

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

The Napa County Board of Education will hold a regular meeting on Tuesday, February 4, 2025, 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

- 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: February 4, 2025 03:30 PM Pacific Time (US and Canada)

Topic: NCOE February 4 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 :

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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 – January 14, 2025 Regular Meeting and January 14, 2025 Board Retreat
- 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. Camille Creek Student of the Month, Aneudy “Ricky” Guia Tello (Angela Higdon, Assistant Principal, Camille Creek Community School)
- B. Proclamation and Recognition American Canyon High School Coach Trevor Hudson and Varsity Football Team for winning the State Championship (Sindy Biederman, Board Trustee)
- C. Empowering Future Leaders with SkillsUSA (Lori Gonzalez, Pathway Coach, College and Career Readiness and Angela Higdon, Assistant Principal, Juvenile Court and Community Schools)
- D. FCMAT Charter Oversight Update (Roslynne Manansala-Smith, FCMAT)
- E. Bina Lefkovitz, President, Association of California County Boards of Education (ACCBE), Introduction and Upcoming Events (virtual presentation). (Jennifer Kresge, Board Member)

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 2025-03: 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 for 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 Juvenile Court and Community School Comprehensive School Safety Plan. The Board will be asked to approve the Juvenile Court and Community School Comprehensive School Safety Plan. (Nancy Dempsey, Director, Juvenile Court and Community Schools).
- B. Board Approval LCAP Mid-Year Report. The Board will be asked to approve the LCAP Mid-Year Report. (Nancy Dempsey, Director, Juvenile Court and Community Schools).
- C. Board Approval Napa County Board of Education Literacy for All Resolution 2025-04. The Board will be asked to approve the Napa County Board of Education Literacy for All Resolution 2025-04. (Barbara Nemko, Superintendent).
- D. Board Approval to Rescind Board Policy 0470: COVID-19 Mitigation Plan. The Board will be asked to approve rescinding Board Policy 0470: COVID-19 Mitigation Plan. (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. (Gerry Parrott, Board Trustee)

7. INFORMATION ITEMS

- A. Personnel Activity Report: vacancies, listing of personnel appointments, terminations, transfers, etc. (Julie McClure, Associate Superintendent)
- B. Update New Administration's Executive Actions Changes Pertaining to Schools and Community (Josh Schultz, Deputy Superintendent)
- C. Update from the Personnel Standing Committee (Jean Donaldson, Board Trustee)
- D. Update Legislative Agenda 2025 (Barbara Nemko, Superintendent)
- E. Discussion for potential new design format for Board Agenda (Janna Waldinger, Board Trustee)

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 March 4, 2025.

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 31, 2025. Informational material is available for review at the NCOE.

Ellen Sitter, Recording Secretary

NCOE Board of Education

**MEETING OF THE NAPA COUNTY BOARD OF EDUCATION
Tuesday, January 14, 2025**

Members present

Jean Donaldson, Janna Waldinger, Don Huffman, Gerry Parrott, Sindy Biederman, Jennifer Kresge, Nadine Wade-Gravett, Ernie Villalvazo Diaz

1. ORGANIZATION

A. CALL TO ORDER

President Waldinger 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 Waldinger reviewed the instructions for public participation via teleconference.

D. WELCOME TO VISITORS

Visitors were welcomed to the meeting.

E. APPROVAL OF AGENDA

On a motion by Mrs. Kresge and a second by Mr. Donaldson, the Agenda for the January 14, 2025 meeting was approved. *Ayes* – Mr. Vallalvazo Diaz, Mr. Donaldson, Mrs. Wade-Gravett, Mrs. Biederman, Mr. Parrott, Mrs. Kresge, Ms. Waldinger, Mr. Huffman. *Noes* – None.

F. OATH OF OFFICE

The re-elected Board member, Jennifer Kresge, was sworn-in by Barbara Nemko.

G. APPROVAL OF MINUTES

On a motion by Mrs. Biederman and a second by Mr. Parrott, the Minutes from December 16, 2024 were amended to include at *Item 3. Future Agenda Items*, ACHS Football Coach and Team recognition at a future meeting. *Ayes* – Mr. Vallalvazo Diaz, Mr. Donaldson, Mrs. Wade-Gravett, Mrs. Biederman, Mrs. Kresge, Mr. Parrott, Ms. Waldinger, Mr. Huffman. *Noes* – None.

H. There was no public comment.

2. PRESENTATIONS

- A. Michael Ash, Partner, Christy White and Associates, presented NCOE's audit report for the period ending June 30, 2024. Mr. Ash announced the report has been given an unmodified opinion.

- B. Board Approval of Annual Audit Report: on a motion by Mrs. Kresge and a second by Mrs. Biederman, the Board approved the NCOE's audit report for the period ending June 30, 2024. *Ayes* – Mr. Vallalvazo Diaz, Mr. Donaldson, Mrs. Wade-Gravett, Mrs. Biederman, Mrs. Kresge, Mr. Parrott, Ms. Waldinger, Mr. Huffman. *Noes* – None.
- C. Dr. Barbara Nemko delivered a PowerPoint presentation on the Science of Reading.

3. CORRESPONDENCE, COMMUNICATIONS, AND REPORTS

- Mrs. Biederman reported that she attended a virtual session through CSBA on the Governor's budget projections and offered to send Ellen Sitter the PowerPoint to share with the Board.
- Dr. Nemko reported on Liberated Ethnic Studies being considered as an H requirement in the California university system and noted that the Academic Senate will vote on this requirement in April.
- Dr. Nemko announced that she will present a session on the Leadership Component of Introducing Structured Literacy at the upcoming ACSA conference.
- Dr. Nemko reported that Mayacamas Countywide Middle School is introducing additional resources to enhance student outcomes.
- Dr. Nemko reported that Ellyn Elson has recruited volunteer tutors who are currently tutoring at Shearer Elementary. Dr. Nemko invited the Board Members to sign up as tutors if they are interested.
- Dr. Nemko reported that Mrs. Biederman volunteered to help ACHS teacher Alma Gonzalez prepare for the decathlon. Dr. Nemko invited other Board Members to help with the decathlon if they are interested in doing so.
- Dr. Nemko thanked Mr. Donaldson for standing in for the Howell Mountain Elementary School Board and voting at the recent Howell Mountain Elementary School Board meeting.
- Mrs. Waldinger announced that she appointed three Board Members, Jean Donaldson, Jennifer Kresge, and Gerry Parrott to serve on the Personnel Standing Committee on Board Policy 2121.

4. CONSENT AGENDA ITEMS

- A. On a motion by Mr. Huffman and a second by Mrs. Kresge, the Board approved Consent Agenda Item 4.A. (Temporary County Certificates). *Ayes* – Mr. Villalvazo Diaz, Mr. Donaldson, Mrs. Biederman, Mr. Parrott, Mrs. Wade-Gravett, Ms. Waldinger, Mrs. Kresge, 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 Mr. Huffman and a second by Mrs. Wade-Gravett, the Board approved the School Accountability Reported Card (SARC). Ayes - Mr. Villalvazo Diaz, Mr. Donaldson, Mrs. Biederman, Mr. Parrott, Ms. Waldinger, Mrs. Kresge, Mrs. Wade-Gravett, Mr. Huffman. Noes – None.
- B. On a motion by Mrs. Wade-Gravett and a second by Mr. Donaldson, the Board approved Board Policy 6158 and Administrative Regulation 6158 Independent Study. Ayes – Mr. Villalvazo Diaz, Mr. Donaldson, Mrs. Biederman, Mr. Parrott, Ms. Waldinger, Mrs. Kresge, Mrs. Wade-Gravett, Mr. Huffman. Noes – None.
- C. On a motion by Mr. Huffman and a second by Mr. Parrott, the Board approved Resolution 2025-02 Establishing Institutional Membership in the Association of California County Boards of Education (ACCBE). Ayes – Mr. Villalvazo Diaz, Mr. Donaldson, Mrs. Biederman, Mr. Parrott, Ms. Waldinger, Mrs. Kresge, Mrs. Wade-Gravett, Mr. Huffman. Noes – None.
- D. On a motion by Mr. Huffman and a second by Mr. Parrott, the Board approved the Association of California County Boards of Education (ACCBE) Institution Annual Membership Dues in the amount of \$1,825.00 (01/01/2025 – 12/31/2025). Ayes – Mr. Villalvazo Diaz, Mr. Donaldson, Mrs. Biederman, Mr. Parrott, Ms. Waldinger, Mrs. Kresge, Mrs. Wade-Gravett, Mr. Huffman. Noes – None.

6. SCHEDULED MATTER

Mr. Parrott reported on AB 1955 (SAFETY Act) signed into law on July 15, 2024, as well as the proposed Bills AB 49 and SB 48.

7. INFORMATION ITEMS

- A. The Personnel Activity Report was presented.
- B. Mr. Schultz reported no complaints under the Williams Uniform Complaints Procedures Quarterly Report.
- C. Mr. Schultz presented the Budget Calendar noting the Preliminary Budget will be brought to the Board for review and approval in April.

- 8. FUTURE AGENDA ITEMS:** 1) ACCBE President Bina Lefkovitz virtual presentation; 2) ACHS Football Coach Recognition; 3) Mission Statement on Board Agenda; and, 4) Legislative Agenda for review.

9. NEXT MEETING OF THE NAPA COUNTY BOARD OF EDUCATION

The next regular meeting of the Napa County Board of Education will be held Tuesday, February 4, 2025.

10. ADJOURNMENT

There being no further business, the meeting was adjourned at 5:30 p.m.

Respectfully submitted,
Barbara Nemko, Secretary
es

Approved _____ Date _____

SPECIAL MEETING BOARD RETREAT OF THE NAPA COUNTY BOARD OF EDUCATION
Tuesday, January 14, 2025

Members present

Gerald Parrott, Jean Donaldson, Sindy Biederman, Nadine Wade-Gravett, Don Huffman, Jennifer Kresge, Janna Waldinger, Ernie Vallalvazo Diaz

1. ORGANIZATION

A. CALL TO ORDER

President Janna Waldinger called the meeting to order at 9:00 a.m.

B. FLAG SALUTE

The salute to the Flag was led by Ellen Sitter.

C. PUBLIC PARTICIPATION

President Waldinger read the instructions for public participation.

D. WELCOME TO VISITORS

Visitors were welcomed to the meeting.

E. APPROVAL OF AGENDA

On a motion by Mr. Huffman and a second by Mr. Parrott, the agenda was approved. Ayes – Mr. Parrott, Mr. Donaldson, Mr. Huffman, Mrs. Wade-Gravett, Mrs. Kresge, Mrs. Biederman, Ms. Waldinger, Mr. Vallalvazo Diaz. Noes – None.

F. COMMENTS BY THE PUBLIC

There were no comments from the public.

2. BOARD RETREAT – Susan Decker

Susan Decker, Independent Consultant, facilitated the Napa County Board of Education Board Retreat for Board members and leadership staff.

NEXT MEETING OF THE NAPA COUNTY BOARD OF EDUCATION

The next regular meeting of the Napa County Board of Education will be on Tuesday, February 4, 2025 at 3:30 p.m.

3. ADJOURNMENT

There being no further business, the meeting was adjourned at 3:04 p.m.

Respectfully submitted,

Barbara Nemko, Secretary
es

Approved _____ Date _____

MEETING OF THE NAPA COUNTY BOARD OF EDUCATION
Tuesday, December 10, 2024

Members present

Jean Donaldson, Janna Waldinger, Don Huffman, Sindy Biederman,
Nadine Wade-Gravett, Jennifer Kresge, Ernie Vallalvazo Diaz
Member absent: Gerry Parrott

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 Ernie Diaz.

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

On a motion by Ms. Waldinger and a second by Mrs. Kresge the Agenda for the December 10, 2024 meeting was amended to include *Item 9. Next Meeting of the Napa County Board of Education* to be held December 16, 2024. *Ayes* – Mr. Diaz, Mr. Donaldson, Mrs. Wade-Gravett, Mrs. Biederman, Ms. Waldinger, Mr. Huffman, Mrs. Kresge. *Noes* – None.

F. APPROVAL OF THE MINUTES

On a motion by Mrs. Wade-Gravett and a second by Mrs. Biederman, the Board approved the Minutes from November 12, 2024. *Ayes* – Mr. Diaz, Mr. Donaldson, Mrs. Wade-Gravett, Mrs. Biederman, Ms. Waldinger, Mr. Huffman, Mrs. Kresge. *Noes* – None.

G. PUBLIC COMMENT

Public Comment was given.

2. PRESENTATIONS

- A. Jeff Scott, Teacher, introduced Camille Creek Student of the Month, Guillermo Mendoza and summarized Guillermo's accomplishments in the culinary program and his plans for the future.

The Board took a short break to celebrate Guillermo Mendoza's Student of the Month recognition.

- B. Dr. Carolynne Beno, Fiscal Crisis Management Assistance Team (FCMAT), provided demographic data and information for the Mayacamas Charter Middle School. Dr. Beno further reviewed academic and other performance data from the California Dashboard for the school that was open last year.

Public Comment was given.

3. CORRESPONDENCE, COMMUNICATIONS, AND REPORTS

- Mrs. Biederman reported that American Canyon High School varsity football team is on its way to the finals. ACHS is the first NVUSD football team to win state title.
- Mrs. Kresge reported on a speaker who presented on wellness at the CSBA conference. Mrs. Kresge emphasized the importance of the social/emotional connection topic.
- Mr. Donaldson reported attending the wellness presentation at the CSBA conference and recognizing the presentation's importance.
- Ms. Waldinger reminded the Board to introduce themselves at local civic events and dignitary conferences to let them know you are an elected official of the Napa County Board of Education.
- Dr. Nemko introduced Greg Weinarth who was part of the original Napa Business Education Partnership which installed cable throughout Napa County to provide wired internet connectivity to the community.
Mr. Weinarth presented an historical perspective on the process used to construct this system.
- Dr. Nemko reported that the NCOE was awarded a grant for \$710,000 to provide regional technical assistance and support related to the Children and Youth Behavioral Health Initiative.
- Dr. Nemko reported that she is now the legislative policy representative for ACSA for our region.
- Dr. Nemko reported that the State Superintendent asked the NCOE to develop a tracker for the *Move the Needle* initiative.
- Dr. Nemko reported that she attended a presentation at CSBA on how to reassure schools and the community with concerns about what might happen with the new federal administration. Dr. Nemko further reported that she attended a presentation on *Attendance Matters* and *Absenteeism*.
- Dr. Nemko attended the BANJO event (Bay Area Network of Jewish Elected Officials) to discuss the vote happening on December 12 at the University of California. The UC is considering adding an "H" to the currently required A-G requirements to enter a UC. Dr. Nemko noted that the H requirement requires every student who enters the UC system to take a course in Liberated Ethnic Studies; not state approved.
- Dr. Nemko reported on the Golden Bell awarded to the preschool for their program *NIP Plays*.
- Mr. Vallalvazo Diaz reported on school events and activities at Camille Creek.

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. Villalvazo

Diaz, Mr. Donaldson, Mrs. Biederman, Mrs. Wade-Gravett, Ms. Waldinger, Mrs. Kresge, Mr. Huffman. *Noes – None.*

B. On a motion by Ms. Waldinger and a second by Mrs. Kresge, the Board approved Consent Agenda Item 4.B. (Board Compensation – Gerry Parrott). *Ayes – Mr. Villalvazo Diaz, Mr. Donaldson, Mrs. Biederman, Mrs. Wade-Gravett, Ms. Waldinger, Mrs. Kresge, Mr. Huffman. Noes – None.*

5. ACTION ITEMS

On a motion by Ms. Waldinger and a second by Mr. Donaldson, the Board approved the 2024-25 First Interim Budget Report. *Ayes – Mr. Villalvazo Diaz, Mr. Donaldson, Mrs. Biederman, Mrs. Wade-Gravett, Ms. Waldinger, Mrs. Kresge, Mr. Huffman. Noes – None.*

6. SCHEDULED MATTER

Mrs. Kresge reported that the legislature is not in place at this time.

7. INFORMATION ITEMS

- A. The Personnel Activity Report was presented.
- B. Ms. McClure presented a First Reading on Board Policy 6158 and Administrative Regulation 6158 Independent Study. Board Policy 6158 and Administrative Regulation 6158 Independent Study will be presented for Board approval at the January meeting.
- C. Mrs. Kresge updated the Board on ACCBE and asked the Board to complete and submit the survey.
- D. Mr. Huffman requested an update on the Board Retreat at the December 16 meeting.

8. FUTURE AGENDA ITEMS: 1) Science of Reading presentation; 2) Board Action ACCBE Annual Membership Dues; 3) Resolution Establishing ACCBE Membership; and, 4) Proclamation for ACHS Football Team - February 4, 2025 meeting.

9. NEXT MEETING OF THE NAPA COUNTY BOARD OF EDUCATION

The next regular meeting of the Napa County Board of Education will be held Monday, December 16, 2024.

10. ADJOURNMENT

There being no further business, the meeting was adjourned at 6:12 p.m.

Respectfully submitted,
Barbara Nemko, Secretary
es

Approved _____ Date _____

**MEETING OF THE NAPA COUNTY BOARD OF EDUCATION
Tuesday, December 16, 2024**

Members present

Jean Donaldson, Janna Waldinger, Don Huffman, Sindy Biederman,
Nadine Wade-Gravett, Gerry Parrott
Remote attendance: Jennifer Kresge
Absent: Ernie Vallalvazo Diaz

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 Julie McClure.

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

On a motion by Ms. Waldinger and a second by Mr. Parrott, the Agenda for the December 16, 2024 meeting was amended to add additional items under *Item 2.A. Information Items*. Roll Call Vote: Ayes – Mr. Donaldson, Mrs. Wade-Gravett, Mrs. Biederman, Mr. Parrott, Ms. Waldinger, Mr. Huffman, Mrs. Kresge. Noes – None.

F. OATH OF OFFICE

The re-elected Board members, Jean Donaldson, Gerry Parrott, and Sindy Biederman, were sworn-in by Barbara Nemko. Mrs. Kresge will be sworn-in at the January 14, 2025 meeting.

G. ELECTION OF OFFICERS

The Board elected the following officers for the coming year:

President – Janna Waldinger – nominated by Don Huffman and seconded by Jennifer Kresge. Roll Call Vote: Ayes - Mr. Donaldson, Ms. Waldinger, Mrs. Wade-Gravett, Mrs. Biederman, Mr. Parrott, Mr. Huffman, Mrs. Kresge. Noes – None.

Vice President – Jean Donaldson – nominated by Jennifer Kresge and seconded Gerry Parrott. Roll Call Vote: Ayes - Mr. Donaldson, Mrs. Wade-Gravett, Mrs. Biederman, Mr. Parrott, Ms. Waldinger, Mr. Huffman, Mrs. Kresge. Noes – None.

