction, Edestam ART, Bright Thinker Digital Curriculum		

School Facility Conditions and Planned Improvements

The Camille Creek Community School (Napa Community) campus was built and completed November, 2021. With just over two years 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 are in “good” condition.

Year and month of the most recent FIT report

September 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	9	7.69	9	6.25	47	
Mathematics (grades 3-8 and 11)	0	0	0	0	33	

2022-23 CAASPP Test Results in ELA by Student Group

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

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.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	42	40	95	5	8
Female	13	13	100	0	25
Male	28	27	96	4	0
American Indian or Alaska Native					
Asian					
Black or African American	0	0			
Filipino					
Hispanic or Latino	32	30	94	6	0
Native Hawaiian or Pacific Islander	0	0			
Two or More Races	0	0			
White	7	7	100	0	
English Learners	12	11	92	8	0
Foster Youth	0	0			
Homeless	16	15	94	6	14
Military	0	0			
Socioeconomically Disadvantaged	37	35	95	5	9
Students Receiving Migrant Education Services	0	0			
Students with Disabilities	11	10	91	9	

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	42	39	93	7	0
Female	13	12	92	8	0
Male	28	27	96	4	0
American Indian or Alaska Native					
Asian					
Black or African American	0	0			
Filipino					
Hispanic or Latino	32	29	91	9	0
Native Hawaiian or Pacific Islander					
Two or More Races					
White	7	7	100		0
English Learners	11	12	92	8	0
Foster Youth	0	0			
Homeless	16	14	88	12	0
Military	0	0			
Socioeconomically Disadvantaged	37	34	92	8	0
Students Receiving Migrant Education Services	0	0			
Students with Disabilities	11	10	91	9	0

CAASPP Test Results in Science for All Students

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

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	0		0		29.47	

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	27	25	93	7	0
Female	10	10	100	0	0
Male	16	15	94	6	0
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	24	22	92	8	0
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners	12	11	92	2	0
Foster Youth	0	0			
Homeless					
Military	0	0			
Socioeconomically Disadvantaged	24	22	92	8	0
Students Receiving Migrant Education Services	0	0			
Students with Disabilities	7	6	86	14	0

2022-23 Career Technical Education Programs

Camille Creek offers two Career Technical Education pathways: Culinary and Shop/Welding, both taught by 1.0 FTE CTE credentialed teachers.

- 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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	30
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	18
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	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
Grade 5	0	0	0	0	0
Grade 7	5	5	5	5	5
Grade 9	3	3	3	3	3

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.

2023-24 Opportunities for Parental Involvement

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 send out two surveys where all parents are invited to offer feedback regarding both their student's experience as well as their own in relation to school practices. We have an open-door policy and parents regularly stop in to meet with administrators, family liaisons, and teachers. We have an Instagram and Facebook page as well as ParentSquare to apprise parents of goings on at school. Parents are contacted bi-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.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	24.3	15.6		26.3	14.7		9.4	7.8	
Graduation Rate	54.1	56.3	59	52.6	58.8	52	83.6	87.0	86.4

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	39	20	51.3
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino	31		45.2
Native Hawaiian or Pacific Islander			
Two or More Races	1		
White	4		
English Learners	15		40
Foster Youth	3		
Homeless	16		68.8
Socioeconomically Disadvantaged	36		50
Students Receiving Migrant Education Services			
Students with Disabilities	10		

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	94		18	50
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American	5		1	
Filipino				
Hispanic or Latino	72		14	27
Native Hawaiian or Pacific Islander	1			
Two or More Races	1			
White	20		3	
English Learners	35		9	
Foster Youth	3		1	
Homeless	37		7	
Socioeconomically Disadvantaged	88		16	56
Students Receiving Migrant Education Services				
Students with Disabilities	32		8	

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	5	31	31	5	26	22		3.1	3.5
Expulsions	0	0	0	0	0	0			

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	33	0
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino	31	
Native Hawaiian or Pacific Islander		
Two or More Races		
White	32	
English Learners	38	
Foster Youth		
Homeless	28	
Socioeconomically Disadvantaged	30	
Students Receiving Migrant Education Services		
Students with Disabilities	31	

2023-24 School Safety Plan

Our comprehensive School Safety Plan is revised annually. The next revision will be sent to the board for approval in February 2024. 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 FIT 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, HeartSaver/AED kit and EpiPens for the main office. We use StopIt anonymous safety app installed on all student Chromebooks as well as QR codes posted throughout the school for use on cell phones. Camille Creek has a finger-scan automated attendance system and utilizes ParentSquare with the school community for important updates and emergency alerts.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	5		
Mathematics	21	5		
Science	21	5		
Social Science	21	5		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	5		
Mathematics	12	5		
Science	12	5		
Social Science	12	5		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	4		
Mathematics	19	4		
Science	19	4		
Social Science	19	4		

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$42,200	\$17,701	\$24,499	\$84,622
District	N/A	N/A	\$44,897	\$84,622
Percent Difference - School Site and District	N/A	N/A	-58.8	0.0
State	N/A	N/A		\$88,508
Percent Difference - School Site and State	N/A	N/A		-4.5

Fiscal Year 2022-23 Types of Services Funded

1. Full-time Bilingual Social Worker
2. Full-time Bilingual Interventions Coordinator (MFT) who works with family and students
3. Full-time 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, 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).

