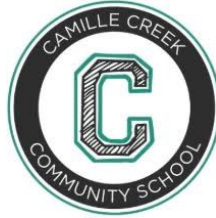


Napa County Community

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	8	9	6	47	46
Mathematics (grades 3-8 and 11)	0	0	0	0	33	34

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			0	0	0
Asian			0	0	0
Black or African American	0	0	--	--	--
Filipino			0	0	0
Hispanic or Latino	32	30	94	6	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	7	7	100	0	--
English Learners	12	11	92	8	0
Foster Youth	0	0	0	0	0
Homeless	16	15	94	6	14
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	35	95	5	9
Students Receiving Migrant Education Services	0	0	--	--	--
Students with Disabilities	11	10	91	9	0.00

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	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	32	29	91	9	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	7	7	100	--	0
English Learners	11	12	92	8	0
Foster Youth	0	0	0	0	0
Homeless	16	14	88	12	0
Military	0	0	0	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)	0.00	0.00	0.00	0.00	29.47	30.29

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	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	24	22	92	8	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	12	11	92	2	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	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	50	26.3	14.7	50	9.4	7.8	8.2
Graduation Rate	54.1	56.3	40	52.6	58.8	40.6	83.6	87	86.2

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	23	11	47.8
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	31	8	45.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	1	--	--
White	4	--	--
English Learners	15	4	40
Foster Youth	3	--	--
Homeless	16	--	68.8
Socioeconomically Disadvantaged	36	10	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	106	18	50
Female	34	32	20	62.5
Male	83	73	45	61.6
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	1	0	0	0.0
Asian	0	0	0	0.0
Black or African American	5	5	1	60.0
Filipino	0	0	0	0.0
Hispanic or Latino	72	82	14	27
Native Hawaiian or Pacific Islander	1	0	0	0.0
Two or More Races	1	1	1	100.0
White	20	18	3	66.7
English Learners	35	36	9	66.7
Foster Youth	3	2	1	100.0
Homeless	37	45	7	66.7
Socioeconomically Disadvantaged	88	97	16	56
Students Receiving Migrant Education Services	3	3	2	66.7
Students with Disabilities	32	33	8	57.6

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	1.68	32.61	33.05	2.74	26.46	23.30	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	33	0
Female	26.47	0
Male	36.14	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	31	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	32	0
English Learners	38	0
Foster Youth	0	0
Homeless	28	0
Socioeconomically Disadvantaged	30	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	31	0

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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

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	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

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)	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	
Percent Difference - School Site and District	N/A	N/A	-58.8	0.0
State	N/A	N/A	\$7,607	
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
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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.	0

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

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