Trustee Representative – Gerry Parrott – nominated by Jennifer Kresge and seconded by Janna Waldinger. Roll Call Vote: *Ayes* - Mr. Donaldson, Mrs. Wade-Gravett, Mrs. Biederman, Mr. Parrott, Ms. Waldinger, Mr. Huffman, Mrs. Kresge. *Noes* – None.

H. ESTABLISHMENT OF MEETING TIME/DATE and 2025 Board Calendar

On a motion by Mrs. Kresge and a second by Mr. Huffman, the Board approved the proposed board meeting calendar for 2025 with the amendment to change the July meeting date to July 8, 2025 and to change the December meeting date to December 15, 2025. Roll Call Vote: *Ayes* - Mr. Donaldson, Mrs. Wade-Gravett, Mrs. Biederman, Mr. Parrott, Ms. Waldinger, Mr. Huffman, Mrs. Kresge. *Noes* – None.

I. PUBLIC COMMENT

There were no comments from the public.

2. INFORMATION ITEMS

- A. Dr. Nemko provided a handout with suggested topics for the Board Retreat agenda which included facilitator Susan Decker's suggestions. Dr. Nemko asked the Board to send topic ideas for the agenda to Ellen Sitter by January 2, 2025.
- B. Dr. Nemko reported that our annual audit for 2023-24 has been completed and no findings reported.
- C. Dr. Nemko reported, with regard to last year's test scores for Mayacamas' students, and in keeping with our goal to make sure we are doing everything we can to assure that the students are making up the gap; we will bring consultants in to help the teachers and staff on both school culture, school engagement, and lesson development.
- D. Dr. Nemko reported on the UC Academic Senate postponing the vote to adopt Liberated Ethnic Student as a requirement for admission to UC to April 2025. The efforts she and others are proposing to stop it from being approved will continue.
- E. Dr. Nemko reported on discussions happening to raise money for the Dollywood Foundation to send bilingual books, free of charge, to every child in the county from birth to age five.
- F. Dr. Nemko reported that the American Canyon Middle School robotics teacher, Tammy Lee, came to Camille Creek last week with a member of the City of Napa Police department and a member of the Napa County Sheriff's department to do an introduction for the students about a program called the California Cadet Academy. The academy introduces students to some of the STEM careers that don't necessarily require a four-year college degree.
- G. Dr. Nemko reported that Kelsey Petithomme, SELPA Director, held a meeting with the up-valley superintendents last week for the purpose of figuring out what to do when we have a student with rare and high-cost disability, and we have no

appropriate placement. The up-valley superintendents are figuring out a way to develop local programs within the county.

- H. Dr. Nemko reported that Napa County Reads is scheduled for March 6, 2025 to showcase the book *A Work in Progress*. The author will be at Silverado Middle School and at an up-valley location to be determined.
- I. Dr. Nemko presented a painting donated to the NCOE, by a veteran from the Verteran's Home of California in Yountville, in thanks to the AmeriCorps members for decorating the Veteran's Home for the holidays.
- J. Mrs. Kresge reported on ACCBE and the proposal for the ACCBE dues of \$1,800 per year. Mrs. Kresge encouraged the Board to make a decision as the Board will vote on the membership and dues at the January meeting.

3. FUTURE AGENDA ITEMS

4. NEXT MEETING OF THE NAPA COUNTY BOARD OF EDUCATION

The next regular meeting and Board Retreat of the Napa County Board of Education will be held Tuesday, January 14, 2025.

5. ADJOURNMENT

There being no further business, the meeting was adjourned at 4:21 p.m.

Respectfully submitted,
Barbara Nemko, Secretary
es

Approved _____ Date _____

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

**A Proclamation Honoring American Canyon High School's CIF Division
5-A 2024 State Championship Football Team**

WHEREAS, the hard work, dedication, talent and exceptional team chemistry of the 2024 American Canyon High School Wolves football team has enabled these student athletes to earn the CIF Division 5-A state title; and

WHEREAS, the win is the first state championship victory in the history of American Canyon High School football; and

WHEREAS, the win is the first state football title in the history of Napa County football; and

WHEREAS, led by Head Coach Trevor Hudson and coaching staff, the American Canyon High School Football Team achieved incredible success in their 2024 season; and

WHEREAS, team members, parents, faculty, and the student body of American Canyon High School were integral in guiding the team to victory through their unwavering support; and

WHEREAS, exceptional sportsmanship, integrity, and character were demonstrated by student varsity athletes; and

WHEREAS, the American Canyon High School football team accomplished numerous accolades and records this season including: 2024 Scholar Athlete Championship (Varsity team GPA 3.3); 2024 NCS Champions; 2024 CIF Regional Champions; 2024 CIF State Champions; 13 All League Players; 2 All State Nominations; Most Points scored in state Championship final; First team in school history to go 8-0; 1 State Champion in NVUSD history; and

WHEREAS, winning the 2024 State Championship in High School Football brought honor to American Canyon High School and the community members of Napa County; and

NOW, THEREFORE, BE IT PROCLAIMED, that the Napa County Board of Education, on this 4th day of February 2025, does hereby recognize and congratulate American Canyon High School and the CIF Division 5-A 2024 State Championship Football Team on its outstanding accomplishment.

Barbara Nemko, Ph.D.
Clerk of the Board

Janna Waldinger
Board President

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

Items: 2.D.
February 4, 2025

TITLE:

FCMAT Charter Oversight Update

HISTORY:

NCOE is contracting with the Fiscal Crisis Management Assistance Team (FCMAT) to conduct oversight of MCMS for the 2024-25 fiscal year. Roslynn Manansala-Smith from FCMAT will present a review of Mayacamas Charter Middle School's 2023-24 audit, as well as Mayacamas Countywide Middle School's 2024-25 LCAP and First Interim report.

FUNDING SOURCE:

General Fund.

SPECIFIC RECOMMENDATION:

Information.

Prepared by: FCMAT / Joshua Schultz
January 31, 2025

FCMAT

FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

Charter School Oversight

Roslynn Manansala-Smith, CFE

February 4, 2025



Agenda

- Fiscal Oversight Activities & Updates
- MCMS-2 2024-25 LCAP & First Interim Report Review
 - Multiyear Projection
 - Student Enrollment
 - Unduplicated Pupil Percentage
 - Ending Net Position & Cash Balance
- Recommendations
- Next Steps

Fiscal Oversight Activities

- The Fiscal Crisis and Management Assistance Team (FCMAT) reviewed the following:
 - Mayacamas Charter Middle School's (MCMS-1)'s 2023-24 audit.
 - Mayacamas Countywide Middle School's (MCMS-2's) 2024-25 First Interim Financial Report and 2024-25 Local Control and Accountability Plan (LCAP).

Fiscal Oversight Activities (cont.)

- FCMAT reviewed MCMS-2's 2024-25 LCAP and provided minor technical recommendations on the Local Control Funding Formula (LCFF) Budget Overview for Parents (BOP), increased or improved services section, and expenditure tables.
- FCMAT reminded MCMS-2 to present its midyear annual update to the LCAP and LCFF BOP to the charter school's board on or before February 28.
- FCMAT sent an oversight letter summarizing its and NCOE's review of MCMS-2's 2024-25 first interim financial report and LCAP.

Fiscal Oversight Update

2023-24 Audit

Mayacamas **Charter** Middle School

Charter School Audits

- Charter schools must file their audits with their respective county superintendent, the California Department of Education, and the state controller by December 15 (Education Code [EC] 41020(h)(1)).
- The governing board of each charter school board shall review the annual audit at a public meeting, including any exceptions, recommendations or findings issued by the auditor (EC 41020.3(a)). The board must also review any descriptions of corrections or plans to correct any exceptions or findings.
 - The 2023-24 audit report was presented to MCMS-1's governing board, the Napa Foundation for Options in Education (NFOE), for approval at its December 5, 2024 meeting.

Review of MCMS-1's 2023-24 Audit

- The charter school had \$100,313 in net assets in the 2023-24 fiscal year.
- The charter school adhered to the compliance requirements outlined in the [2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting](#).
- The auditor did not identify any material weaknesses in internal control* over financial reporting.**
- The charter school did not have any audit findings.

*The term "internal controls" refers to the procedures and protocols used by an organization to protect its assets and ensure efficient operations.

**The auditor does not express an opinion on the effectiveness of the organization's internal control.

MCMS-1 2023-24 Audit: Subsequent Events & Nonoperation Notes

- The auditor acknowledged that NFOE voluntarily suspended MCMS-1's operations on August 31, 2024.
- The NFOE board may take action to transfer MCMS-1's net assets to MCMS-2.
- The MCMS-1 had no outstanding federally restricted funds owed to government agencies, and no donated materials and property were required to be returned.
- A formal plan for transferring all remaining assets and liabilities from MCMS-1 to MCMS-2 has not yet been determined.

Fiscal Oversight Update

2024-25 LCAP & First Interim Report Review

Mayacamas **Countywide** Charter School

Local Control & Accountability Plans

- Charter schools must develop an LCAP* and submit both the plan and its annual update to their respective authorizer by July 1 (EC 47604.33(a)(2)).
- Each charter school must hold a public hearing for the adoption of its LCAP, using a template prescribed by the State Board of Education (EC 47606.5(a)). The LCAP, including the annual update of goals and actions, should be designed to achieve the goals outlined in the charter school's petition.
 - At the request of FCMAT and NCOE, MCMS-2 held a public hearing, and the NFOE governing board formally adopted MCMS-2's 2024-25 LCAP at its December 5 board meeting.

*An LCAP is a three-year plan that outlines an LEA's goals, planned actions, and budget allocations to improve student outcomes.

First Interim Financial Reports

- Charter schools must submit their first interim financial report to their authorizers by December 15 (EC 47604.32 and 47604.33).
 - The first Interim financial report should reflect charter school activity from July 1 through October 31.
 - The MCMS-2 submitted its first interim financial report to NCOE by the December 15 deadline.

MCMS-2 2024-25 First Interim Report

	2024-25 October Budget (Combined)* B	2024-25 First Interim Budget (Combined)* C	Difference (C-B) D	Difference as a Percentage (D÷B) E
1 REVENUES				
2 LCFF Sources	1,409,550	1,368,479	-41,071	-3%
3 Federal Revenues	72,242	75,933	3,691	5%
4 Other State Revenues	387,448	380,293	-7,155	-2%
5 Other Local Revenues	132,920	133,414	494	0%
6 TOTAL REVENUES	2,002,160	1,958,119	-44,041	-2%
7 EXPENDITURES				
8 Certificated Salaries	747,739	777,646	29,907	4%
9 Classified Salaries	156,965	157,373	408	0%
10 Employee Benefits	151,345	192,497	41,152	27%
11 Books and Supplies	189,567	198,025	8,458	4%
12 Service, Other Operating	646,067	603,821	-42,246	-7%
13 Capital Outlay	6,854	6,854	-	0%
14 Other Outgo	7,594	5,194	-2,400	-32%
15 TOTAL EXPENDITURES	1,906,131	1,941,410	35,279	
16 NET INCREASE or DECREASE	96,029	16,709	-79,320	-83%
17 Adjusted Beginning Balance	-	-	-	
18 ENDING NET POSITION	96,029	16,709	-79,320	-83%

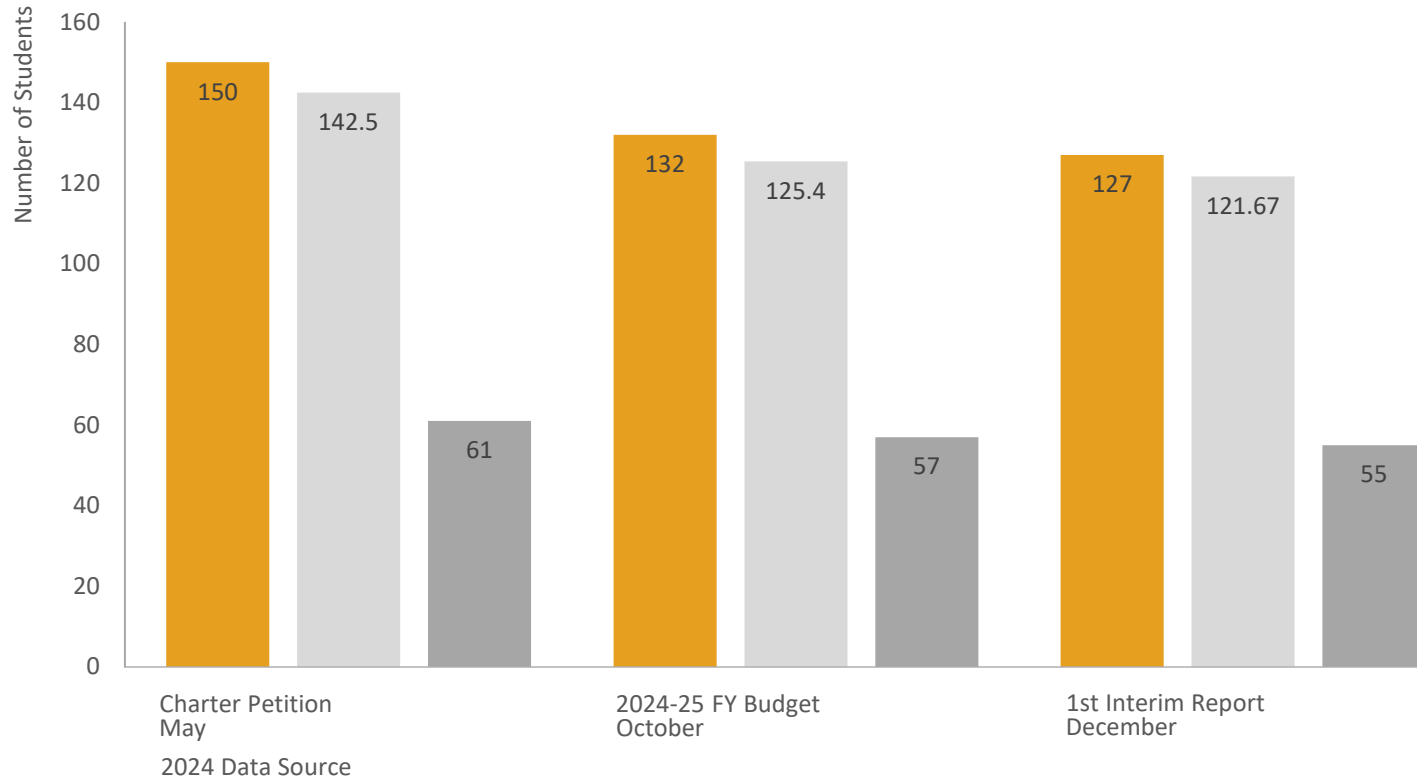
*The 2024-25 October Budget and the 2024-25 First Interim Budget include both unrestricted and restricted revenues and expenditures.

MCMS-2 Multiyear Projection

Multi-Year Projection		2024-25	2025-26	2026-27
1	REVENUES			
2	LCFF Sources	1,368,479	2,378,766	3,003,155
3	Federal Revenues	75,933	174,061	238,857
4	Other State Revenues	380,293	437,446	537,047
5	Other Local Revenues	133,414	171,380	210,330
6	TOTAL REVENUES	1,958,119	3,161,653	3,989,389
7	EXPENDITURES			
8	Certificated Salaries	777,646	952,173	1,555,562
9	Classified Salaries	157,373	256,337	367,841
10	Employee Benefits	192,497	265,747	454,923
11	Books and Supplies	198,025	399,390	509,835
12	Service, Other Operating	603,821	756,231	862,896
13	Capital Outlay	6,854	-	-
14	Other Outgo	5,194	23,333	-
15	TOTAL EXPENDITURES	1,941,410	2,653,211	3,751,057
16	NET INCREASE or DECREASE	16,709	508,442	238,332
17	Adjusted Beginning Balance	-	16,709	525,151
18	ENDING NET POSITION	16,709	525,151	763,483

MCMS-2 Student Enrollment

Enrollment | ADA | UPC



The charter school's estimated enrollment stands at 127 students, falling short of the 150-student projection in its petition.

Sources: Mayacamas Countywide Middle charter petition, 2025-26 fiscal year budget and first interim report.

MCMS-2 Ending Net Position & Cash Balance in 2024-25

- The charter school does not project a deficit in 2024-25, meaning it is not spending more than it receives.
- The charter school projects an ending net position of \$16,709 in 2024-25.
 - Based on the total projected expenditures, the charter school would need to have an ending net position of approximately \$107,000 to meet the 5% minimum reserve for economic uncertainties required by its memorandum of understanding with NCOE.
- It projects an ending cash balance of \$103,583 in 2024-25.
- The charter school has an outstanding short-term loan of \$116,000 in 2024-25.

MCMS-2 Ending Net Position & Cash Balance in 2025-26 & 2026-27

- The charter school does not project a deficit in 2025-26 and 2026-27.
- The projected ending net position is:
 - \$525,151 in 2025-26.
 - \$763,483 in 2026-27.
- The charter school anticipates meeting the 5% minimum reserve for economic uncertainties in 2025-26 and 2026-27.
- The charter school projects a **positive** ending cash balance for 2025-26 and 2026-27.

Recommendations for MCMS-2

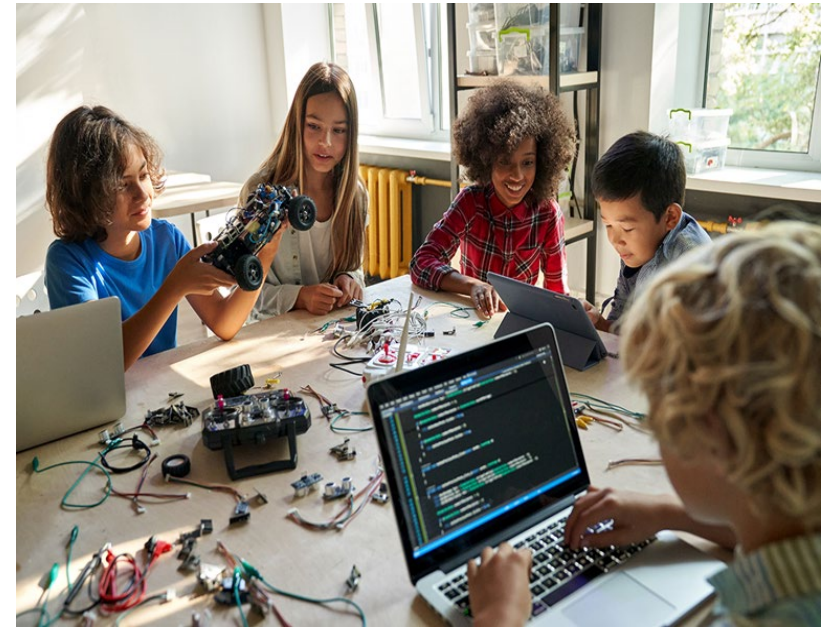
The charter school should:

- **Monitor cash:** Prepare and regularly update 18- to 24-month cashflow projections and provide monthly updates with actuals at NFOE board meetings.
- **Monitor enrollment:** Continue enrollment recruitment efforts, submit preliminary 2025-26 enrollment data with the second interim budget in March, and provide monthly enrollment updates at NFOE board meetings.
- **Build reserves and cash balances:** Meet the 5% reserve for economic uncertainties at each budget period and year-end close, and continue submitting alternative MYP(s) in case enrollment remains below the 150-student projection in the petition.