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,539	\$41,090
Mid-Range Teacher Salary	\$75,760	\$86,955
Highest Teacher Salary	\$93,881	140,353
Average Principal Salary (Elementary)	N/A	
Average Principal Salary (Middle)	N/A	
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
-----------------------------------	---

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	13

Professional Development

Professional learning objectives include but are not limited to:
 Individualized learning platforms best practices
 Social Emotional Learning and Wellness
 Read With Relevance coaching
 Technology training including GoGuardian, NearPod, and GoogleClassroom
 De-escalation and Positive Behavior Intervention and Support

Professional Development

Safety/Emergency/Crisis Training
Trauma-informed instructional practices
Restorative Justice

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Crossroads School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <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.

2023-24 School Contact Information

School Name	Crossroads School
Street	212 Walnut St
City, State, Zip	Napa, CA, 94559
Phone Number	707-253-6817
Principal	Nancy Dempsey
Email Address	ndempsey@napacoe.org
School Website	
County-District-School (CDS) Code	28102802830073

2023-24 District Contact Information

District Name	Napa County Office of Education
Phone Number	707-253-6800
Superintendent	Dr. Barbara Nemko
Email Address	bnemko@napacoe.org
District Website	www.napacoe.org

2023-24 School Description and Mission Statement

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 career exploration, coordinated mental health services with Napa County Probation, assisting students in accessing their innate source of creativity through arts education, and opportunities for students to engage in prosocial activities.

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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	1
Grade 9	1
Grade 10	3
Grade 11	3
Grade 12	5
Total Enrollment	13

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	7
Male	93
Hispanic or Latino	77
Two or More Races	8
White	15
English Learners	46
Foster Youth	0
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	100%
Students with Disabilities	23

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

2020-21 Teacher Preparation and Placement

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)	0.90	100.00	5.90	85.51	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.00	14.49	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	0.90	100.00	6.90	100.00	274759.10	100.00

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.

2021-22 Teacher Preparation and Placement

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)	0.90	100.00	6.90	69.70	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.00	30.30	11953.10	4.28
Unknown	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	0.90	100.00	9.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2024	
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 Freckle ELA	Yes	0

	NearPod interactive lessons Bright Thinker Digital Curriculum		
Mathematics	Freckle Math Algebra 1, Globe Fearon/Pacemaker, 2005 Coding, code.org Bright Thinker Digital Curriculum	Yes	0
Science	Earth Science, AGS 2004 Biology, AGS, 2004 Bright Thinker Digital Curriculum Scholastic Science World NearPod interactive lessons Lego Mindstorm kits	Yes	0
History-Social Science	United States History, AGS, 2005 Bright Thinker Digital Curriculum World Geography and Cultures Globe Fearon/Pacemaker, 2002 United States Government, AGS 2005 Economics, AGS, 2005 NearPod interactive lessons	Yes	0
Foreign Language	Bright Thinker		
Health	HealthSmart High School NearPod Interactive Curriculum	Yes	0
Visual and Performing Arts	Weekly art instruction, Nimbus Arts		

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.

Year and month of the most recent FIT report

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	--		8.6	6.25	47	
Mathematics (grades 3-8 and 11)	--		0	0	33	

2022-23 CAASPP Test Results in ELA by Student Group

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

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.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	8	8	100	0	
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	8	8	100	0	
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

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

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)			0	0	29.47	

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	4	4	100	0	
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 Career Technical Education Programs

We did not offer CTE classes during the 22-23 school year.

2022-23 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	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
Grade 9	0	0	0	0	0

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.

2023-24 Opportunities for Parental Involvement

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. Parents work with the Child Family Team to set goals and create an individualized plan for students to return to school and community upon release.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	--	--		26.3	14.7		9.4	7.8	
Graduation Rate	--	--		52.6	58.8	51.3	83.6	87.0	

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions			2.2		26.5	21.6			
Expulsions	0	0	0	0	0	0	0	0	0

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

The facility is maintained by the Napa County Probation Department. School staff engage in professional development regarding de-escalation and trauma informed education. Juvenile hall staff provide security during the classroom time.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	1		
Mathematics	10	1		
Science	10	1		
Social Science	10	1		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	1		
Mathematics	13	1		
Science	13	1		
Social Science	13	1		

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	0.2
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	0.2
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$87,512	\$23,542	\$63,970	\$84,622
District	N/A	N/A	\$57,018	\$84,622
Percent Difference - School Site and District	N/A	N/A	11.5	0.0
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2022-23 Types of Services Funded

Instructional Assistant supports teacher and students in the classroom
 Chromebook and digital technology support including digital curriculum and internet monitoring
 Art enrichment with local artist from Nimbus arts
 Therapy/counseling and enrichment provided by probation department