What's Next for MCMS-2?

The charter school must:

- Provide a report on its midyear annual update to the LCAP for the NFOE board by February 28.
- Submit its 2024-25 second Interim report to NCOE and FCMAT by March 15.



Thank you!

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

Item 4-A
February 4, 2025

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 **February 4, 2025** meeting.

Prepared by: Sarah White, Credentials Analyst
1/31/2024

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

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

DATE: February 4, 2025
Item 7-A

NAPA COUNTY OFFICE OF EDUCATION

<u>NAME</u>	<u>TYPE</u>	<u>DOJ CLEARED</u>	Waiver 72-HR Public Notice YES
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NAPA VALLEY UNIFIED SCHOOL DISTRICT

<u>NAME</u>	<u>TYPE</u>	<u>DOJ CLEARED</u>
Bautista, Grace	EXT- School nurse	10/5/2017

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

Item 5.A.

February 4th, 2025

TITLE: Comprehensive School Safety Plan

HISTORY: Each year schools are required to submit their updated comprehensive school safety plan to the Board of Trustees for approval by March 1st.

CURRENT PROPOSAL:

Board approval of the Comprehensive School Safety Plan that includes the following as mandated by CA Ed Code Sections 32280 to 322899

1. The status of crime committed on the school site
2. Strategies and programs that increase school safety concerns affecting the Napa County Community School
 - a. Child abuse reporting regulations
 - b. Disaster procedures
 - c. Suspension and expulsion procedures
 - d. Procedures for notifying teachers of dangerous pupils
 - e. Procedures for assuring safe ingress and egress
 - f. School discipline rules
 - g. Policies and Procedures to prevent bullying

FUNDING SOURCE: None

SPECIFIC RECOMMENDATION: We propose the Board members approve the Comprehensive School Safety Plan which includes all information required by the California Education Code.

Prepared by: Angela Higdon

January 23, 2025

Comprehensive School Safety Plan SB 187 Compliance Document

2024-2025 School Year

School: Camille Creek Community School
CDS Code: 28102800000000
District: Napa County Office of Education
Address: 2097 Imola Ave
 Napa CA 94559
Date of Adoption:

Approved by:

Name	Title	Signature	Date
Barbara Nemko	County Superintendent of Schools		
Don Huffman	Board Trustee		
Janna Waldinger	Board Trustee (President)		
Sindy Biederman	Board Trustee		
Nadine Wade Gravett	Board Trustee		
Gerald Parrot	Board Trustee		
Jean Donaldson	Board Trustee		
Jennifer Kresge	Board Trustee		
Ernesto Villalvazo	Student Board Member		

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Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Camille Creek Community School offices at 2097 Imola Ave. Napa, CA..

Safety Plan Vision

Students and staff will have a safe and secure campus where they are free from physical and psychological harm.

The director and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

Components of the Comprehensive School Safety Plan (EC 32281)

Camille Creek Community School Safety Committee

Nancy Dempsey (Principal), Angela Higdon (Assistant Principal), Deputy Sheriff Andrew Moyeda (SRO), Greg Marshall (Facilities), Gerid Eastham (Teacher), and Pam Riddle (Classified), William Jones (Probation Officer)

Assessment of School Safety

We conduct regular safety check-ins with school SRO and on-site Probation officer to review safety policies and procedures and identify any potential safety risks. Safety committee meetings are held to review updates to the safety plan each year and as needed if changes arise throughout the year. Additionally, our General Services department is working on scheduling a threat assessment in the Spring.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

School-wide discipline plan

Universal mental health screening

School Social Worker

Interventions Coordinator

School Resource Officer

One probation officer assigned to school

Metal detector upon entry

Audio and video cameras

Scheduled safety drills

High adult to student ratio (~1:5)

Instructional aides supporting classroom teachers

Small class sizes (~15-20)

After-school program offered daily

Professional Development for up-to-date policies, procedures and practice to build a positive community and safe campus

Wellness Center - calm, quiet, comfortable setting for students to self-regulate in supervised setting

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

All school staff must complete a yearly mandated reporting training online through Target Solutions.

Definition:

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child as defined in Penal Code 11165.1
3. Neglect as defined in Penal Code 11165.2
4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury resulting in a traumatic condition as defined in Penal Code 11165.4

Reasonable suspicion: Means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. (Penal Code 11166)

Reporting:

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that mental suffering has been inflicted upon a child, or that the child's emotional well-being is endangered in any other way, may report the known or suspected instance of child abuse or neglect to the appropriate agency designated below. (Penal Code 11166.05)

Instances that indicate that the emotional well-being of a child might be endangered include, but are not limited to, evidence that the child is suffering from emotional damage, such as severe anxiety, depression, withdrawal, or untoward aggressive behavior towards self or others.

Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14. (Penal Code 152.3, 288)

Responsibility for Reporting:

The reporting duties are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

If NCOE receives a report of child abuse or neglect from a non-mandated reporter, the agency will ask the reporter to provide specified information in the report, including their name, telephone number, and information that gave rise to the suspicion of child abuse or neglect.

Reporting Procedures:

All staff members are considered 'mandated reporters' and are required, as required by law, to contact County Child Protective Services (Local Calls: (707) 253-4261

Toll Free: (800) 464-4216) when child abuse is suspected.

Effective January 1, 2015, Assembly Bill 1432 (D-Gatto) requires all local educational agencies (LEAs) to train all employees each year on what they need to know in order to identify and report suspected cases of child abuse and neglect. "All employees" includes anybody working on the LEA's behalf, such as teachers, teacher's aides, classified employees, and any other employees whose duties bring them into direct contact and supervision of students. LEAs must also develop a process to provide proof that employees received training. Our school administers Target Solutions – "Child Abuse: Mandated Reporter Training" (EDU) to all staff. Human Resources monitors compliance.

Effective January 1, 2024, Assembly Bill 1371 prohibits a person who is 21 years or older, and who is convicted of statutory rape with a minor under 16 years of age, from completing community service imposed as a condition of probation at a school or location which student congregate.

Student Work Based Learning

SB 531 exempts an entity that partners with an LEA to provide student work experience from the requirement to have a valid criminal background check for all employees if the following conditions are met:

1. At least one adult employee in the workplace during the pupil's work hours, who has direct contact with the pupil and has been designated by the employer as the employee of record who is responsible for the safety of the pupil, has a valid criminal records summary.
2. A staff representative of the LEA makes at least one visitation every three weeks to consult with the pupil's workplace liaison, observe the pupil at the workplace, and check in with the pupil to ensure the pupil's health, safety, and welfare, including addressing any concerns the pupil has raised.
3. The parent or guardian of the pupil has signed a consent form regarding the pupil's work placement, attesting that the parent or guardian understands the duties assigned to the pupil and the nature of the workplace environment.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

Fall Drills 2024

10/14: Fire drill and staff debrief

10/17: Earthquake drill

12/11: Active Shooter/Lockdown

Spring Drills 2025

3/20: Fire Drill and staff debrief

4/10: Active Shooter/Lockdown

Beginning January 2025, new legislation requires students and parents/guardians to be notified at least 24 hours prior to all safety drills and include expected length of drill. Parents/Guardians must have the opportunity to have student opt-out of drills. Additionally, school will notify parents/guardians at the beginning and the end of every drill.

Public Agency Use of School Buildings for Emergency Shelters

As directed by incident command.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Office referral

Depending on the issue at hand and the needs of the student, students may be invited to check in with administrative staff. From there, we offer a variety of interventions: students may discuss an incident or any issues, access a variety of resources to self-regulate, write a statement, and/or come up with a plan to prevent negative behaviors/incidents and strategies for positive behavior.

Wellness Center

In collaboration with NCOE Mental Health/Wellness Dept., staff redesigned the Wellness Center to be more trauma-informed and restorative. This space is staffed/supervised by a Certified Wellness Coach and offers an option for students to take a "brain break," access supports, and practice well-being and regulation.

Suspensions

Students are suspended when behavior escalates to a level of becoming unsafe to themselves or others, when a student is out of any adult's control, or when a student commits a crime. Depending on the context and severity, suspensions may be in-school or out-of-school. All suspensions are initiated and approved by one of the school's administrators. Parents are notified of the incident/cause, consequence, and restorative next steps upon return to school or classroom to empower the student to learn and make positive choices and to repair any harm. The probation department is notified when a student on probation is suspended, and appropriate entities are notified when a homeless, special education, or other specific needs student is suspended.

Notice of Regulations

At the beginning of each school year, the program administrator of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension, and expulsion. (Education Code 48900.1, 48980)

Definitions and Education Code:

Suspension from school means the removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the County Board for students of the same grade level.
2. Referral to a certificated employee designated by the program administrator to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the program administrator or designee as provided in Education Code 48910.

Expulsions

Expulsion is an action taken by the County Board of Education and the County Superintendent of Schools for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is usually used when there is a history of misconduct; when other forms of discipline, including suspension, have failed to bring about proper conduct, or; when the student's presence causes a continuing danger to other students. (Education Code 48915)

Grounds for Suspension and Expulsion

A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to Education Code 48900 subdivisions (a) to (r), inclusive, as follows:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900 is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d) but it is an offense for which suspension, or expulsion pursuant to subdivision (e) may be imposed.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (3) Except as provided in Section 48910, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.
- (4) Except as provided in Section 48910, commencing July 1, 2024, a pupil enrolled in any of grades 9 to 12, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.
- (5) (A) A certificated or classified employee may refer a pupil to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in subdivision (b) of Section 48900.5 for any of the acts enumerated in paragraph (1).
- (B) A school administrator shall, within five business days, document the actions taken pursuant to subparagraph (A) and place that documentation in the pupil's record to be available for access, to the extent permissible under state and federal law, pursuant to Section 49069.7. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) "Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager of a communication, including, but not limited to, any of the following:

- (A) A message, text, sound, or image.
- (B) A post on a social network Internet Web site including, but not limited to.
- (C) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of causing, attempting to cause, or threatening to cause physical injury to another person.
- (D) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
- (E) Creating a false profile for the purpose of causing, attempting to cause, or threatening to cause physical injury to another person. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

- (1) While on school grounds.
- (2) While going to or coming from school.
- (3) During the lunch period whether on or off the campus.
- (4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Education Code 489005.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

In addition to the reasons specified in Education Code 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Education Code 212.5.

For the purposes of this chapter, the conduct described in Education Code 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

48900.3

In addition to the reasons set forth in Education Code 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Education Code 233.

48900.4

In addition to the grounds specified in Education Code 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

48900.7

(a) In addition to the reasons specified in Education Code 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

(b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

48915 : Expulsion

(a) Except as provided in subdivisions (c) and (e), the principal or the Superintendent of Schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

- (1) Causing serious physical injury to another person, except in self-defense.
- (2) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (3) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- (4) Robbery or extortion.
- (5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(b) Upon recommendation by the principal, superintendent of schools or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Education Code 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Education Code 48900. A decision to expel shall be based on a finding of one or both of the following:

- (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(c) The principal or superintendent of schools shall immediately suspend, pursuant to Education Code 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
- (2) Brandishing a knife at another person.
- (3) Unlawfully selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code 11053.

(4) Committing or attempting to commit a sexual assault as defined in Education Code 48900(n) or committing a sexual battery as defined in Education Code 48900(n).

(5) Possession of an explosive.

Suspension by Superintendent, Program Administrator or Program Administrator's Designee

The County Superintendent, program administrator or program administrator's designee may suspend a student from a school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

The County Superintendent or designee shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915)

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the program administrator or designee's concurrence.
2. Brandishing a knife, as defined in Education Code 48915(g), at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above.
5. Possession of an explosive as defined in 18 USC 921.

Suspension also may be imposed upon a first offense if the County Superintendent, program administrator or designee determines the student violated items #1-5 listed in "Grounds for Suspension and Expulsion," if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process, or when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

A student may be suspended from school for not more than 20 school days in any school year, unless for purposes of adjustment a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48912)

The County Superintendent or designee may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which a student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the program administrator, designee or the County Superintendent with the student and, whenever practicable, the teacher, supervisor or school employee who referred the student to the program administrator. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her; the student shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911(b))

This conference may be omitted if the County Superintendent, program administrator, designee or the County Superintendent determines that an emergency situation exists. An emergency situation involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911(c))

2. Administrative Actions: All requests for student suspension are to be processed by the program administrator or designee of the school in which the student is enrolled at the time of the misbehavior. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the County Superintendent or designee.

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved and any other pertinent matter. (Education Code 48914)

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend. (Education Code 48911)

5. Extension of Suspension: If the County Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the County Superintendent or designee may, in writing, extend the suspension until such time as the County Board has made a decision. (Education Code 48911(g))

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the County Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by County Superintendent, Program Administrator or Program Administrator's Designee" above. (Education Code 48912)

When the Board is considering a suspension, disciplinary action or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079.

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by certified mail. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

Authority to Expel

A student may be expelled only by the County Board. The Board shall expel, as required by law, any student found to have committed certain offenses listed below under "Mandatory Recommendation and Mandatory Expulsion".

The Board may also order a student expelled for any of the acts listed above under "Grounds for Suspension and Expulsion" upon recommendation by the program administrator, County Superintendent, hearing officer or administrative panel, based on finding either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Mandatory Recommendation for Expulsion

Unless the program administrator, County Superintendent or designee finds that expulsion is inappropriate due to particular circumstances, the program administrator, County Superintendent or designee shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee.

Mandatory Recommendation and Mandatory Expulsion

The program administrator, County Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the program administrator or designee's concurrence.
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above.
5. Possessing an explosive as defined in 18 USC 921.

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

Students' Right to Expulsion Hearing

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the program administrator or County Superintendent or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred. (Education Code 48918(a))

The student is entitled to one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the County Board finds it impractical during the school year to comply with these time requirements for conducting an expulsion hearing, the County Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the County Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of County Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the County Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five day's notice of his/her scheduled testimony at the hearing.
2. Have up to two adult support persons of his/her choosing present in the hearing at the time he/she testifies.
3. Have a closed hearing during the time he/she testifies.

Whenever any allegation of sexual assault or sexual battery is made, the County Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules that relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (cf. 5119 - Students Expelled from Other Districts)
5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney advisor. Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California. Non-attorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the student or student's parent/guardian to provide assistance at the hearing.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the County Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c)) Whether the expulsion hearing is held in closed or public session, the County Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the County Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student shall also be allowed to attend the closed session. (Education Code 48918(c)) If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including but not limited to videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g)) In accordance with the Code of Civil Procedure 1987, the subpoena must be served at least 10 days before the time required for attendance unless the court prescribes a shorter time. Unless they are parties to the hearing or are district or government employees, witnesses who appear pursuant to a subpoena receive fees equal to those prescribed for witnesses in civil actions in a superior court, and all witnesses other than the parties to the hearing receive mileage; these fees and mileage must be paid by the party requesting the subpoena.

3. Subpoenas: Before commencing a student expulsion hearing, the County Board may issue subpoenas, at the request of either the student or the County Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to their commendation for expulsion. After the hearing has commenced, the County Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20 (formerly 11525). (Education Code 48918(i)) Any objection raised by the student or the County Superintendent or designee to the issuance of subpoenas may be considered by the County Board in closed session, or in open session if so requested by the student, before the meeting. The County Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i)). If the County Board determines, or if the hearing officer or administrative panel finds and submits to the County Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the County Board to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion".

Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f) and (h)). In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918)

a. Any complaining witness shall be given five day's notice before being called to testify.

b. Any complaining witness shall be entitled to have up to two adult support persons, including but not limited to a parent/guardian or legal counsel, present during his/her testimony.

c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.

d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.

e. If one or both support persons are also witnesses, the hearing shall be conducted according to Penal Code 868.5.

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard.

Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a non-threatening environment.

(1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness.

(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

(c) Permit one of the support persons to accompany the complaining witness to the witness stand.

6. Decision within 10 School Days: The County Board's decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

7. Decision within 40 School Days: If the County Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the County Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the County Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the County Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d)). A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures as apply to a hearing conducted by the County Board as specified above in "Conduct of Expulsion Hearing". The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the County Board. If expulsion is not recommended, the student shall be immediately reinstated. The County Superintendent or designee shall place the student in a classroom instructional program, any other instructional program, a rehabilitation program or any combination of these programs after consulting with district staff, including the student's teachers and with the student's parent/guardian. (Education Code 48918(e)).

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the County Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing.

The County Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the County Board may order. (Education Code 48918(f))

In accordance with County Board policy, the hearing officer or administrative panel may recommend that the County Board suspend the enforcement of the expulsion for a period of one year.

The County Board shall make its decision about the student's expulsion within 40 school days after the date of the student's removal from school unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Final Action by the County Board

Whether the expulsion hearing is conducted in closed or public session by the County Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the County Board at a public meeting. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

If the County Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately. The County Superintendent or designee shall place the student in any classroom program or other instructional program, rehabilitation program, or any combination of such programs following consultation with district personnel, including the teacher involved, and with the student's parent/guardian. (Education Code 48918(e))

Upon ordering an expulsion, the County Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for an act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the County Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the County Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review as well as assessment of the student at the time of review for readmission.
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service and other rehabilitative programs.

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The County Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed in Education Code 48900(a)-(p), Education Code 48900.2-48900.4 and Education Code 48915(c). (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian. (Education Code 48916)
3. Notice of the right to appeal the expulsion to the courts. (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion. (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1. (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with County Board policy, when deciding whether to suspend the enforcement of an expulsion, the County Board shall take into account the following criteria:

1. The student's pattern of behavior.
2. The seriousness of the misconduct.
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program.

The suspension of the enforcement of an expulsion shall be governed by the following: (Education Code 48917)

1. The County Board, upon voting to expel a student, may suspend the enforcement of the expulsion order for not more than one calendar year and may, as a condition of the suspension of enforcement, assign the student to a school, class or program appropriate for the student's rehabilitation. This may include recommendations for an alternative independent study setting in which both the student and parent shall be required to meet with the teacher in a setting where other students are not present.
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status.
3. The suspension of the enforcement of an expulsion order may be revoked by the County Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct.
4. When the suspension of the enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.
5. Upon satisfactory completion of the rehabilitation assignment, the County Board shall reinstate the student in a district school. Upon reinstatement, the County Board may order the expunging of any or all records of the expulsion proceedings.
6. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board of Education. The appeal must be filed within 30 days of the County Board's decision to expel.
7. The County Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall also inform the parent/guardian of the right to appeal the expulsion to the courts. (Education Code 48918(j))

Right to Appeal

The student or parent/guardian is entitled to file an appeal of the County Board's decision to the courts. The appeal must be filed within 30 days of the County Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the courts. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Post-Expulsion Placements

The County Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems.
2. Not provided at a comprehensive middle, junior or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site.
3. Not housed at the school site attended by the student at the time of suspension.

(cf. 6185 - Community Day School)

When the placement described above is not available, and when the County Superintendent of Schools so certifies, students expelled for acts described in items #6 through #13 and #18 through #20 under "Grounds for Suspension and Expulsion" above may be instead referred to a program of study that is provided at another comprehensive middle, junior, or senior high school, or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades kindergarten through 6 shall not be combined or merged with programs offered to students in any of grades 7 through 12. (Education Code 48916.1)

Readmission after Expulsion

Readmission procedures shall be as follows:

1. On the date set by the County Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
2. The County Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the County Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. If the readmission is granted, the County Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the County Board's decision regarding readmission.
4. The County Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other program students or employees. (Education Code 48916)
5. If the County Board denies the readmission of a student, the County Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)
6. The County Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the County Board's determination of the educational program that the County Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

Maintenance of Records

The County Board shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon receipt of a written request by the admitting school. (Education Code 48900.8, 48918(k))

The County Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5125 - Student Records)

Notifications to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the program administrator or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The program administrator or designee also shall notify appropriate city or county law enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the program administrator or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

A principal, the principal's designee, or any other person reporting a known or suspected act described in subdivision (a) or (b) is not civilly or criminally liable as a result of making any report authorized by this article unless it can be proven that a false report was made and that the person knew the report was false or the report was made with reckless disregard for the truth or falsity of the report.

The principal of a school or the principal's designee reporting a criminal act committed by a school age individual with exceptional needs, as defined in Section 56026, shall ensure that copies of the special education and disciplinary records of the pupil are transmitted in keeping with the procedural safeguards described in Section 1415(6)(k) of Title 20 of the United States Code, for consideration by the appropriate authorities to whom he or she reports the criminal act. Any copies of the pupil's special education and disciplinary records may be transmitted only to the extent permissible under the federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g et seq.).

A program administrator, designee, or any other person reporting a known or suspected act described in this section is not civilly or criminally liable as a result of making any report authorized by this article unless it can be proven that a false report was made and that the person knew the report was false or the report was made with reckless disregard for the truth or falsity of the report.

The willful failure to make any report required by this section is an infraction punishable by a fine to be paid by the program administrator or designee who is responsible for the failure of not more than five hundred dollars (\$500).

Notice to Parents/Guardian upon Release of a Minor Student to Peace Officer

When a program administrator or other official releases a student to a peace officer in order to remove the minor from school/program premises, the official shall take immediate steps to notify the student's parent/guardian or responsible relative regarding the student's release to the officer and the place to which the student is reportedly being taken except when the student is a victim of suspected child abuse in which case the County office of Education must provide the parent/guardian's address and telephone number to the officer. (Education Code 48906)

Suspension And Expulsion/Due Process (Students With Disabilities)

Districts or county office programs receiving funds under the Education of the Handicapped Act may not unilaterally exclude a dangerous or disruptive special education student from the classroom if the dangerous or disruptive behavior is caused by the student's disabling condition. A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) or a student with a Section 504 accommodation plan pursuant to the federal Rehabilitation Act of 1973 (29 USC 794) is subject to the same grounds for suspension and expulsion which apply to students without disabilities.

All the procedural safeguards established by the County office of Education policies and regulations shall be observed in considering the suspension of special education students, including the requirement that, depending on the disruptiveness of the conduct, some form of in-school intervention be used prior to suspension to show that suspension was imposed only when other means of correction failed to bring about proper conduct. (Education Code 48900.5)

(cf. 5144.I - Suspension and Expulsion/Due Process)

(cf. 6159. I - Procedural Safeguards and Complaints for Special Education)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the County Office program's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the County Office program had knowledge that the student was disabled before the behavior occurred. (20 USC 1415(k)(8))

The County Office program shall be deemed to have knowledge that the student had a disability if one of the following conditions exists: (20 USC 1415(k)(8); 34 CFR 300.527)

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, that the student is in need of special education or related services.
2. The behavior or performance of the student demonstrates the need for such services, in accordance with 34 CFR 300.7.
3. A current parent/guardian request is on file for an evaluation of the student for special education pursuant to 34 CFR 300.530-300.536.

(cf. 6164.4 - Identification of Individuals for Special Education)

4. The teacher of the student or other County Office program personnel has expressed concern about the behavior or performance of the student to the County Office program's director of special education or to other personnel in accordance with the County Office program's established child find or special education referral system. -The County Office program would be deemed to not have knowledge as specified in items #1-4 above if, as a result of receiving such information, the County Office program either conducted an evaluation and determined that the student was not a student with a disability or determined that an evaluation was not necessary and provided notice to the parent/guardian of its determination. (34 CFR 300.527)

If it is determined that the County Office program did not have knowledge that the student was disabled prior to taking disciplinary action against the student, then the student shall be disciplined in accordance with procedures established for students without disabilities. (20 USC 1415(k)(8))

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (34 CFR 300.527)

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) do not constitute a change in placement pursuant to 34 CFR 300.519. (Education Code 48903; 34 CFR 300.520)

Suspending a student for more than (10) consecutive days constitutes a change in placement and is prohibited without parental consent or by court order.

Suspension and Expulsion/Due Process

(Students with Disabilities)

(5144.2 (c)

When traditional disciplinary measures such as counseling, study carrels, detention or restriction of privileges fail to diffuse the threat posed by a dangerous handicapped student, school/program officials may use the ten day suspension period to seek parental consent for another placement. The County Office may seek to include in any potentially dangerous special education students Individual Education Plan the parent/guardian's advance approval for an appropriate disciplinary plan to be used in the event that dangerous or disruptive conduct should occur. Clarifying language in the IEP may be used to avoid the need to seek parental consent or court action within ten days of a suspension.

The program director or designee shall monitor the number of days, including portions of days that students with valid individualized education programs (IEP) have been suspended during the school year.

Services During Suspension

Students suspended for more than ten school days in a school year shall continue to receive services during the term of the suspension, to the extent necessary to provide the student a free and appropriate public education. (20 USC 1412(a)(1)(A); 34 CFR 300.520) If a student with disabilities is excluded from school bus transportation, the student is entitled to be provided with an alternative form of transportation at no cost to the student or parent/guardian, provided that transportation is specified in the student's IEP. (Education Code 48915.5)

(cf. 3541 .2 - Transportation for Students with Disabilities)

Interim Alternative Placement Due to Dangerous Behavior

A student with a disability may be placed in an appropriate interim alternative educational setting, including home placement, for up to forty-five days when he/she commits one of the following acts: (20 USC 1415(k)(1); 34 CFR 300.520)

1. Carries a weapon to school or to a school function. A weapon refers to a "dangerous weapon" as defined in 18 USC 930 and includes any device that is capable of causing death or serious bodily injury. The term does not include a pocket knife with a blade of less than 2 1/2 inches in length. "Carries a weapon" also covers instances in which the student is found to have a weapon that he or she obtained while at school (34 CFR 300.520)

2. Knowingly possesses or uses illegal drugs while at school or a school function

3. Sells or solicits the sale of a controlled substance while at school or a school activity as identified in 21 USC 812(c), Schedules 1-V The student's alternative educational setting shall be determined by the student's IEP team. (20 USC 1415(k)(2)) A hearing officer may order a change in placement of a student with a disability to an appropriate interim educational setting if the hearing officer: (20 USC 1415(k)(2); 34 CFR 300.521, 300.522)

1. Determines that the County Office program has established by substantial evidence, meaning beyond a preponderance of the evidence, that maintaining the current placement of the student is substantially likely to result in injury to the student or others

2. Considers the appropriateness of the student's current placement
3. Considers whether the County Office program has made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services
4. Determines that the interim alternative educational setting proposed by school personnel who have met with the student's special education teacher allows the student to:
 - a. Progress in the general curriculum and continue to receive those services and modifications, including those described in his/her IEP, to enable the student to meet the goals of the IEP
 - b. Receive services and modifications designed to address the behavior and ensure that the behavior does not recur

The student may be placed in the interim alternative educational setting for up to forty-five days, or until the conclusion of any due process hearing proceedings requested by the parent/guardian. (20 USC 1415(k)(2))

If in the opinion of school/program officials as special education student is a serious danger to the safety of students and staff and a more structured and closely supervised placement is deemed warranted, and the student's parent/guardian do not agree to a change in placement, the State or Federal Court may be petitioned to order that the student's placement be changed while expulsion proceedings and due process challenges to expulsions take place. (USC 1415(e)(3); Education Code 56505(d))

During court proceedings the County Office has the burden of proving that due process procedures would serve no purpose due to the imminent threat of danger if the student is not quickly removed.

Under truly exigent circumstances, home placement may be requested of the court.

Behavioral Assessment and Intervention Plan

Not later than ten business days after a student has been suspended for more than ten school days or placed in an alternative educational setting, the County Office program shall convene an IEP team meeting to conduct a functional behavior assessment and implement a behavioral intervention plan. If the student already has a behavioral intervention plan, the IEP team shall review the plan and modify it as necessary to address the behavior. (20 USC 1415(k)(l); 34 CFR 300.520)

(cf. 6159 - Individualized Education Program)

(cf. 6159.4- Behavioral Interventions for Special Education Students)

As soon as practicable after developing the behavioral intervention plan and completing the required assessments, the IEP team shall meet to develop appropriate behavioral interventions to address the behavior and shall implement those interventions. (34 CFR 300.520)

Procedural Safeguards/Manifestation Determination

The following procedural safeguards shall apply when a student is suspended for more than ten consecutive school days, when disciplinary action is contemplated for a dangerous behavior as described above, or when a change of placement is contemplated: (20 USC 1415(k)(4); 34 CFR 300.523)

1. The parents/guardians of the student shall be immediately notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504 on the day the decision to take action is made. In no case shall this notice be served less than forty-eight hours before the meeting. If the parent/guardian refuses written permission for the evaluation to proceed, the IEP Team may seek a fair hearing and proceed without such consent if the proposed evaluation is approved as a result of the due process hearing. Parental consent is not required as a condition for expulsion proceedings or the decision to expel. (Education Code 48915.5)
2. Immediately if possible, but in no case later than ten school days after the date of the decision, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action.
3. Unless a parent/guardian has requested a postponement in writing, the meeting may be conducted without the parent/guardian's participation.
4. A parent/guardian's request that the meeting be postponed shall be granted for up to three additional school days. The County Office of Education shall extend any suspension of the student for the period of postponement.
5. At this review, the IEP team and other qualified personnel shall consider, in terms of the behavior subject to the disciplinary action, all relevant information that has been acquired within three years of the date of the alleged misconduct, including: (20 USC 1415(k)(4); 34 CFR 300.523)
 - a. Evaluation and diagnostic results, including the results or other relevant information supplied by the student's parents/ guardians, including:
 - (1) A review of the student's school progress and behavior, if available, including, but not limited to, a review of the student's individualized education program, teacher progress reports and comments, school health records, and school discipline records.
 - (2) A review of the ability of the student to conform his/her behavior to the prescribed standards, and determination of the relationship, if any, between the student's behavior and his/her handicapping condition.

b. Observations of the student

c. The student's IEP and placement

6. In relationship to the behavior subject to the disciplinary action, the team shall then determine whether the IEP and placement were appropriate and whether supplementary aids, services, and behavioral intervention strategies were provided consistent with the student's IEP and placement. The team shall also determine that the student's disability did not impair the ability of the student to understand the impact and consequences of the behavior, nor did it impair his/her ability to control the behavior subject to the disciplinary action. (20 USC 1415(k)(4); 34 CFR 300.523)

7. If the team determines that the student's behavior was a) not a manifestation of his/her disability, and b) the student was appropriately placed at the time misconduct occurred, then the student may be disciplined in accordance with the procedures for students without disabilities, as long as the student continues to receive services to the extent necessary to provide that student a free and appropriate public education. (20 USC 141 S(k)(4); 34 CFR 300 .524)

If the team determines that the student's behavior was a manifestation of his/her disability, then the student's placement may be changed only via the IEP process. (20 USC 1415(k)(4))

Due Process Appeals

If the parent/guardian disagrees with a decision of the IEP Team that the behavior was not a manifestation of the student's disability or with any decision regarding placement, he/she has a right to appeal the decision. (20 USC 1415(k)(6); 34 CFR 300.525)

If the State's special education due process hearing is initiated by the parent/guardian due to a disagreement with the IEP Team recommendation, the County Office of Education shall cooperate with the State

Department of Education toward achieving an expeditious resolution to the disagreement. If the student's parent/guardian initiates a due process hearing to challenge the interim alternative educational

setting or the manifestation determination, the student shall remain in the interim alternative setting pending the decision of the hearing officer or the expiration of the 45-day time period, whichever occurs first, unless:

1. He/she has been suspended. Such suspensions may not exceed five consecutive school days of a single incident of misconduct unless extended by five (5) additional days when the student poses an immediate threat to the safety of others (Education Code 48911)

2. The student and his/her parents/guardians agree to a change in placement (Code 48911, 34 CFR 300.526)

3. A court order has been obtained permitting such a change in placement.

4. The change is a 11minor11 change in program or services rather than a "significant" change in placement.(Doe v. Maher)

If school personnel maintain that it is dangerous for the student to be placed in the current placement (placement prior to removal to the interim alternative education setting), pending the due process

proceedings, the Superintendent or designee may request an expedited due process hearing. (34 CFR 300.526)

Services During Expulsion

Expelled students shall continue to receive services during the term of the expulsion to the extent necessary to provide the student a free and appropriate public education. Any alternative program must provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP. (20 USC 1412(a){I}{A); 34

CFR 300.121, 300.520)

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

Suspension of Expulsion

The Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the program director or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The program director or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902) Within one school day after a student's suspension or expulsion, the program director or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

Legal Reference:

EDUCATION CODE

35146 Closed sessions re: suspensions
35291 Rules of governing board
48203 Reports of severance of attendance of disabled students
48900-48925 Suspension and expulsion
49076 Access to student records
56000 Special education; legislative findings and declarations
56320 Educational needs; requirements
56321 Development or revision of individualized education program
56329 Independent educational assessment
56340-56347 Individualized education program teams
56505 State hearing

PENAL CODE

245 Assault with deadly weapon
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act
626.10 Dirks, daggers, knives, razors, or stun guns

UNITED STATES CODE, TITLE 18

930 Weapons
1365 Serious bodily injury
UNITED STATES CODE, TITLE 20

1412 State eligibility
1415 Procedural safeguards
UNITED STATES CODE, TITLE 21

812 Controlled substances
UNITED STATES CODE, TITLE 29

706 Definitions
794 Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS, TITLE 34

104.35 Evaluation and placement
104.36 Procedural safeguards
300.1-300.818 Assistance to states for the education of students with disabilities, especially:
300.530-300.537 Discipline procedures

COURT DECISIONS

Schaffer v. Weast, (2005) 546 U.S. 549
Parents of Student W. v. Puyallup School District, (1994 9th Cir.) 31 F.3d 1489
M.P. v. Governing Board of Grossmont Union High School District, (1994) 858 F.Supp. 1044
Honig v. Doe, (1988) 484 U.S. 305

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osep>

Regulation NAPA COUNTY OFFICE OF EDUCATION

approved: January 6, 2004 Napa, California

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

The Superintendent or designee shall inform the teacher of every student who has caused or tried to cause another person serious bodily injury or any physical injury which requires professional medical treatment. This information shall be based upon written district records or records received from a law enforcement agency. Teachers shall receive the information in confidence and shall not disseminate it further. (Education Code 49079)

(E) Sexual Harassment Policies (EC 212.6 [b])

The Board of Education is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons otherwise authorized to transact business or perform their acts or services on behalf of the Napa County Office of Education, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation. All school staff are mandated to complete a yearly training in sexual harassment online via Target Solutions.

This policy is intended to supplement, and not replace, any applicable state and federal laws and regulations. Formal complaints under those laws and regulations shall be processed through the procedures established by applicable state and federal agencies.

Instruction/Information

The Superintendent or designee shall ensure that all County Office students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender
2. A clear message that students do not have to endure sexual harassment nor any form of sexual conduct or communication because of their actual or perceived sexual orientation, gender identity or expression, gender, or association with a person or group with one or more of these actual or perceived characteristics
3. Encouragement to immediately report observed instances of sexual harassment if they feel they are being harassed or if they witness harassment, even where the victim of the harassment has not complained
4. Information about the person(s) to whom a report of sexual harassment should be made

Complaint Process

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher, program supervisor or designee, or any Napa County Office of Education administrator. A County Office of Education employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the program director or designee.

Any County Office of Education employee who observes any incident of sexual harassment involving a student shall report this observation to the program director or designee, whether or not the victim files a complaint. In any case of sexual harassment involving the program director or any other County Office of Education employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

The program director or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. If a situation involving sexual harassment is not promptly investigated and remedied by the site supervisor or designee or administrator, a complaint of harassment may be filed in accordance with the County Office's uniform complaint procedures or procedures for complaints concerning County Office employees. The County Superintendent or designee shall determine which procedure is appropriate.

Where the program director or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The program director or designee shall also advise the victim of any other remedies that may be available. The program director or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

Disciplinary Measures

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address and prevent repetitive harassing behavior in its schools.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX, discrimination

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

106.1-106.71 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Sexual Violence, April 4, 2011

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance, January 2001

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy NAPA COUNTY OFFICE OF EDUCATION

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Camille Creek Community School Student Dress Standard: We want bright futures for all of our students. We want them prepared to meet the demands of life after high school whether in the workforce or pursuing further education. During their time with us, we attempt to offer every opportunity possible for our students to practice the skills that will help them be successful.

DRESS CODE IS STRICTLY BUSINESS CASUAL

Students are to arrive at school in the dress code. Students who are not in dress code will be asked to swap out clothing for school-issued clothing or have a parent/guardian bring appropriate clothing to the school. The student will not be allowed to turn the clothing inside out. All students must abide by the dress code policy.