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,539	\$41,090
Mid-Range Teacher Salary	\$75,760	\$86,955
Highest Teacher Salary	\$93,881	\$140,353
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
-----------------------------------	---

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	13

Professional Development

Professional learning objectives include:
 Individualized learning platforms best practices
 Social Emotional Learning and Wellness
 Read With Relevance coaching
 Technology training including GoGuardian, NearPod, and GoogleClassroom
 De-escalation and Positive Behavior Intervention and Support

Professional Development

Safety/Emergency/Crisis Training
Trauma-informed instructional practices
Restorative Justice

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

SARC Data

SARC Data Updated by LEA

- SARC Input Sections Overview
- School Information
- District Information
- School Overview
- Opportunities for Parental Involvement
- School Safety Plan
- School Facility Conditions and Planned Improvement
- Textbooks
- Expenditures per Pupil
- Types of Services Funded
- California Physical Fitness Test Participation
- Professional Development
- CTE (Grades 9-12 Only)

CDE SARC Data Populated by DTS

- Student Enrollment by Grade Level
- Student Enrollment by Student Group
- Teacher Preparation and Placement
- Teachers Without Credentials and Misassignments
- Credentialed Teachers Assigned Out-of-Field
- Class Assignments
- California Assessment of Student Performance and Progress (CAASPP) Test Results in English language arts/literacy (ELA) and Mathematics for All Students
- CAASPP Test Results in ELA by Student Group
- CAASPP Test Results in Mathematics by Student Group
- CAASPP Test Results in Science for All Students
- CAASPP Test Results in Science by Student Group
- Career Technical Education (CTE) Participation
- Course Enrollment/Completion for University of California (UC) and/or California State University (CSU) Admission Requirements
- Dropout Rate and Graduation Rate (Four-Year Cohort Rate)
- Graduation Rate by Student Group
- Chronic Absenteeism by Student Group
- Suspensions and Expulsions
- Suspensions and Expulsions by Student Group
- Average Class Size and Class Size Distribution (Elementary)
- Average Class Size and Class Size Distribution (Secondary)
- Ratio of Pupils to Academic Counselor
- Student Support Services Staff
- Expenditures Per Pupil and School Site Teacher Salaries
CDE provides State Expenditures Per Pupil (Unrestricted), and District and State Average Teacher Salary data. The remaining data is to be provided by the LEA.
- Teacher and Administrative Salaries
- Advanced Placement (AP) Courses

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

TO: Napa County Board of Education

DATE: January 9, 2024

FROM: John Zikmund, Human Resources

RE: Personnel Activity

BOARD ITEM: 7A

NEW CERTIFICATED EMPLOYEE

None

NEW CLASSIFIED EMPLOYEE

Ruchita Bedi – Business Process Analyst, Community Programs

CHANGE IN ASSIGNMENT

Lindsey Estes – Sr. Site Coordinator to Program Coordinator II, Community Programs

Edith Pescio – Family Support Liaison/Translator, Camille Creek to Site Coordinator, Community Programs

RESIGNATION

None

RETIREMENT ANNOUNCEMENTS

None

TERMINATION

None

LAYOFF/NON-RELECTS/TEMPORARY RELEASE NOTICES

None

POSITION VACANCIES

Instructional Assistant - College and Career Readiness

Early Childhood Education Assistant II (3) – Early Childhood Services

Child Development Teacher (3) – Early Childhood Services

Associate Child Development Teacher (1) – Early Childhood Services

Special Education Coordinator - Early Childhood Services

Program Coordinator I – College and Career Readiness

Curriculum and Instruction Manager – Continuous Improvement and Academic Support

Special Education Teacher – Early Childhood Services Infant Program

Instructional Support Specialist – Camille Creek

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

Item: 7.C.
January 9, 2024
Board Meeting

TITLE: Review AB 2158 Ethics Training Requirements for Local Education Agencies

HISTORY:

AB 2158, enacted in 2022, requires board members and other specified local education agency (LEA) officials to receive ethics training at least once every two years. The first round of training must occur prior to January 1, 2026. Under NCOE's current conflict of interest policy, all NCOE Directors, the County Superintendent, and the Associate and Deputy Superintendents will need to be trained in addition to the Board.

The training must be at least two hours long, and it must cover laws related to conflict of interest, gift and travel restrictions, government transparency, and fair process and other related topics.

Training is available from a variety of sources, including School and College Legal Services of California (SCLSCal), CSBA, and NBSIA's online training platform.

CURRENT PROPOSAL:

Review the attached SCLSCal memo detailing the requirements of 2158, and provide guidance to staff on desired timing and vendor to provide training to the Board.