Students should wear shirts of an appropriate size/fit; pants of appropriate fit, size and length; shoes must be worn; skirts and dress shorts may be worn (hem must be as long as extended arm); denim may be worn. Ripped jeans must not have "rips" above the knee. Shirts must cover midriff. Leggings may be worn but must not be see-through.

No garments of any kind may show underneath shirts or pants; no sagging pants; no Dickies; no Ben Davis; no Nike Cortez shoes; no hairnets; no cleavage; no North Face; no Southpole; no slippers as they present a safety hazard. Athletic shoes must be worn for PE. Jackets, coats or sweatshirts must be of an appropriate size. No blankets as wraps may be worn.

Sunglasses may be used during outdoor activities only.

No red, blue, maroon, or gang-affiliated markings such as numbers, area codes, teams, symbols, designs -- on clothing, shoes or accessories (blue denim is acceptable).

No clothing or accessories that denote hate, violence, bigotry, profanity, prejudice, sex, drugs, alcohol, or negative influences.

T-shirts and athletic shorts may be worn for PE but must adhere to the same rules as above.

It is not possible to list everything that constitutes unacceptable appearance or inappropriate clothing and personal possessions. The California Education Code allows school staff to make decisions regarding clothing or items that are disruptive to the learning environment. We work closely with law enforcement to keep ourselves up to date on gang-related items.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

All visitors must check in at the office.

Students walking to/from school:

In order to keep students and our neighborhoods safe, students must obtain parent/guardian permission in order to walk to/from campus.

Transportation in private vehicles :

Students shall wait in designated areas for transportation.

Students and drivers must drive vehicles safely, obeying all traffic laws.

Students must have parent/guardian permission to ride in any vehicle of someone outside the family.

Student drivers must submit copy of driver's license.

Music in vehicles should be at a low volume.

Bus Stop:

Wait in line patiently

Be aware of others' personal space

Students should be prepared with the right bus fare or pass before coming to or leaving from school.

Use kind words and appropriate language

Keep hands and feet to oneself

Boarding the bus:

Students should enter the bus one at a time, not crowding the door of the bus

Wait in line patiently, no cutting in line

Refrain from profanity at all times

On the bus:

Stay in your seat, do not move while bus is moving.

Keep hands and feet to self.

Refrain from eating or drinking on the bus.

Follow directives of bus driver:

Refrain from negative or derogatory comments on the bus.

Follow all bus rules as per signed contract.

Exiting the bus:

- Get off only at your regular stop at the bus station unless pre-approved by parent/guardian.
- Exit the bus in an orderly fashion.
- Do not push the bar for the bus to stop unless you are exiting the bus at that stop.
- Follow directives of the driver.

Skateboards and bicycles:

- Walk skateboards and bicycles on campus.
- Park bikes in bike rack.
- Skateboards and bicycles shall be free of all inappropriate symbols or words.
- Skateboards need to be stored away during school hours.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Culture

Element:

To provide a school culture that creates a sense of community and is conducive to learning.

Opportunity for Improvement:

The reality of the school we run is that most students who enter are already at a tier 3 level of behavior. The discipline matrix designed for the 2024-2025 school year is made to reflect an equitable manner to keep the school safe and decline the opportunity for repeat suspensions. The discipline plan is constantly being reviewed to reflect more positive, trauma-informed, restorative practices.

In addition to discipline, Camille Creek is committed to building a positive, safe environment by promoting engaging, meaningful learning opportunities for students through electives, CTE pathways, work experience, Mariposa, Leadership, and volunteer opportunities within the community. In the classroom, inclusive practices like Restorative Justice/Circles are being implemented. Therapy and counseling are available on campus directly and through partner relationships with Aldea and other agencies.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide CTE and internship opportunities	Work with CCR and Assistant Principal to increase career preparation offerings. Students currently have access to Welding and Culinary pathways as well as a Digital Media/Tech class and internship opportunities. In addition, employability skills workshops are provided to all CTE students	NCOE/College and Career Department, Napa Valley College, Career Point, community businesses and agencies	Assistant Principal	WASC/LCAP self study
Continue 5 year implementation of Restorative Practices	Train new staff in Restorative Justice practice	Trained teachers/RJ texts	Director	WASC/LCAP self study

Staff trained in RJ, PBIS, Trauma Informed Practices	Continue to employ LCSW/probation officer to act as RJ facilitator, offer staff professional development	Center for Optimal Brain Integration consultant, RJ-related trainings, NCOE, LACOE, Northbay Insurance	Director, Asst. Principal	WASC/LCAP self study
Increase number of behavior and cognitive groups on campus	Men's Group, Mariposa, Cognitive Behavior Groups and Restorative Justice opportunities	Rooms and Group leaders	Director, Assistant Principal, Social Worker, Interventions Coordinator	WASC/LCAP self study
Increase engaging activities such as art, garden, work experience, digital media & food truck enterprise, etc	Continue to provide access to enrichment programs for all students.	Community agencies and businesses	Assistant Principal	WASC/LCAP self study
Study Hall	Continue to staff a study hall room where students referred to administration for disruption in class can go for a class period providing them the opportunity to refocus, regulate and re-engage in learning.	Instructional Support staff	Director, Assistant Principal	

Component:

Attendance

Element:

Increase attendance rate

Opportunity for Improvement:

The majority of our students come to us with significant truancy issues. Our goal is to reach 90% attendance consistently. At this time we are short of that goal as we work through logistics with our FSL team. The school plan is to create home visits with the help of our resources and SRO. We have had limited success with this and hope to increase our home visits in Spring 2025.

For the 24/25 school year, we are offering weekly incentives (Fun Friday) to every student who achieves perfect attendance that week which allows students to reach short-term success on a regular basis.

The family liaison team meets weekly and calls home daily for absent students to confirm reasons and connect families to support and resources. Camille Creek will monitor how their efforts impact attendance in addition to other strategies.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Target chronic truants and intervene to support greater success in attendance.	Schedule meeting with support staff for all truants. Define ways to support family and student.	Interventions Coordinator, SARB, Truancy Court, parent classes and other supports	Interventions Coordinator, Director	WASC/LCAP self study

Incentivize student attendance.	Provide fun school activities, engaging curriculum, nurturing environment. Fun Friday treats for all students who achieve perfect attendance during that week.	Arts, CTE, Leadership plans, all staff	Director, Interventions Coordinator	WASC/LCAP self study
Increase opportunities for learning that engage students outside of the classroom.	Provide career exploration activities, worksite tours, internship & job opportunities, student-run enterprise (Food Truck), enrichment activities, and community service.	CTE pathways, Arts, Restorative Justice training, Food Truck, community and industry partners	Director, Assistant Principal, Teachers	WASC/LCAP self study
Increase school-family connections.	Conduct home visits; weekly calls to parents/guardians. Family events held on campus.	Parent Liaisons, Social Worker, Interventions Coordinator	Director/FSL Team	WASC/LCAP

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Camille Creek Community School Student Conduct Code

Discipline Plan - The discipline plan can be found posted in all classrooms. This year, we've also introduced restorative opportunities through increased education.

Principles and Beliefs

- Mistakes are a part of life - We shouldn't be made to feel stupid
- We will not react with anger or shame our students
- We must hold students accountable for their mistakes so that they can learn self-regulation
- We will support our students in learning from their mistakes
- Restorative practices
- We will not be punitive
- We will not react with anger or shame
- We will not belittle or demean
- Children need consistency to learn limits and to become self-regulating
- Children learn best from the people with whom they have strong and positive relationships
- Schools and classrooms should be positive and emotionally safe places
- Students are empowered when we believe in them without reservation
- As educators, it is our job to handle discipline before probation referral
- All student matters should be filtered through Administration.

Camille Creek Agreements

- Unconditional respect
- Use kindness and a positive tone
- Be sensitive and receptive to others
- Work through issues with others privately and respectfully
- Be patient
- Check for clarity and follow-up
- Be inclusive

Be compassionate
Be timely and punctual
When faced with a challenge, be resourceful to solve it
Own your own actions, especially your mistakes, without justification or blame of self and others

Conduct Code Procedures

Common behavior incidents
Tardiness
Violation of Dress Code
Inadvertent Swearing
Out of seat without permission
Disruptive or distracting behavior
Throwing things
Work or directive refusal
Sleeping
Disrespectful comment or conversation
Out of class/ wandering without permission
Swearing in anger
Threatening words or actions
Bullying
Roughhousing/possible harm to self or others
Destruction of property

Teachers can use a verbal or physical cue as a warning for first time, and/or use discretion for office referral/administration support if unable to correct/promote positive behavior within classroom. Incidents are recorded in Powerschool.

Staff and administration will communicate consequences to students and families with consistency, kindness and an objective of repairing harm / promoting positive behavior / preventing future incidents. Consequences may include (but are not limited to): restorative / mediated conflict resolution, service projects, campus beautification, after-school hours, vaping cessation class, academic/learning activities related to hate speech or other issues, Restorative Workshops, loss of privileges, etc.

(J) Hate Crime Reporting Procedures and Policies

48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

NCOE strictly adheres to a no-tolerance policy regarding hate crimes on campus. Hate crimes are immediately reported to law enforcement and charges filed if appropriate. This information is included in the student orientation process.

Opioid Prevention and Life-Saving Response Procedures

The Napa County Office of Education will provides parent and student education about the dangers of synthetic drugs, including Fentanyl, by sharing materials with parents via Parent messaging system, posting information on the NCOE website, and hosting informational speakers at the school. Staff are trained yearly as to the dangers of synthetic drugs, identifying students who may be under the influence, and responding in the case of an emergency situation.

Step 1: Identify overdose. Suspected overdose signs include a person who is unresponsive and not breathing, struggling to breathe, or making a snoring sound. The person does not wake up if you shake them or call their name, their skin may be pale or blue, and pupils of eyes small.

Step 2: Call 9-1-1 and alert them of possible overdose. Use Walkie Talkie to alert administration and law enforcement.

Step 3: Administer NARCAN nasal spray: Give 1st dose in the nose

HOLD the nasal spray devise with your thumb on the bottom of the plunger

INSERT the nozzle into either NOSTRIL

PRESS the plunger firmly to give the 1st dose
1 nasal spray device contains 1 dose

Step 4: WAIT 2-3 minutes after the 1st dose to give the medicine time to work
if the person wakes up: Go to Step 5
if the person does not wake up: Administer CPR
Continue to give doses 2-3 minutes until the person wakes up
It is safe to keep giving doses

Step 5: Stay
PLACE victim on their side in the recovery position
STAY until ambulance arrives: even if the person wakes up
GIVE another dose if the person becomes very sleepy again

Safety Plan Review, Evaluation and Amendment Procedures

The safety plan is reviewed yearly by the safety committee, updated as necessary, and sent to the board for review and approval.

Safety Plan Appendices

Emergency Contact Numbers

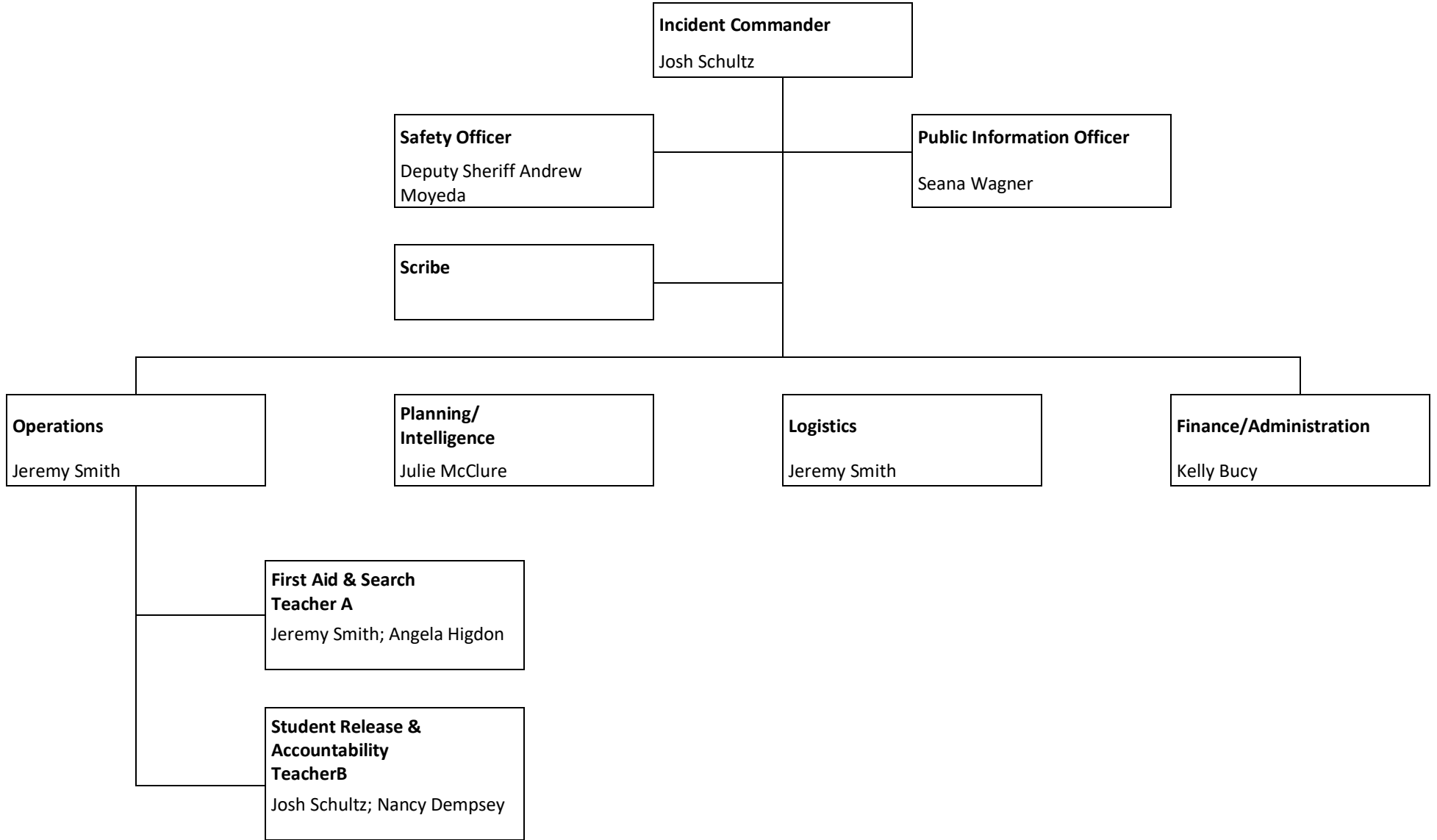
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Emergencies	911	
Other	24-hours Mental Health	707-253-4711	
City Services	Animal Control Services	707-253-4452	
Emergency Services	Child Protective Services	707-253-4744	
Law Enforcement/Fire/Paramedic	Napa County Sheriff	707-253-4451	
Law Enforcement/Fire/Paramedic	Napa Police Department	707-257-9223	
Public Utilities	Napa Water Division	707-257-9544	
Public Utilities	PG&E	800-743-5000	
Emergency Services	Poison Control	800-222-1222	
Local Hospitals	Queen of the Valley Medical Center	707-252-4411	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Meeting with school site safety team to review	1/16/2024 2:15pm	
Meeting with law enforcement and administrators	1/16/2024 2:15pm	
Administrative Review	1/17/2024 9am	
NCOE Board of Directors Review	2/4/2024 4pm	

Camille Creek Community School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

When you see something, report it. For all staff, students, and teachers. If incident or threatened activity is dangerous, violent, or unlawful, immediately use Walkie Talkie to call for assistance.

Step Two: Identify the Level of Emergency

Report what you saw and allow admin and law enforcement to determine the level of threat.

Step Three: Determine the Immediate Response Action

Follow the posted plans and execute based on drills completed to ensure safety of all personnel.

Step Four: Communicate the Appropriate Response Action

Report over the loud speaker and/or text or private chat to adults to ensure that all staff continue to follow the safety plan.

Types of Emergencies & Specific Procedures

Aircraft Crash

In the event of an aircraft crash on or near the school grounds, students would be alerted to shelter in place if their classroom is intact and not breached by the aircraft or on fire. Administration or law enforcement would then oversee evacuation procedures.

Animal Disturbance

Animal Disturbance

If there is a rabid or uncontrollable animal on campus, implement this procedure:

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Isolate the students from the animal. Close doors and use tables as a means to isolating the animal.

If the animal is outside, keep students inside and institute a LOCKDOWN.

If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal.

Contact the General Services and/or Animal Control (707-253-4452) for assistance in removing the animal.

If the animal injures anyone, seek medical assistance from the school nurse.

Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

If the animal is outside, keep students inside. Lock doors and keep students away from the windows.

If the animal is inside, EVACUATE students to a sheltered area away from the animal.

Notify the principal if there are any injuries.

Armed Assault on Campus

Camille Creek Community School

2024-2025

Active Shooter Response Manual

In the event of an active shooter or active violence on the campus of Camille Creek or nearby on the Napa County Office of Education Campus the following manual will direct adults on-site on where to go and the best way to protect their students. The reality of an act of violence or shooting in today's school is a requirement to prepare in the event something happens. This document has been prepared by the safety committee at Camille Creek including law enforcement, probation officers, administrators, and teachers.

Prior to any active drill, a presentation on preparing for an active shooter will be demonstrated to staff. The last training provided to Camille Creek staff happened on: December 11th, 2024.

Basic Premise:

In the event of an active shooter adults on campus are trained to:

1. Report suspicious activity by adults and/or students to law enforcement or office using walkie talkie or intercom.
2. Call 911
3. Gather any close students around and make sure disabled students have required assistance to stay connected to the group.
4. Run/Escape - Find the fastest route away from the violence or intruder and escape campus when/if possible
5. Hide - If you cannot escape, adults are to gather students inside their classrooms and barricade the doors, lights off, cell phones off, stay away from garage doors and windows, stay low by the corners of the room. Do not open the doors for anyone unless they have a key or are law enforcement officers
6. Fight - With no other options, adults and students are to arm themselves with any items around them and fight like their life depends on it
7. Law enforcement will clear the campus class by class. Do not open the door unless it is opened by someone with a key.

If you have made it off campus please find the outside rendezvous point at: Corner of Imola Ave and Shurtleff in the rear parking lot.

Directions pending on where the event starts:

During class instruction all students are to:

Remain in the classroom if they are in one. If the staff/educator determines it is safe to make an escape they may do so through east, west, or main doorways.

Determination of safety is based on the adult who is solely responsible for their students during a violent event; specifically a teacher protecting their students

During Lunch Time/activity or gathering in quad:

During an activity in the quad students should first escape towards an exit away from the shooting. Adults or staff will assist. Preferably staff and students should head from the quad away from gunfire to the east and west exit however they may also head towards the welding shop for shelter and/or the back exit gate near room 107 to get off site towards the Napa COE offices

Note: Gates in the back area may not be open/unlocked in the event of an emergency at times

Note: Students in the garden area, if an event occurs, will also head towards the welding shop and/or room 107 near PE area.