FUNDING SOURCE: General Fund

PREPARED BY:

Josh Schultz, Deputy Superintendent
1/4/24



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5350 Skylane Boulevard
Santa Rosa, CA 95403

Tel: (707) 524-2690
Fax: (707) 578-0517
santarosa@sclscal.org
www.sclscal.org

General Counsel
Jennifer E. Nix

Attorneys
Jennifer Henry
Nancy L. Klein
Damara L. Moore
Jessica E. Ozalp
Steven P. Reiner
Kaitlyn A. Schwendeman
Leah M. Smith
Loren W. Soukup
Erin E. Stagg

Of Counsel
Robert J. Henry
Frank Zotter, Jr.

LEGAL UPDATE

October 11, 2022

To: Superintendents, Member School Districts (K-12)

From: Damara Moore, Senior Associate General Counsel *DM*

Subject: Local Educational Agencies Soon Must Provide Ethics Training to “Local Agency Officials”
Memo No. 24-2022

On September 13, 2022, Governor Newsom approved Assembly Bill 2158 (“AB 2158”), adding required ethics training, already mandated for some government officials, to the obligations of “local agency officials” of school districts, county offices of education, and charter schools (collectively “local educational agencies” or “LEAs”).¹

Effective Date

This obligation will not go into effect for these agencies and their officials until January 1, 2025. Local agency officials should receive ethics training before January 1, 2026, and at least once every two (2) years thereafter. Excluded are officials whose term of office ends before January 1, 2026.²

Who is Required to Take Ethics Training

As of January 1, 2025, LEAs must provide information on training available to meet ethics training requirements to its “local agency officials” at least once annually.

AB 2158 defined “local agency official” as any of the following:

- (1) A member of a local agency legislative body or an elected local agency official who receives any type of compensation, salary, or stipend or

¹ For full bill, see here: https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2158;

² A local agency official who serves more than one local agency shall satisfy the ethics training requirement once every two years without regard to the number of local agencies with which the official serves. (Cal. Gov. Code § 53235.1.)



reimbursement for actual and necessary expenses incurred in the performance of official duties.

(2) An employee designated by a local agency governing body to receive the training specified under this article.

(3) A member of the governing board of a school district, a county board of education, or the governing body of a charter school, whether or not that member receives any type of compensation, salary, or stipend or reimbursement for actual and necessary expenses incurred in the performance of official duties.³

Therefore, policies should be updated by January 1, 2025, to denote any positions the LEA wishes to designate as required to receive ethics training. Furthermore, note that all board members, regardless of whether they receive any compensation for the office they hold, must receive this training.⁴

Content of Training

The training will need to be relevant to the particular officials' public service as well as cover general ethical principles; last a minimum of two hours; and address the following ethics laws, which include, "but are not limited to," the following:

(1) Laws relating to personal financial gain by public servants, including, but not limited to, laws prohibiting bribery and conflict-of-interest laws.

(2) Laws relating to claiming perquisites of office, including, but not limited to, gift and travel restrictions, prohibitions against the use of public resources for personal or political purposes, prohibitions against gifts of public funds, mass mailing restrictions, and prohibitions against acceptance of free or discounted transportation by transportation companies.

(3) Government transparency laws, including, but not limited to, financial interest disclosure requirements and open government laws.

(4) Laws relating to fair processes, including, but not limited to, common law bias prohibitions, due process requirements, incompatible offices, competitive bidding requirements for public contracts, and disqualification from participating in decisions affecting family members.⁵

Therefore, LEAs should work with their providers of trainings and their Risk Management consultants to ensure all ethics trainings contain the requisite content listed above, with a focus on applying such laws to matters which might arise within an LEA. Furthermore, if an entity develops curricula to satisfy the requirements of AB 2158, then the Fair Political Practices Commission and the Attorney General must be consulted regarding the sufficiency and accuracy of the proposed course content.⁶

³ Cal. Gov. Code § 53524(c).

⁴ *Id.* See also Cal. Gov. Code § 53235(a).

⁵ Cal. Gov. Code § 53234(d); Cal. Gov. Code § 53235(b)

⁶ When reviewing any proposed course content the Fair Political Practices Commission and the Attorney General shall not preclude an entity from also including local ethics policies in the curricula. (Cal. Gov. Code § 53235.)



The trainings may be multi-part (i.e. the two hour training need not be completed in a single two-hour session) and may be satisfied by self-study materials with tests upon the subject matter. Courses may be taken at home, in-person, or online.⁷

Record Keeping

A provider of training courses to meet these requirements must maintain records that include:

- (1) The dates that local officials satisfied the requirements of this article.
- (2) The entity that provided the training.

The LEA must maintain these records for at least five years after local officials receive the training, and they are subject to Public Records Act requests.⁸

We anticipate that our office and most LEAs' Risk Management consultants will develop training materials and curricula that meet these requirements.

This is a state-mandated program and therefore LEAs are eligible for reimbursement.

Please contact our office with questions regarding this Legal Update or any other legal matter.

The information in this Legal Update is provided as a summary of law and is not intended as legal advice. Application of the law may vary depending on the particular facts and circumstances at issue. We, therefore, recommend that you consult legal counsel to advise you on how the law applies to your specific situation.

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⁷ Cal. Gov. Code § 53235(d).