Event happening on the East Side:

If an event enters on the east side (closest towards COE building) occurs students should flow in the following direction:

Liberty and Chamberlain: Attempt escape through the west side emergency exits. If unable, then shelter in place.

Skyline and Creekside: Shelter in place immediately. Pull in all students to ability. Once doors close and lock then you barricade.

Upstairs: If you can escape safely through the west side exits while going downstairs then do it. If not, shelter in place.

If an event enters on the West Side (closest to the state hospital) students should flow in the following direction:

Liberty and Chamberlain: Shelter in place immediately. Pull in all students to ability. Once doors close and lock then you barricade.

Skyline and Creekside: Attempt escape through the west side emergency exits. If unable, then shelter in place.

Upstairs: If you can escape safely through the east side exits while going downstairs then do it. If not, shelter in place.

Biological or Chemical Release

A Biological or Chemical Release involves discharge of a biological or chemical substance in a solid, liquid or gaseous state. The release of radioactive materials may happen. Common chemical threats within or adjacent to schools include discharge of acid in a school laboratory, overturned truck of hazardous materials in proximity of the school, or a nearby explosion at oil refinery or chemical plant.

Indicators suggesting the release of a biological or chemical substance: multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include an unusual odor or the presence of distressed animals or dead birds.

Scenario 1: Substance Released Inside a Room or Building Procedure

1) School Administrator initiates EVACUATE BUILDING. Staff uses designated routes or other alternative safe routes to assigned assembly/shelter site, located upwind and uphill, if possible, of affected room or building.

2) School Administrator calls "911" and the Napa County Office of Environmental Management 707-253-4471, providing exact location and nature of emergency.

3) School Administrator notifies District Superintendent of situation.

4) Access to potentially contaminated areas is restricted.

5) Site Security Team turns off local fans in area of release, closes windows and doors, and shuts down building's air system, if this can be done without exposure to released substance.

6) Persons who have come into direct contact with hazardous substances move to an area with fresh, clean air and wash with soap and water. Immediately remove and contain contaminated clothing. Do not use bleach or other disinfectants on potentially exposed skin. Individuals who have been contaminated "topically" by a liquid are segregated from unaffected individuals (isolation does not apply to widespread airborne releases). Affected individuals remain isolated until cleared for release by Napa Interagency HazMat Team or County Health Officer. A member of Medical Team assesses need for medical attention, but should not come in contact with exposed persons unless fully protected with personal protective equipment (HazMat suit, mask, etc.).

7) Student Care Team provides list of all people in affected room or contaminated area, specifying those who may have had actual contact with substance.

8) Any affected areas will not be reopened until Napa Interagency HazMat Team or appropriate agency provides clearance and School Administrator gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized Procedure

- 1) School Administrator determines appropriate Immediate Response Action, which may include SHELTER-IN-PLACE or EVACUATE BUILDING while directing staff to remove students from affected areas to area upwind and uphill from the release.
- 2) Site Security Team establishes safe perimeter around affected area and ensures personnel do not re-enter area.
- 3) School Administrator calls "911" and Napa County Office of Environmental Management 253-4471, providing exact location and nature of emergency.
- 4) School Administrator notifies District Superintendent of situation.
- 5) Site Security Team turns off local fans in area of release, closes windows and doors and shuts down air handling systems of affected buildings, if this can be done without exposure to released substance.
- 6) See #6 in first scenario. '
- 7) Student Care Team provides list of all people in areas of contamination, especially those who may have had actual contact with substance.
- 8) Any affected areas will not be reopened until Napa Interagency HazMat Team or appropriate agency provides clearance and School Administrator gives authorization to do so.

Scenario 3: Substance Released In Surrounding Community Procedure

- 1) School Administrator or local authorities determine potentially toxic substance has been released into the atmosphere. School Administrator initiates SHELTER-IN-PLACE.
- 2) Upon receiving SHELTER-IN-PLACE notification, Site Security Team turns off local fans in area; closes and locks doors and windows; shuts down all buildings' air handling systems; seals gaps under doors and windows with wet towels or duct tape; seals vents with aluminum foil or plastic wrap, and turns off sources of ignition, such as pilot lights.
- 3) Staff and students located outdoors are directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers communicate their locations to School Administrator, using the PA system or other means without leaving building.
- 4) School Administrator calls "911" and Napa County Office of Environmental Management 253-44 71, providing exact location and nature of emergency.
- 5) School Administrator notifies District Superintendent of situation.
- 6) School remains in SHELTER-IN-PLACE condition until Napa Interagency HazMat Team or appropriate agency provides clearance, or staff is otherwise notified by School Administrator.

Bomb Threat/ Threat Of violence

Bomb Threat/ Threat Of violence

1. If phone call, attempt to keep the caller on the line
2. CAII 911 - OFF THE AIR - DO NOT USE CELL PHONES, TEXT MESSAGE, OR USE WALK-TALKIES
3. Principal notifies (or assigns a designee to notify) general services x6828, teachers, support staff, superintendent X6810, and other district administrators.
4. PA announcement, "Please do a quick 1-minute scan of your classroom or office for anything unusual." (A Professional/law enforcement officer will decide if it is a bomb-device or not)
5. Follow the directions of law enforcement, They will search perimeter, public areas, room etc. and assist with crowd control. Have extra school maps available for law enforcement.
6. Principal activates SEMS Plan (Standardized Emergency Management System), as needed
7. Secure campus Perimeter
8. Evacuate, if deemed necessary. Help students with disabilities. Teachers take roll sheets and office staff takes emergency cards to evacuation area.
9. Take roll and alert command center of any student not accounted for (telephone, intercom, walkie talkie, and/or email).
10. All clear will be signaled by Principal. Only law enforcement can authorize all clear.
11. Principal debriefs staff, parents/community, and students.
12. Student Release Procedures (only send students home before end of day if directed by Superintendent)
 - a. Use signs to designate "Request Student Pick-up Area (or Gate) and Release Students Area (or Gate).
 - b. Use signs to direct parents how to line -up (e.g. alpha, grade levels, or room numbers),
 - c. Release younger students first.
 - d. Use "student Emergency Release" form to document each student release and use "Emergency Cards" to authorized adults who can pick-up student. (RETAIN RECORDS)

e. provide escort for parent/guardian to Crisis Response Team, Search/Rescue Team, or Medical Area; if necessary

Bus Disaster

The NCOE Community School uses public bus service. Students will follow protocol and instruction from the VINE personnel.

Should an accident or incident occur involving a school van, drivers should follow the following steps:

1. Stop. Do not leave the scene of an accident. Use your hazard lights to indicate the bus is stopped.
2. Do not move the bus. Document the position of all vehicles involved. Unless you are in danger of another situation that could cause more harm, stay put until directed by police or a supervisor.
3. Assess the situation. Evaluate the scene so you can create a plan to react accordingly. Decide what immediate action needs to be taken, such as injuries that need assistance, or children to evacuate.
4. Reassure the students. Keeping the children calm will help you handle the situation more effectively.
5. Notify dispatch. Make your message clear and urgent. Start by stating the bus number and that it's an emergency. This will allow dispatch to pin down your bus even if there is no other information available.
Apply first aid, but only within your limits of training. Never move an injured child unless they are in imminent danger. Put your attention on life-threatening injuries first, and do not exceed the limits of your first aid training.
6. Protect the scene. Use reflectors, flares, and cones to warn oncoming traffic. If children are evacuated, make sure they are in a safe place.
7. Account for all passengers. If possible, document where each passenger was located at the time of the accident. Make a list of all passengers on board and provide emergency responders with this list.
8. Document what happened. Use an accident investigation kit located in the bus to document the details. Find witnesses on the scene to gather their names, phone, and address. Capture key information such as other vehicles and drivers involved and write a description of the accident.
9. Do not release students. Unless evacuation is necessary, children are safer waiting on the bus rather than outside. Do not release to Good Samaritans, neighbors, or anyone else. Do not allow children to walk away on their own.
10. Cooperate with authorities. As emergency services arrive, you can let them take over the scene.
11. Don't make statements at the scene. Be respectful and polite, but do not place or take the blame for the accident. What you say at the scene can be admissible in court. Do not discuss any information with anyone other than law enforcement, your supervisor, your insurance company, your company attorney, or your school district. Refer the media to your Seana Wagner, NCOE director of communications.

Disorderly Conduct

Disorderly Conduct

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to: disrupt school activities; cause injury to staff and students; and/or damage property. Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

INSIDE SCHOOL:

STAFF ACTIONS:

Report disruptive circumstances to principal/site administrator.

Avoid arguing with participant(s).

Have all students and employees leave the immediate area of disturbance.

Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.

Stay away from windows and exterior doors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

If the students are engaging in civil disobedience, keep the students confined to one room in the school building.

Set up a communication exchange with the students, staff and principal. Try to restore order.

If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.

Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

OUTSIDE SCHOOL:

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911.

Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads. Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.

Cancel all outside activities.

Maintain an accurate record of events, conversations and actions.

Assign staff members to assist nurse as necessary.

STAFF ACTIONS:

Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.

Instruct students to DUCK AND COVER, lie on the floor and keep students calm.

Care for the injured, if any.

Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule

Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. Even a mild tremor can create a potentially hazardous situation.

The following procedures should be implemented in response to all earthquakes, regardless of magnitude.

Procedure

Note: Keep calm and remain where you are. Assess situation, then act. Remember, most injuries or deaths are direct result of falling or flying debris.

- 1) Upon first indication of an earthquake, teachers direct students to DUCK, COVER, AND HOLD ON.
- 2) Move away from windows and overhead hazards to avoid glass and falling objects.
- 3) When shaking stops, School Administrator initiates EVACUATE BUILDING. Staff and students evacuate buildings using prescribed routes or other safe routes to assembly/shelter site.
- 4) Teachers bring their student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
- 5) If injury or damage is suspected, School Administrator calls "911".
- 6) Site Security Team attempts to suppress fires with extinguishers.
- 7) Site Security Team notifies school personnel of fallen electrical wires.
- 8) Site Security Team turns off school's main gas supply, if leak is detected.
- 9) School Administrator directs Site Security Team to post guards a safe distance away from building entrances to prevent access.
- 10) Site Security Team Leader notifies appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
- 11) Medical Team checks for injuries and provides appropriate first aid.
- 12) If area appears safe, Search and Rescue Team makes initial inspection of school buildings to identify any injured or trapped students or staff.
- 13) School Administrator contacts District Superintendent to determine additional actions that may be necessary. Actions will be communicated to Napa County Office of Education.
- 14) School Administrator contacts Local District Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, Site Security Team conducts inspection of school buildings. Site Security Team maintains log of their findings, by building, and provides periodic report to Incident Commander.
- 15) Any affected areas are not reopened until Local District Facilities Director provides clearance and School Administrator gives authorization to do so.
- 16) School Administrator initiates OFF-SITE EVACUATION, if warranted.

Explosion or Risk Of Explosion

Explosion or Risk Of Explosion

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL/SITE ADMINISTRATOR:

Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to EVACUATE the building. EVACUATION may be warranted in some buildings but others may be used for SHELTER IN PLACE.

Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.

Secure area to prevent unauthorized access until the Fire Department arrives.

Advise the District Superintendent of school status.

Notify emergency response personnel of any missing students.

Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.

Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).

Determine if Student Release should be implemented. If so, notify staff, students and parents.

If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

Initiate DROP, COVER AND HOLD ON.

If explosion occurred inside the school building, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.

Check to be sure all students have left the school site. Remain with students throughout evacuation process.

Upon arrival at assembly area, check attendance. Report status to site administrator immediately.

Render first aid as necessary.

Do not return to the building until the emergency response personnel determine it is safe to do so.

If explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from site of the explosion.

Fire in Surrounding Area

Fire in Surrounding Area

A fire in an adjoining area, such as a wild land fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Determine if EVACUATION of school site is necessary.

Contact local fire department (call 911) to determine the correct action for your school site.

If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for OFF-SITE EVACUATION and DIRECTED TRANSPORTATION by bus.

Direct inspection of premises to assure that all students and personnel have left the building.

Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.

Monitor radio station for information.

Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.

Stay calm. Maintain control of the students a safe distance from the fire and fire fighting equipment.

Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.

Remain with students until the building has been inspected and it has been determined safe to return to

Fire on School Grounds

Procedure:

1. Upon discovery of fire, teachers or staff direct all occupants out of building, signal fire alarm, and report fire to School Administrator.
2. School Administrator immediately initiates EVACUATE BUILDING. Staff and students evacuate buildings using prescribed routes or other safe routes to assembly/shelter site.
3. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
4. School Administrator calls "911 " providing exact location of fire.
5. Site Security Team suppress fires and initiates rescue procedures until local fire department arrives.
6. Site Security Team secures area to prevent unauthorized entry and keeps access roads clear for emergency vehicles.
7. Site Security Team Leader directs fire department to fire and briefs department official on situation.
8. Site Security Team notifies appropriate utility company of damages.
9. School Administrator notifies district superintendent of fire. Napa County Office of Education is informed of situation.
10. If needed, Transportation Unit requests buses for staff and student evacuation.
11. Any affected areas are not reopened until local fire department or appropriate agency provides clearance and School Administrator issues authorization.
12. All fires, regardless of size, which are extinguished by school personnel, require a call to fire department to indicate "fire is out" and to request fire department to respond for investigation.

Flooding

Procedure:

1. School Administrator initiates appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. School Administrator notifies "911" and describes nature and extent of flooding.
3. If School Administrator issues EVACUATE BUILDING or OFF-SITE EVACUATION act on, staff and students evacuate affected buildings using prescribed routes or other safe routes to assembly/shelter site.
4. Teachers bring student roster and take attendance at assembly/sheller site to account for students. Teachers notify Student Care Team of missing students.
5. School Administrator notifies District Superintendent of emergency situation. Napa County Office of Education is informed of situation.
6. School Administrator initiates OFF-SITE EVACUATION, if warranted.

Loss or Failure Of Utilities

Loss or Failure Of Utilities

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

PRINCIPAL/SITE ADMINISTRATOR:

Notify utility company. Provide the following information:

1. Affected areas of the school site
2. Type of problem or outage
3. Expected duration of the outage, if known Determine length of time service will be interrupted.

Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.

If disruption in service will severely hamper school operation, notify students and staff by appropriate means.

Use messengers with oral or written word as an alternate means of faculty notification.

Notify District Office of loss of service.

Implement plan to provide services without utilities or with alternate utilities.

Motor Vehicle Crash

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Notify police and fire department (call 911).

Determine immediate response procedures, which may include EVACUATION, OFF-SITE EVACUATION or DIRECTED TRANSPORTATION.

Arrange for first aid treatment and removal of injured occupants from building.

Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.

Ensure that students and staff remain at a safe distance from the crash.

Account for all building occupants and determine extent of injuries.

Notify District Superintendent.

STAFF ACTIONS:

Notify Principal.

Move students away from immediate vicinity of the crash.

EVACUATE students to a safe assembly area away from the crash scene. Take class roster/name-tags and emergency backpack.

Check school site to assure that all students have evacuated.

Take attendance at the assembly area.

Report missing students to the principal /designee and emergency response personnel.

Maintain control of the students a safe distance from the crash site.

Care for the injured, if any.

Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

Psychological Trauma

There are four key components that need to be addressed in the aftermath of a traumatic event:

- Cognitive: deal with the need to understand what happened from a factual basis
- Affective: deal with the need to open lo the possibility of feeling (grieving)
- Memorialize: deal with the need lo acknowledge what happened and feel like an action was taken to address the problem
- Move on: the strategies below are designed to include these key components.

The School Districts Mental Health Crisis Teams have been trained and can support schools by providing support and assistance to teachers, who play a critical role in student post traumatic event psychological recovery. Following a traumatic event the principal should contact district administration for access to Crisis Team support If possible, the Crisis team should meet with the principal and then hold an all staff meeting the hour before classes resume. The purpose of this meeting is to review the response plan, provide information and identify needed support. Key recovery strategies include:

(1) Maintain routine as much as possible - even if business such as assignments, curriculum etc. must be modified. Routine supports recovery!

(2) Communication Is Critical: Recovery is a team approach. Administration, teachers, parents and students need lo be informed. Structured events can mitigate rumor, misinformation and can curtail panic reactions.

(3) Take the Initiative: Students may withdraw or have other difficulties recovering from the crisis and fail to seek help. Actively reach out to students and parents when appropriate.

(4) Seek Consultation: It is impossible to prepare for every scenario that may occur or every concern students may have. Consult the school's mental health professional or have him/her visit your class to give information and answer students' questions.

(5) Provide Information about the Event: Be truthful and share information In a developmentally appropriate way. Consider these guidelines when talking with students:

- Schedule time with students to listen to their concerns about the incident. Correct any misconceptions they may have about recovery. Schedule this discussion early in the day and when there is enough time to address all concerns. Discourage discussions about details of any death or disturbing aspects of the event.
- Work with the students In planning memorial tributes or displays. Inform them about any applicable school procedures or restrictions.

- Encourage students to participate in pro-social service activities (volunteer days, fund raising events). Help students to assemble cards, letters, and memory books for the families of the victims, but ensure that the content of such materials is appropriate.

(6) Reassure Students: In the days and weeks after the incident, students may continue to show signs of emotional distress or concern. Reassure them that they can come to you with such concerns and/or inform them of the procedures in place to get help.

(7) Report Safety Concerns: Be alert to safety concerns about subsequent incidents or rumors, and report any such rumors or threats immediately to the school's Safety Officer or administration.

(8) Help Manage Grief: If a student is struggling with the death of a friend or loved one, provide appropriate emotional support. After identifying the needs of the student, notify the school's mental health professional of the situation and modify academic assignments as needed.

(9) Know Common Signs of Distress: Watch and listen for any students who show signs of distress or changes in behavior and refer them to the appropriate professionals.

(10) Provide Information on Available Services: All families, students, and staff need to know the location of school and community services and the steps required to access these services. If you are unsure of the appropriate and available resources, refer the individual in need to those who may have that information. Have psycho-educational and informational materials available for parents in order to address their questions.

Suspected Contamination of Food or Water

Procedure:

1. School Administrator isolates suspected contaminated food/water to prevent consumption, and restricts access.
2. School Administrator notifies "911", County Health Officer 253-4566, Local District Office, Office of Environmental Management 253-4471, school food services, and local water utility.
3. School Administrator provides list of all potentially affected students and staff.
4. Medical Team assesses need for medical attention and provides first aid as appropriate.
5. School Administrator maintains log of affected students and staff and symptoms, food/water suspected to be contaminated, quantity and character of products consumed, and other pertinent information.
6. Save ALL food and food containers, even those items that have been placed in the trash/garbage inside or outside of the building.
7. School Administrator confers with County Health Officer, Office of Environmental Management, and local water utility before resumption of normal operations.
8. School Administrator notifies parents of incident, as appropriate.