⁸ See Cal. Gov. Code § 6250 *et. seq.*

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

Item: 7.D.
January 9, 2024
Board Meeting

TITLE: Review of Board Bylaw 9005 Governance Standards

HISTORY:

Board Bylaw 9005: Governance Standards outlines expectations for Board Members related to the conduct of their governance function. Napa County Office of Education's bylaw is in alignment with CSBA's recommendation.

Sonoma County Office of Education's Board Bylaw 9005 has also been included upon request. It includes one additional item under the section on effective operation as well as an additional section on ethics.

CURRENT PROPOSAL:

Board to review and discuss the attached NCOE Board Bylaw 9005 Governance Standards as well as the example from Sonoma County Office of Education.

FUNDING SOURCE: n/a

PREPARED BY:

Julie McClure, Associate Superintendent
1/4/24

Board Bylaw 9005: Governance Standards

Status: ADOPTED

Original Adopted Date: 01/06/2004 | **Last Revised Date:** 01/05/2021 | **Last Reviewed Date:** 01/05/2021

The County Board of Education believes that its primary responsibility is to act in the best interests of every student in every school or program operated by the County Office of Education. The County Board also has major commitments to parents/guardians, all members of the community, employees, the state of California, laws pertaining to public education, and established policies of the county office. To maximize County Board effectiveness and public confidence in its governance, County Board members are expected to govern responsibly and hold themselves to the highest standards of ethical conduct.

The County Board expects its members to work with each other and with the County Superintendent of Schools and staff to ensure that a high-quality education is provided to students in county office schools and/or programs, and that high-quality services are provided to school districts within the jurisdiction of the County Office and to the community. Each individual County

Board member shall:

1. Keep learning and achievement for all students as the primary focus
2. Value, support and advocate for public education
3. Recognize and respect differences of perspective and style on the County Board and among staff, students, parents/guardians and the community
4. Act with dignity, and understand the implications of demeanor and behavior
5. Keep confidential matters confidential
6. Participate in professional development and commit the time and energy necessary to be an informed and effective leader
7. Understand the distinctions between County Board, County Superintendent and staff roles, and refrain from performing management functions that are the responsibility of the County Superintendent and staff
8. Understand that authority rests with the County Board as a whole and not with individual County Board members

County Board members also shall assume collective responsibility for building unity and creating a positive organizational culture. To operate effectively, the County Board shall have a unity of purpose and:

1. Keep focused on student learning and achievement, as well as the role of the county office in providing services to school districts and the community
2. Work collaboratively with the County Superintendent
3. Communicate a common vision
4. Operate openly, with trust and integrity
5. Govern in a dignified and professional manner, treating everyone with civility and respect
6. Govern within County Board-adopted policies and procedures
7. Take collective responsibility for the County Board's performance
8. Periodically evaluate its own effectiveness
9. Ensure opportunities for the diverse range of views in the community to inform County Board deliberations

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Management Resources References

Description

California County Boards of Education Publication	County Board Member Handbook: A Guide to Effective Governance, 2015
CSBA Publication	Professional Governance Standards for County Boards, October 2014
Website	CSBA - https://simbli.eboardsolutions.com/SU/W3QxkK2FPsDsQBnMIENxGg==
Website	California County Boards of Education - https://simbli.eboardsolutions.com/SU/mBYiSVbPfsIshozMvDPid7e3A==

State References

Description

Ed. Code 1040	Duties and responsibilities; county boards of education
Ed. Code 1042	County boards; authority
Ed. Code 35160-35160.1	Authority of county boards
Gov. Code 1090	Financial interest in contract
Gov. Code 1098	Disclosure of confidential information
Gov. Code 1125-1129	Incompatible activities
Gov. Code 54950-54963	The Ralph M. Brown Act - https://simbli.eboardsolutions.com/SU/Zh2Bb3plus0XDQweT5vBx4GSg==
Gov. Code 87300-87313	Conflict of interest code - https://simbli.eboardsolutions.com/SU/YaQbxMYA749OVplusgURs6YDA==

Cross References

Description

9012	Board Member Electronic Communications - https://simbli.eboardsolutions.com/SU/Yynqf9QOX49v8L0BrlQc2g==
9121	President - https://simbli.eboardsolutions.com/SU/a5QKpluszzB6h8ON40clkzoCg==
9230	Orientation - https://simbli.eboardsolutions.com/SU/Z74qDUZdX6aQtHz9hldftQ==
9323.2	Actions By The Board - https://simbli.eboardsolutions.com/SU/uf4Gp2dtYAtMGXGq7YPWxA==
9324	Minutes And Recordings - https://simbli.eboardsolutions.com/SU/87plus61agNr5zC5hAORbtQEw==

Board Bylaw 9005: Governance Standards

Status: ADOPTED

Original Adopted Date: 01/09/2003 | **Last Revised Date:** 10/06/2016

The primary responsibility of the Sonoma County Board of Education is to act in the best interests of every student in every school or program operated by the County Office of Education. The members of the County Board of Education have a duty to represent students, constituents, and the educational community. The County Board also has major commitments to parents/guardian, all members of the community, employees, the State of California, laws pertaining to public education, and established policies of the County Board of Education. To maximize County Board effectiveness and public confidence in its governance, County Board members are expected to govern responsibly, and hold themselves to the highest standards of ethical conduct, and provide stewardship of public resources.

County Board members are expected to work with each other and with the County Superintendent of Schools to ensure that a high-quality and equitable education is provided to all students in County Office schools and programs and that high-quality services are provided to the community and to the school districts within the jurisdiction of the County Office.

Each individual County Board member shall:

1. Keep learning and achievement for all students as a primary focus
2. Value, support and advocate for public education
3. Recognize and respect differences of perspective and style on the County Board and among staff, students, parents/guardians and the community
4. Act with dignity, and understand the implications of demeanor and behavior
5. Keep confidential matters confidential
6. Participate in professional development and commit the time and energy necessary to be an informed and effective leader
7. Understand that authority rests with the County Board as a whole and not with individual County Board members
8. Endeavor to understand the distinctions between County Board and County Superintendent responsibilities, and staff roles. Refrain from performing management functions that are the responsibility of the County Superintendent and staff

The County Board shall endeavor to foster a positive organizational culture that promotes the following standards:

1. Keep focus on student learning and achievement, as well as the role of the County Office in providing services to school districts and the community
2. Support and encourage County Office services to local school districts, the community and regional educational consortiums
3. Work in partnership with the County Superintendent of Schools
4. Communicate a common vision
5. Operate openly, with trust and integrity
6. Govern in a dignified and professional manner, treating everyone with civility and respect
7. Govern within the law and County Board-adopted policies and procedures
8. Take collective responsibility for the County Board's performance
9. Periodically evaluate the effectiveness of the County Board of Education based upon the annually adopted goals and objectives
10. Ensure opportunities for the diverse range of views and encourage community interest and participation in

subjects within the Board's jurisdiction.

Ethics

Each individual County Board member is expected to adhere to the following principles:

1. Equity in attitude

- a. To be fair, just, and impartial in all decisions and actions.
- b. To accord others the respect we wish for ourselves.
- c. To encourage expressions of different opinions and listen with an open mind to others' ideas.

2. Trustworthiness in stewardship

- a. To be accountable to the public by representing Board and Superintendent policies, programs, priorities and progress accurately.
- b. To be responsive to the community by seeking its involvement in appropriate Board affairs and by communicating its priorities and concerns.
- c. To work to ensure prudent and accountable use of Board and Superintendent resources.
- d. To make no personal promise or take private action that may compromise performance of responsibilities.

3. Honor in Conduct

- a. To tell the truth
- b. To share views while working for consensus
- c. To respect the majority decision as the decision of the Board
- d. To base decisions on law, rules, and fact rather than supposition, opinion, or public favor

4. Integrity of character

- a. To refuse to surrender judgment to any individual or group at the expense of the Board as a whole
- b. To consistently uphold all applicable laws, rules, policies, and governance procedures
- c. To keep confidential information that is privileged by law or that will needlessly harm the Board or Superintendent if disclosed.

5. Commitment to service

- a. To focus attention on fulfilling the Board's responsibilities of goal setting, policy making and program evaluation.
- b. To diligently prepare for and attend Board meetings.
- c. To avoid personal involvement in activities the law or the Board has delegated to the County Superintendent.
- d. To seek continuing education that will enhance the ability to fulfill duties effectively.

6. Student-centered focus

To be continuously guided by what is best for all students of the County.

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

Item: 7.E.
January 9, 2024
Board Meeting

TITLE: Review County Superintendent Roles and Responsibilities

HISTORY:

The role of the Napa County Superintendent of Schools is outlined in the policies referenced below. The County Superintendent serves in multiple capacities in her role as County Superintendent of Schools.

CURRENT PROPOSAL:

Board to review and discuss the attached SP 2110 County Superintendent Responsibilities and Duties; SP 2111 County Superintendent Governance Standards; and, Board Bylaw 9123.1 Clerk and Executive Office of the Board.

FUNDING SOURCE: n/a

PREPARED BY:

Julie McClure, Associate Superintendent
1/4/24

Superintendent Policy 2110: County Superintendent Responsibilities And Duties

Status: ADOPTED

Original Adopted Date: 02/18/2021 | **Last Reviewed Date:** 02/18/2021

The Napa County Board of Education desires to establish a productive working relationship with the Napa County Superintendent of Schools and to ensure that the work of the County Superintendent is focused on student learning and achievement and the attainment of the Napa County Office of Education's (NCOE) vision and goals. The County Board also desires to provide a fair basis for holding the County Superintendent accountable. The responsibilities of the County Superintendent are detailed in law, in the County Superintendent's contract, and throughout Board policies and administrative regulations.

The County Board shall clarify expectations and goals for the County Superintendent at the beginning of every evaluation year.