Unlawful Demonstration or Walkout

Upon learning of a walkout, protest or student demonstration, administration may engage in dialogue with students, parents, employees, local law enforcement, and other relevant stakeholders regarding appropriate free speech within the school environment and appropriate student protests. Administration may meet with stakeholders to discuss alternatives that do not disrupt the instructional day or impact safety of campus or students.

Student Freedom of Speech

Students have free speech rights under the First Amendment. Students in California have additional free speech rights in accordance with Education Code section 48907:

(a) Pupils of the public schools, including charter schools, shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities...

However, student free speech is subject to limitations:

...expression shall be prohibited which is obscene, libelous, or slanderous. Also prohibited shall be material that so incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school.

STAFF / ADMINISTRATION:

- School employees may not advocate, direct, or encourage students to walk out of class during instructional time or to leave campus or miss an instructional day.

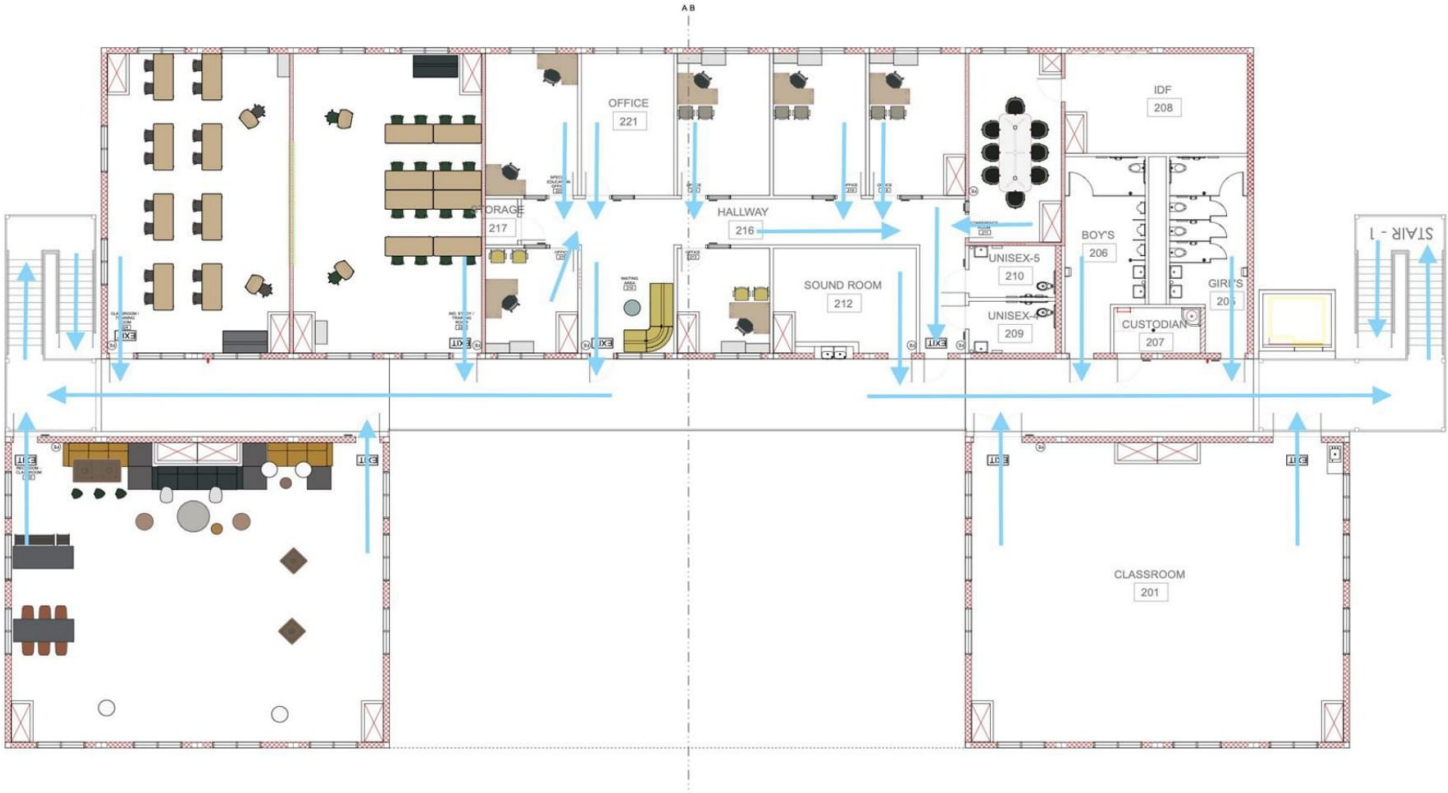
- If students leave campus during the instructional day to demonstrate, then school staff should strongly consider NOT accompanying students off campus as this may result in the assumption of liability for actions that occur with the students off campus.
- The parents of students who leave campus during instructional time should be contacted and informed their child has left school and the need for them to retrieve their child.
- Administration will inform law enforcement if there appears to be the risk of danger to the students leaving campus during the instructional day.
- Staff will not physically intervene to prevent a student from leaving campus.
- Staff will not permit media agencies to engage with students. All media inquiries should be referred to Seana Wagner, communications director for NCOE.

Emergency Evacuation Map



FLOOR 02

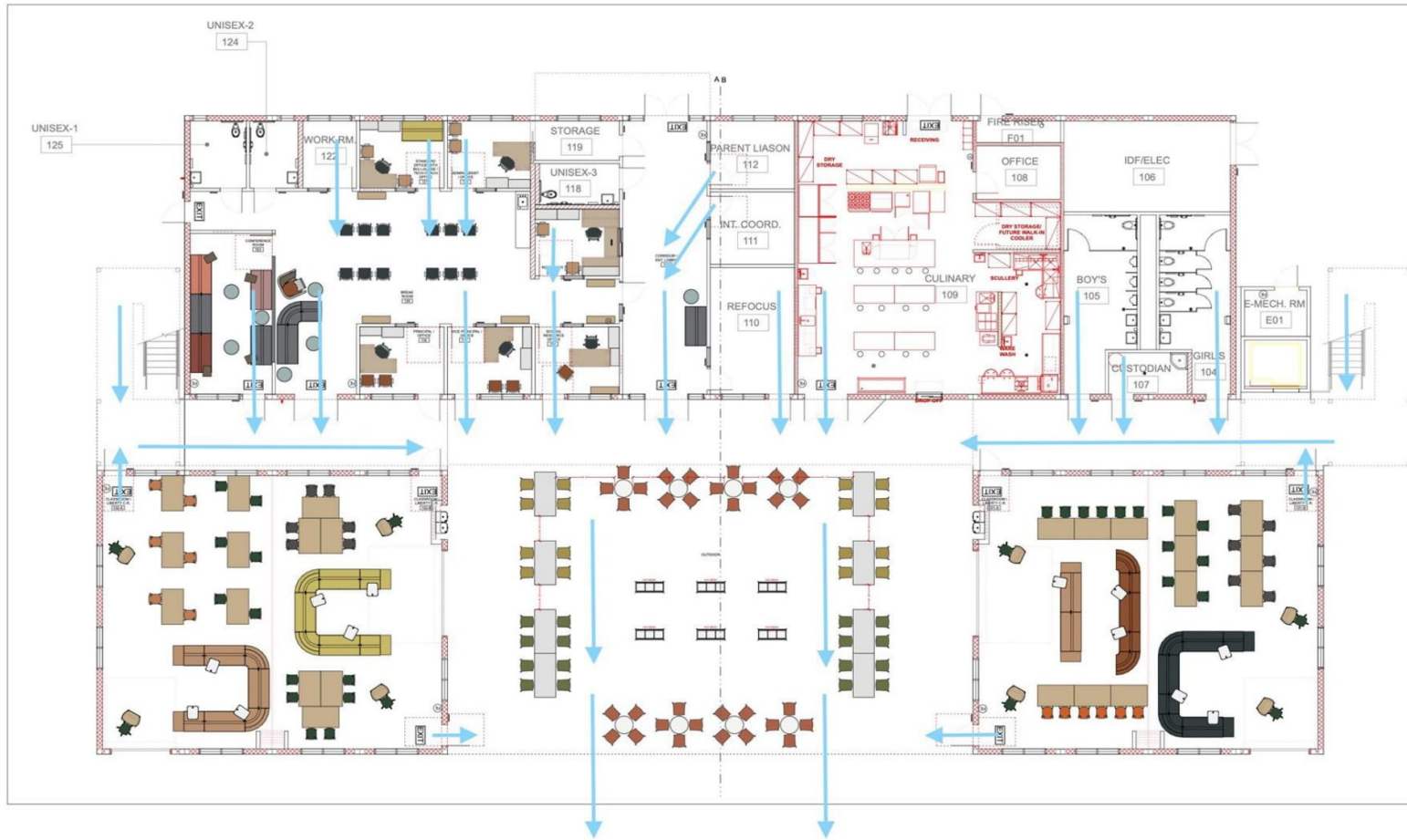
CAMILLE CREEK EMERGENCY EVACUATION PLAN



EVACUATION AREA

FLOOR 01

CAMILLE CREEK EMERGENCY EVACUATION PLAN



EVACUATION AREA

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

Item # 5.B

Date: 2/4/2025

TITLE: NCOE Mid-Year LCAP Report

HISTORY:

Senate Bill 114 (2023) added a requirement for **LEAs to present** a report **on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP)** on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA.

The report must include the following:

- All available midyear outcome data related to metrics identified in the current LCAP; and,
- All available midyear expenditure and implementation data on all actions identified in the current LCAP.

CURRENT PROPOSAL:

This is an information item; no action is needed. The back-up materials contain the LCAP Mid-Year report and a PPT presentation for the Board meeting.

FUNDING SOURCE: N/A

SPECIFIC RECOMMENDATION: This is an information item, no action is needed.

Prepared by: Nancy Dempsey, Director of NCOE's Juvenile Court and Community Schools programs, and Lucy Edwards, Director of Continuous Improvement/Academic Support

Date prepared: 1-15-2025

Mid-Year LCAP Update

— February 4, 2025 —

Nancy Dempsey and Lucy Edwards

Camille Creek Community School

Background

Senate Bill 114 (2023) added a requirement for **LEAs to present** a report **on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP)** on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA.

The report must include the following:

- All available midyear outcome data related to metrics identified in the current LCAP; and,
- All available midyear expenditure and implementation data on all actions identified in the current LCAP.

NCOE Goal 1

All students will make academic progress in ELA and Math through targeted intervention and all English Learners will make progress towards developing literacy proficiency.

(LCFF Priority 1,2,4,7,8)

LCAP Goal 1 - Metrics

Metric	2023-24 Baseline	Desired Outcome for 2024-25	2024-25 Mid-Year Update	Status
<i>Number of Credits Earned Vs. Credits attempted</i>	89 %	85 %	<i>Fall 2024 = 133% All values over 100% completion reduced to 100% = 76%</i>	<i>Progress</i>
<i>STAR Math Growth</i>	<i>61% students showed growth. 39% student showed one year or more of growth.</i>	<i>70% of students will meet their growth target in Math</i>	<i>76% students showed growth 44% student showed one year or more of growth.</i>	<i>Progress</i>
<i>STAR ELA Growth</i>	<i>68% students showed growth 35% student showed one year or more of growth.</i>	<i>70% of students will meet their growth target in ELA</i>	<i>66% students showed growth 39% student showed one year or more of growth.</i>	<i>Progress</i>

LCAP Goal 1 - Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
<i>Homeroom teachers to provide academic support to students - small class sizes</i>	\$606,404	\$323,673	<i>Fully Implemented</i>
<i>Academic Curriculum and Interim Assessments</i>	\$7,622	\$5,213	<i>Fully implemented</i>
<i>Professional Development Academic Focus</i>	\$700	\$700	<i>In Progress - Digital Promise Blended Learning Professional Devel.</i>
<i>Credit Recovery</i>	\$6,375	\$6,375	<i>Fully Implemented</i>

NCOE LCAP Goal 2

To provide our students the opportunity to explore their interests and develop a post-secondary plan and to provide the skills to successfully enter the workforce or pursue further education or training. (LCFF Priorities 4,5,8)

LCAP Goal 2 - Metrics

Metric	2023-24 Baseline	Desired Outcome for 2023-24	2024-25 Mid-Year Update	Status
<i>Percentage of high school students entering workforce or post-secondary training</i>	<i>26% of students participated in workforce training program</i>	<i>40%</i>	<i>19% of students are working or attending post-secondary training</i>	<i>Progress</i>
<i>Number of high school students who complete a 2-year CTE pathway</i>	<i>21% of students participating in a workforce training program</i>	<i>30%</i>	<i>22%</i>	<i>Progress</i>
<i>Number of eligible students who participated in a paid/unpaid internship.</i>	<i>6 students completed internships or 13.5% of eligible juniors and seniors</i>	<i>15% of eligible students will complete internship</i>	<i>13 students projected to complete internships. This is 30% of current junior or senior population</i>	<i>Progress</i>
<i>Percentage of Students completing 2 or more career exploration activities (i.e. Interest Assessments & College/Career Ready Labs)</i>	<i>This is a new metric so baseline will be set in the 2024-2025 school year.</i>	<i>80% of long term students will complete 2 activities</i>	<i>40% of Camille Creek students and 12% of Crossroads completed 2 career interest assessments or College and Career Labs</i>	<i>Progress</i>

LCAP Goal 2 - Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
<i>Employee 2 FTE CTE Teachers</i>	<i>\$249,361</i>	<i>\$108,318</i>	<i>Fully Implemented</i>
<i>Spirit Horse and other CBL activities</i>	<i>\$37,709</i>	<i>\$4,800</i>	<i>Spring PD for math support and ELA strategies in the classroom</i>

NCOE LCAP Goal 3

Within three years, the district will improve student outcomes by taking action to increase the attendance rate and decrease the suspension rate for low-income students by implementing actions that promote self-regulation and student connectedness. (LCFF Priority 1, 3, 5, 6 ,8)

LCAP Goal 3 - Metrics

Metric	2023-24 Baseline	Desired Outcome for 2024-25	2024-25 Mid-Year Update	Status
<i>Attendance Rate</i>	<i>87%</i>	<i>88% for all students</i>	<i>Fall 2024 Attendance Rate 83%</i>	<i>Progress</i>
<i>Suspension Rate</i>	<i>Suspension Rate 22%</i>	<i>15%</i>	<i>Fall 2024 18%</i>	<i>Progress</i>
<i>Parent Contacts</i> <i>Student Contacts</i>	<i>Parent contacts 1290</i> <i>Student contacts 902</i>	<i>Maintain high number</i>	<i>Fall semester 814 contacts with parents</i> <i>520 contacts with students</i>	<i>Progress</i>

LCAP Goal 3 - Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
<i>Staffing for SEL support, home visits, and strengthening relationships</i>	<i>\$635,475</i>	<i>\$201,539</i>	<i>Fully Implemented</i>
<i>JCCS Staff Training (SEL and Restorative Justice focus)</i>	<i>\$700</i>	<i>\$0</i>	<i>Partially Implemented</i>
<i>JCCS general staffing (leadership, office staff)</i>	<i>\$691,764</i>	<i>\$301,123</i>	<i>Fully Implemented</i>
<i>Juvenile Hall Staffing</i>	<i>\$188,557</i>	<i>\$115,550</i>	<i>Fully Implemented</i>

LCAP Goal 3 - Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note
<i>Data information systems</i>	<i>\$21,000</i>	<i>\$5567</i>	<i>Fully Implemented</i>
<i>Probation Officer</i>	<i>\$7,000</i>		<i>Fully Implemented</i>
<i>After School staffing</i>	<i>\$27,362</i>	<i>\$13,380 \$59,785</i>	<i>Fully Implemented</i>
<i>Camille Creek Facility</i>	<i>\$288,997</i>	<i>\$288,997</i>	<i>Fully Implemented</i>

NCOE LCAP Goal 4

By June 2026, JCCS will increase the number of students at Camille Creek entering the workforce or college training program from 26% to 40% of those eligible to work; we will increase our college and career readiness rate for all students by 10% at Camille Creek, increase our graduation rate for Hispanic and Socioeconomic Disadvantaged Students by 10% at Camille Creek and the Court School, and decrease our chronic absenteeism for all students by 20% at Camille Creek.

With this goal, students will develop the necessary confidence and soft skills to successfully navigate and thrive in school and professional environments. This includes effective communication, teamwork, problem-solving, time management, and emotional intelligence.