As the chief executive officer of the NCOE, the County Superintendent shall implement all County Board decisions and manage the instructional and noninstructional operations of the schools. The County Superintendent also serves as a member of the NCOE's governance team and has responsibilities to support County Board operations and decision making.

The County Superintendent may delegate any of his/her responsibilities and duties to other NCOE staff, but he/she remains accountable to the County Board for all areas of operation under the County Superintendent's authority.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Notice References

Description

Unique Policy

This policy is unique to the district/COE and is not connected to an existing CSBA sample policy or included in regular quarterly updates from CSBA.

Superintendent Policy 2111: County Superintendent Governance Standards

Status: ADOPTED

Original Adopted Date: 02/18/2021 | **Last Reviewed Date:** 02/18/2021

The Napa County Board of Education recognizes that effective Napa County Office of Education (NCOE) governance requires strong collaboration and teamwork with the Napa County Superintendent of Schools (County Superintendent). Because the County Board and County Superintendent each have their unique roles and responsibilities, both contribute to the responsible governance of the NCOE and the quality of education provided to the community's students.

The County Superintendent is expected to hold himself/herself to the highest standards of ethical conduct and professionalism.

To support the County Board in the governance of the NCOE, the County Superintendent:

1. Promotes the success of all students and supports the efforts of the County Board to keep the NCOE focused on learning and achievement
2. Values, advocates and supports public education and all stakeholders
3. Recognizes and respects the differences of perspective and style on the County Board and among staff, students, parents/guardians and the community and ensures that the diverse range of views inform County Board decisions
4. Acts with dignity, treats everyone with civility and respect, and understands the implications of demeanor and behavior
5. Serves as a model for the value of lifelong learning and supports the County Board's continuous professional development
6. Works with the County Board as a "governance team" and assures collective responsibility for building a unity of purpose, communicating a common vision and creating a positive organizational culture
7. Recognizes that the County Board/County Superintendent governance relationship is supported by the management team in the NCOE
8. Understands the distinctions between County Board and staff roles, and respects the role of the County Board as the representative of the community
9. Understands that authority rests with the County Board as a whole; provides guidance to the County Board to assist in decision-making; and provides leadership based on the direction of the County Board as a whole
10. Communicates openly with trust and integrity, including providing all members of the County Board with equal access to information and recognizing the importance of both responsive and anticipatory communications
11. Accepts leadership responsibility and accountability for implementing the vision, goals and policies of the NCOE

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Notice References

Description

Unique Policy

This policy is unique to the district/COE and is not connected to an existing CSBA sample policy or included in regular quarterly updates from CSBA.

Board Bylaw 9123.1: ^Clerk Of The Board And Executive Officer

Status: ADOPTED

Original Adopted Date: 10/23/1990 | **Last Revised Date:** 11/07/2017 | **Last Reviewed Date:** 01/05/2021

The Superintendent

The Napa County Superintendent of Schools is Clerk of the Board and Executive Officer of the Board. (Education Code 1010(<https://simbli.eboardsolutions.com/SU/o4woM7ux2Jl8XhdXalmKuQ==>))

Attendance at Meetings

The Superintendent shall attend all open meetings of the Board and be granted the privilege of taking part in its deliberations. The Superintendent may attend such closed sessions as is appropriate. (Education Code 1042(<https://simbli.eboardsolutions.com/SU/6AxNNMaTIQslshPBzpluf5VqMg==>))

Duties

As Clerk of the Board and Executive Officer, the Superintendent shall prepare an agenda in consultation with the Board President, record the actions, maintain official minutes, report on the condition of the schools, recommend action and enforce the rules of the Board and carry out the actions adopted by the Board.

In such capacity, the Superintendent or designee shall maintain all adopted County Office of Education policies and adopted revisions, including dates. (Education Code 1240(<https://simbli.eboardsolutions.com/SU/sMhSoCSRRrtYqL1slshjTNs3A==>))

Executive Officer

As executive officer of the Board, the Superintendent shall be the professional adviser to the Board in the formulation of policies for the county school program, and as the executor of the policies adopted by the Board shall guide and support the Board on compliance with the statutes, regulations and policies. (Education Code 1010(<https://simbli.eboardsolutions.com/SU/o4woM7ux2Jl8XhdXalmKuQ==>))

Informing the Board and Public

The Superintendent shall keep the Board and the public informed on the status of the school districts' educational programs in Napa County and make such recommendations for change and improvements as he or she believes desirable for the welfare of the county educational program. (Education Code 1260(<https://simbli.eboardsolutions.com/SU/C2vNZexXcGV1qGlGZtJlQ==>))

Educational Developments

The Superintendent shall inform the County Office of Education on educational developments that relate to the policies of the Board. (Education Code 1010(<https://simbli.eboardsolutions.com/SU/o4woM7ux2Jl8XhdXalmKuQ==>))

Administer the School Program

The Superintendent shall administer the county school program efficiently and honestly. (Education Code 1010(<https://simbli.eboardsolutions.com/SU/o4woM7ux2Jl8XhdXalmKuQ==>))

Employment of Staff

The Superintendent shall employ a professional staff to assist in carrying out Board policies, and give professional leadership in the constant upgrading of his/her staff.

Board approval shall be required for those employment matters set forth in the Education Code.

Presentation of Matters

The Superintendent shall prepare and present to the Board for its approval all matters required or permitted by statutes, or where in the discretion of the Superintendent, the approval of the Board is necessary or appropriate. (Education Code 1010(<https://simbli.eboardsolutions.com/SU/o4woM7ux2Jl8XhdXalmKuQ==>))

Annual Report

The Superintendent may prepare an annual report of the state of the schools in Napa County for the County Office of Education. (Education Code 1240(<https://simbli.eboardsolutions.com/SU/sMhSoCSRRrtYqL1slshjTNs3A==>))

Increase of Salary, Remuneration, Benefits, or Pension of a County Superintendent of Schools

The County Superintendent of Schools shall not increase his or her salary, financial remuneration, benefits, or pension in any manner or for any reason without bringing the matter to the attention of the County Office of Education for its discussion at a regularly scheduled public meeting of the Board and without the approval of the County Office of Education. (Education Code 1209(<https://simbli.eboardsolutions.com/SU/vZ8iBm7SlmRd8lcOYa8umg==>))

(cf. 2111(<https://simbli.eboardsolutions.com/SU/f2KttTsnYGtplus6MI2L8Qmw==>) - Superintendent Governance Standards)

(cf. 2121(<https://simbli.eboardsolutions.com/SU/X9v4tpluscBN5TNqATOJZnCaw==>) - Salary of Napa County Superintendent of Schools)

(cf. 2140(<https://simbli.eboardsolutions.com/SU/ZiqwQaf9PrpMLcWEe4PI1A==>) - Evaluation of the Superintendent)

No Right of Voting

The County Superintendent shall not have the privilege of voting on matters before the Board. (Robert's Rules of Order, Article X, Section 59)

Vacancy in Office of Superintendent

In the event of a vacancy in the office of Superintendent, the Board shall exercise its authority to fill the vacancy as authorized by Education Code 1042(<https://simbli.eboardsolutions.com/SU/6AxNNMaTIQslshPBzppplusf5VqMg==>) (e) and Board Rule 104.20. (Education Code 1042(<https://simbli.eboardsolutions.com/SU/6AxNNMaTIQslshPBzppplusf5VqMg==>))

1. The Board shall fill by appointment any vacancy that occurs during the term of office of the County Superintendent of Schools. The appointment shall be made in public session at a duly noticed special or regular meeting. The appointee shall hold office until the office is filled by election at the next gubernatorial election.

2. During any interim period between the occurrence of a vacancy in the office of the county superintendent of schools and the date when the Board appoints a successor, the then designated chief deputy or highest ranking official shall continue to perform with the assistance of any other then designated deputies, all of the business, legal, governmental, or educational duties of the office. In no event shall the chief deputy or any other deputy use the title of interim or acting superintendent unless specifically authorized to do so by the Board. (Education Code 1042(<https://simbli.eboardsolutions.com/SU/6AxNNMaTIQslshPBzppplusf5VqMg==>) : Government Code 24000(<https://simbli.eboardsolutions.com/SU/OoEBGJ4yFCplus0d0tMslshZALJQ==>) , 24105)

Legal Reference:

EDUCATION CODE

1010(<https://simbli.eboardsolutions.com/SU/o4woM7ux2Jl8XhdXalmKuQ==>) Ex Officio Secretary

1042(<https://simbli.eboardsolutions.com/SU/6AxNNMaTIQslshPBzppplusf5VqMg==>) Additional Powers

1209(<https://simbli.eboardsolutions.com/SU/vZ8iBm7SlmRd8lcOYa8umg==>) Increase of Salary, Remuneration, Benefits, or Pension of a County Superintendent of Schools

1240(<https://simbli.eboardsolutions.com/SU/sMhSoCSRRrtYqL1slshjTNs3A==>) General Duties; Reports

1260(<https://simbli.eboardsolutions.com/SU/C2vNZexXcGVilqGlGZtJlQ==>) Powers to Promote Advancement of Education

35025 Secretary and Bookkeeper

GOVERNMENT CODE

24000 County Officers

24105 Deputies

Management Resources

CSBA PUBLICATIONS

CSBA Professional Governance Standards, 2000

Maximizing School Board Leadership: Boardsmanship, 1996

Roberts Rules of Order, Article X, Section 59

WEB SITES

CSBA: <http://www.csba.org>(<https://simbli.eboardsolutions.com/SU/endNqaxyiGQAmOk5HoBoUw==>)

Bylaw NAPA COUNTY OFFICE OF EDUCATION

adopted: October 23, 1990 Napa, California

revised: January 6, 2004

revised: March 1, 2011

revised: November 7, 2017

revised: January 5, 2021

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Notice References

Description

Unique Policy

This policy is unique to the district/COE and is not connected to an existing CSBA sample policy or included in regular quarterly updates from CSBA.