. (LCFF Priority 5,8)

LCAP Goal 4 - Metrics

Metric	2023-24 Baseline	Desired Outcome for 2024-25	2024-25 Mid-Year Update	Status
<i>Wellness Center Visits %</i>	<i>64% of students accesses the Wellness Center in Spring 2024</i>	<i>Increase of 5% each year</i>	<i>The Wellness Center was closed. New Wellness coach started 1/13/25</i>	<i>Progress</i>
<i>Students completing mental health screener %</i>	<i>92% completed PHQ9 screener</i>	<i>90% or more</i>	<i>Fall 2025 96%</i>	<i>Progress</i>
<i>Graduation Rate</i>	<i>70.3% graduated</i>	<i>>70%</i>	<i>TBD - 14 Fall graduates</i>	<i>Progress</i>
<i>Percentage of students entering workforce or post-secondary training</i>	<i>26% of eligible students</i>	<i>40%</i>	<i>Currently 18% of students are employed or in post-secondary training</i>	<i>Progress</i>

LCAP Goal 4 - Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)
<i>Fully Staffed Wellness Center</i>	\$98,000	\$0.00
<i>Technology Coach - enhancing teacher pedagogical skills to effectively integrate technology in the classroom, promote digital equity and engagement, and teach essential job-readiness technology skills.</i>	\$23,489	\$36,305
<i>School Social Worker - coordinate mental health services for all students, administer PHQ9, provide crisis intervention</i>	\$83,910	\$51,853

NCOE LCAP Goal 5

Improve the coordination of services for foster youth among Child Welfare, Probation, and LEAs. (LCFF Priority 10)

LCAP Goal 5 - Metrics

Metric	2023-24 Baseline	Desired Outcome for 2024-25	2024-25 Mid-Year Update	Status
<i>Advisory Council Attendance -Measure membership attendance</i>	<i>67% of council members are attending regularly</i>	<i>85% of council members will attend 75% meetings</i>	<i>83% of council members are attending regularly</i>	<i>Progress</i>
<i>Post Grad Data: Percent of students who qualify for graduation Percentage of students who complete the FAFSA/CADAA</i>	<i>11 seniors qualify to graduate. 3 seniors have submitted FAFSA applications</i>	<i>80% of students report that they know their FY rights pertaining to graduation and post secondary services available. 100% of FY will complete the FAFSA/CADAA</i>	<i>10 seniors qualify to graduate. Partnering with Next UP & VOICES to support with FAFSA</i>	<i>Progress</i>

LCAP Goal 5 - Metrics

Metric	2023-24 Baseline	Desired Outcome for 2024-25	2024-25 Mid-Year Update	Status
<p><i>Transition to TK-K support: Flag the number of early childhood students transitioning to TK-K.</i></p> <p><i>Provide technical assistance, trainings, and outreach to providers.</i></p>	<p><i>1 FY attending NCOE preschool</i></p> <p><i>TK will transition to K</i></p> <p style="text-align: right;"><i>1</i></p>	<p><i>Of all FY attending early childhood programs, flag 90% of them prior to the start of their TK-K school year. Providers will attend 75% of presentations and meetings.</i></p>	<p><i>3 FY in TK</i></p> <p><i>1 KN</i></p> <p><i>Collaborating with Headstart support transition from preschool to TK & KN</i></p>	<p><i>Progress</i></p>
<p><i>Training Data to Track: Agencies that attend & effectiveness of trainings (post surveys)</i></p>	<p><i>3 countywide trainings</i></p> <p><i>5 countywide presentations</i></p> <p><i>86% of district & agencies participated in the countywide trainings.</i></p> <p><i>91% of participants rated trainings as effective or highly effective</i></p>	<p><i>100% of districts and agencies participate in the countywide trainings</i></p> <p><i>90% of participants will rate the trainings as effective or highly effective</i></p>	<p><i>1 countywide training</i></p> <p><i>2 countywide presentations. 95% of districts & agencies participate in the countywide trainings. 90% of participants will rate training as effective or highly</i></p>	<p><i>Progress</i></p>

LCAP Goal 5 - Actions

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)
<i>Collaboration with Partner Agencies -The FY Coordinator and Ed liaison,</i>	\$151,851	\$79,096.84
<i>Post graduation planning - 0.4 FTE Ed liaison position</i>	\$20,411	\$10,631.77
<i>Council Meetings and Information and Data Sharing - Foster Focus subscription</i>	\$16,725	\$8,712.15
<i>Early Childhood Connections</i>	\$16,783	\$8,712.15
<i>Training Program</i>	\$14,290	\$7,472.95

Closing - Needs updating

The 2024-2025 has presented both opportunities and challenges. We are proud of the following: Camille Creek Math goal target of 70% improvement met; increased number of students accessing paid internship;

Our district is still working through some lingering challenges, such as Low enrollment, attendance rate, long term Multi-lingual learners success.

Despite these challenges, the NCOE is committed to implementing the LCAP to provide the necessary services to our students.

We acknowledge, and sincerely thank, the hard work and dedication of our employees, the support of our parents, and the resilience of our students to continue our reach for excellence.

Questions?



Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Napa County Office of Education	Joshua Schultz Deputy Superintendent	jschultz@napacoe.org (707) 253-6832

Goal 1

Goal Description

All students will make academic progress in ELA and Math through targeted intervention and all English Learners will make progress towards developing literacy proficiency.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	LCFF Priority 7: Number of Credits Earned Vs. Credits attempted	Baseline 2023-2024 = 78% Update 7/31/24 = 89%			Fall 2024 = 133% All values over 100% completion reduced to 100% = 76%	Students will complete 85% of credits
1.2	LCFF Priority 8: Percentage of students whose reading level on STAR assessment shows growth in reading over time	2023-2024 data 68% students showed growth on the reading interim assessments. 35% student showed one year or more of growth.			Fall 2024 - preliminary 66% students showed growth on the reading interim assessments. 39% student showed one year or more of growth.	70% of students will meet their growth target in ELA
1.3	Percentage of students whose math level on STAR assessment shows growth in math over time	2023-2024 data 61% students showed growth on the math interim assessments. 39% student showed one year or more of growth.			Fall 2024- preliminary 76% students showed growth on the math interim assessments. 44% student showed one year or more of growth.	70% of students will meet their growth target in Math
1.4	LCFF Priority 4: CAASPP ELA -	CAASPP 2023 data ELA: 6.25% of 11th grade students who took the CAASPP met or exceeded standard.			TBD - CAASPP administration is in the spring	Students enrolled in one semester or more will improve scores by 3% in ELA
1.5	LCFF Priority 4: CAASPP Math	CAASPP 2023 data Math: 0% of 11th grade students who took the CAASPP met			TBD - CAASPP administration is in the spring	Students enrolled in one semester or more will improve scores by 3% in Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		or exceeded the standard				
1.6	LCFF Priority 4: A-G course are now offered to all student including unduplicated and those with exceptional needs. Due to the small school, the lack of a laboratory facility, and the lack of students performing at grade level, there will be a limited A-G course metric.	2023-2024 School Year 34 students enrolled in online A-G classes.			24 students enrolled in online A-G approved classes	The number of students taking A-G classes will increase by 5%
1.7	100% of teachers will undergo the Digital Promise Professional Development series to increase digital equity and engagement in all students.	This is a new partnership which is part of the Verizon Innovative Learning Schools Program and will provide 3 ninety minute live trainings yearly paired with asynchronous work.			100% of teachers attended the live 90 minute live training and completed asynchronous work for fall 2024	Maintain rate
1.8	LCFF Priority 7: Access to Broad Course of Study as measured by the JCCS master calendar.	In 2023-2024 School year 100% of students, including unduplicated and those with exceptional needs have access to broad course of study in subject areas described in section 51210 and 51220			100% of students had access to a broad course of study.	100% of students, including unduplicated and those with exceptional needs have access to broad course of study in subject areas described in section 51210 and 51220
1.9	LCFF Priority 2: Percentage of teachers implementing the State Standards, including ELD standards. LCFF Priority 1: Percentage of students provided with the required instructional materials (the program is transitioning to a digital curriculum – license will be obtained for all students	For 2023-2024: 100% of teachers implemented state standards, including ELD standards. 100% of students continued to be provided with all standards-aligned required instructional materials, including ELD.			100% of teachers are implementing state standards. Spring ELD training for all teachers upcoming. 100% of students are provided standards aligned materials.	Maintain rates

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.10	Classroom Size Count - Maintain small classroom sizes to help support unduplicated students and those with exceptional needs.	2023 -2024 Class size average was 12 students. Homeroom classes may enroll up to 21 students but scheduling with CTE and PE allows us to keep low numbers in each classroom space providing more support to our unduplicated students.			Current Class size averages are 12.75. Independent study enrolls approx 22 students, but no more than 8 students are on campus for in person work at one time.	Limit class size <15
1.11	LCFF Priority 1: Percentage of teachers fully credentialed, compliant, and appropriately assigned.	For 2023-2024 100% of teachers are credentialed, compliant, and appropriately assigned.			100% of teachers are credentialed and compliant. 11% or one teacher is considered mis-assigned as this is his second year of teaching.	Maintain rate
1.12	LCFF Priority 4: EL Reclassification Rate	For 2023 0 Students Re-designated			ELPAC administered in the Spring of 2025.	Increase to at least 2 students reclassified/year
1.13	LCFF Priority 4: % of ELs making progress toward English Proficiency	50% of students progressed one proficiency level on the ELPAC			ELPAC administered in the Spring of 2025.	Increase to 75% progressing at least one proficiency level on the ELPAC
1.14	LCFF Priority 4: % of students demonstrating college preparedness with the Early Assessment Program	EAP for the 2022-2023 school year: ELA: 6.25% of 11th grade students who took the CAASPP demonstrated college readiness. Math: 0% of 11th grade students who took the CAASPP demonstrated college readiness.			TBD - CAASPP administration is in the spring	>0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.15	LCFF Priority 4: % of students passing the advanced placement examination with a score of 3+	0% Advanced Placement courses are now offered to all students including unduplicated and those with exceptional needs; due to the small school population and the lack of students performing at grade level there will be a limited AP metric.			0 students currently enrolled in advanced placement courses	>0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Academic Curriculum and Interim Assessments JCCS strives to offer engaging and meaningful curriculum for students. Based on feedback from staff and students, we will continue to invest in contracts for Reading with Relevance and Freckle Math and ELA adapted learning platform. To ensure English learners, including Long Term English Learners (LTELs) can access the CCSS and the ELD standards, they will receive English language acquisition instruction via ELA Freckle curriculum and dedicated class time focused on language development at their proficiency levels. STAR Renaissance will be utilized to track and measure student progress in reading and math throughout the school year. Staff will continue to evaluate data and efficacy of ELA	No				\$7,622.00	\$5213

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and Math programs and use assessment data for student intervention placement and progress monitoring purposes (costs embedded in staff expenditures).						
1.2	<p>Professional Development Academic Focus JCCS will continue to build the capacity of staff to help support student growth in academics through investments in staff development and ongoing professional learning opportunities. The opportunities will include but not be limited to the following: Training on curricula, Science of Reading, Blended Learning and Technology Integration, Paxton Patterson Career Labs, Multiple Tiered Systems of Support, and Data Teams to support students, especially unduplicated and those with exceptional needs. Staff will be trained and supported to successfully implement a leveled math program where students are assigned classes based on needs and skills. JCCS will also provide staff training on ELD and language acquisition strategies to support our ELs and LTELs. We will continue to contract with consultants to help analyze student work and plan for instructional next steps to meet students' needs. JCCS staff will work with students to set learning goals in ELA and math, SEL, and</p>	No				\$700.00	\$700

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	College and Career Readiness skills.						
1.3	Access to technology and support JCCS will continue to contract with GoGuardian and ParentSquare. Through the Verizon Innovative Learning Schools Initiative, we will ensure all students including unduplicated students and those with exceptional needs have access to current, updated technology including a Chromebook with connectivity to use at school and at home.	No				\$6,910.00	\$5780
1.4	Credit Recovery JCCS will continue contracting with Bright Thinker for credit recovery to provide more support for all students, including unduplicated students and those with exceptional needs.	Yes				\$6,375.00	\$6375
1.5	Camille Creek Facility Debt service for new Camille Creek Facility. This action is split between LCAP Goal 1 and Goal 3.	No				\$288,994.00	\$288667

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.6	<p>Homeroom teachers to provide academic support to students - small class sizes Employ 4 FTE homeroom teachers and 1FTE Independent study teacher to support the education of all students at JCCS. Teachers operate multi-grade/multi-subject classrooms to provide targeted and individualized learning to optimize student success and support them in their educational goals.</p> <p>JCCS will continue to maintain small class sizes to help serve students with exceptional needs by providing more individualized support. We will staff the Community High School classes with a teacher for up to 15 students per class.</p>	Yes				\$606,404.00	\$323673

Goal 2

Goal Description

To provide our students the opportunity to explore their interests and develop a post-secondary plan and to provide the skills to successfully enter the workforce or pursue further education or training.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of high school students entering workforce or post-secondary training program	2023-2024 - 26% of high school students participating in a workforce training program.			Currently 19% of high school students are working or attending post-secondary training	40% of students will participate in a workforce or college/training program
2.2	LCFF Priority 4: CTE Pathway - number of high school students who complete a 2-year CTE pathway	2023-2024 had 9 completers or 10% of high school students			7 students projected to complete 2 year pathway in 24-25 school year.	Increase the number of CTE completers to reach a goal of 20%
2.3	Number of eligible students who participated in a paid/unpaid internship.	2023-2024 Baseline - 6 internships or 13.5% of eligible juniors and seniors completed an internship			13 students projected to complete internships with confirmed sites. This is 30% of current junior and senior population.	15% of eligible students will complete an unpaid internship
2.4	Percentage of Students completing 2 or more career exploration activities (i.e. Interest Assessments & College/Career Ready Labs)	This is a new metric so baseline will be set in the 2024-2025 school year.			27 students (40%) Camille Creek and 12 (100%) Crossroads	80% of students enrolled in the Community School one semester will complete a minimum of 2 career exploration activities - Interest Assessments and/or College and Career Ready Labs
2.5	LCFF Priority 4 and 8: College/Career Readiness Indicator (CCI) on the CA Dashboard	Red (very low) Performance Level on Ca School Dashboard in 2023 -			Projected 4/36 seniors (11%) will graduate prepared	15% (yellow level) increase in students graduating college/career prepared

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		0 percent of students were prepared for College or Career 9 earned college credit through the articulation with Culinary and Napa Valley College				Based on CA Dashboard criteria
2.6	Number of graduating seniors earning a work readiness certificate.	% of students earning a Work-Readiness Certificate This is a new metric so no data available. Baseline will be set based on the percentage of students earning workforce certificates in 2024-2025			TBD at end of year	25% of graduating Seniors will have obtained a Work-Readiness certificate
2.7	LCFF Priority 5: Graduation Rate = 5 year cohort	2023-2024 Graduation Rate = 51.3% Update 7/31/24 = 68.7%			TBD in spring. 8 graduates in Fall 2024	Graduation Rate >70%
2.8	Students will increase community based learning opportunities	New Metric - Percentage of students participating in 2 community based learning per semester.			70% of students participated in 2 community based learning activities	80% of students will participate in 2 community based learning activities per semester
2.9	LCFF Priority 5: Middle School Dropout rate LCFF Priority 5: High School Dropout rate	Dropout rate for 8th grade is 0% High School TBD			TBD	Maintain low dropout rates

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Employee 2 FTE CTE Teachers JCCS will employ a CTE Culinary Instructor and CTE Welding Instructor to allow students hands on learning opportunities in a high demand and stable career pathway. CTE pathways increase the likelihood that students stay in school and have the credits to graduate. The intent of this action is to help improve the grad rate performance levels on the CA School Dashboard for Hispanic, socioeconomically disadvantaged, and all students.</p>	No				\$249,361.00	\$108,318
2.2	<p>Spirit Horse and other Community Based Learning Activities Students will engage in community-based learning activities to further explore potential career opportunities and deepen their understanding of the local community. Increasing engagement opportunities also increases the likelihood that students stay in school and graduate. The intent of this action is to help improve the grad rate performance levels on the CA School Dashboard for Hispanic, socioeconomically disadvantaged, and all students.</p>	No				\$37,709.00	\$4800

Goal 3

Goal Description

Within three years, the district will improve student outcomes by taking action to increase the attendance rate and decrease the suspension rate for low-income students by implementing actions that promote self-regulation and student connectedness.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	LCFF Priority 5: Attendance Rate LCFF Priority 5: Chronic Absenteeism Rate (% of students missing more than 10% of school)	2023-2024 Baseline attendance 84.7% Updated 7/31/24 = 87% The chronic absenteeism rate for 2023-2024 is established in EOY CALPADS reporting – TBD Updated 7/31/24 = 26% The chronic absenteeism rate for 2022-2023 to date was: All students: 66.27% Low-income: 69.57% English Learners: 61.9% SPED: 64.29% Hispanic: 69.23% White: 75%			Fall 2024 Attendance Rate 81.5%	Attendance for All students = (>88%) Chronic Absenteeism rate = All students <50%
3.2	LCFF Priority 6: Suspension Rate	2023-2024 Suspension rate - 22%			Suspension rate Fall 2024 = 18%	Decrease suspension rate , 15%
3.3	LCFF Priority 6: CA Healthy Kids Survey (CHKS) % of students feeling connected % of students feeling safe at school	Spring 2024 % of students feeling connected All students = 46% Hispanic/Latinx = 49% % of students feeling safe			CHKS administered in the Spring 2025	% of students feeling connected: All students = >50% Hispanic/Latinx = >50% White students = >50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		All students = 65% Hispanic/Latinx = 64%				% of students feeling safe: All students = >60% Hispanic/Latinx = >60% White students = >60%
3.4	LCFF Priority 3: To promote parent involvement in programs for all students, including unduplicated and those with exceptional needs: Measure and track the number of contacts/interactions with families/caregivers including in person and online meetings, phone calls including messages, text messages, and parent/caregiver walk-ins. Measure and track the number of student check-ins with School Social Worker and/or Interventions Coordinator for SEL support.	August to May 2024-1290 Contacts with parents, guardians, and caregivers 902 student contacts			Fall semester 814 contacts with parents, caregivers, guardians. 520 contacts with students	Maintain high number of contacts/interactions with families and students
3.5	LCFF Priority 1: Facilities Inspection Tool (FIT) Reports: Basic school facilities will be maintained in good repair	Maintain facilities in good condition as reported on the FIT			Fall 2024 FIT Inspection 97% in Good condition. Lighting issues in 2 classrooms repaired.	Maintain facilities in good condition as reported on the FIT
3.6	LCFF Priority 3: To increase parent input in making decisions with the LEA, increase Family Partnership opportunities through the creation of a Family Leadership Team. Family Leadership Team will assist in the planning and execution of 2 events per semester.	New metric - Baseline data will be established in the 2024-2025 school year. Current, 2023-2024 data is zero.			Two parents led cooking demonstrations that were live streamed into classrooms and on YouTube. One parent group conducted by our Parent Liaison.	Creation of the Family Leadership Team each school year by October. Two events created and executed by the team each semester.
3.7	LCFF Priority 8: 90% of new families and students entering the	New Baseline will be established in 2024-			Currently, 54% of new parents have received	90% of new families and students entering

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	program before April 1st each year will be administered the BioPsychoSocial Assessment.	2025 due to a shift in metrics. Current, 2023-2024 data is zero.			the Assessment. As the population is fluid, many of the newer students from late fall will have assessment in January.	the program before April 1st each year will be administered the BioPsychoSocial Assessment.
3.8	LCFF Priority 6: Expulsion Rates	0%			0%	Maintain low rates

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>Staffing for SEL support, home visits, and strengthening relationships</p> <p>To help our students develop the self regulation and interpersonal skills needed to form and maintain positive and meaningful relationships, we will employ a social worker, an SRO, and an interventions coordinator, and 2 family liaisons to work with students and families to address barriers preventing students, especially unduplicated students and those with exceptional needs, from thriving in school. The social worker and interventions coordinator will work with community agencies to refer families for resources and services. The Wellness Center specialist will assist in supporting students who are out of the classroom to seek a calming environment or obtain basic support with nutrition and personal needs. We will provide culturally competent training for our parent liaisons to support in the creation of relationships with families consisting of regular text, emails</p>	Yes				\$635,475.00	\$201,539

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and phone calls and to conduct school meetings. The family liaisons, interventions coordinator, and SRO will also conduct home visits to strengthen school and family connections. Employ two full time bilingual Parent Liaison to work with families and students, making connections across school, home, and the community. Employ 4 instructional aides to work with teachers in the classrooms to help support unduplicated students and students with exceptional needs in the program. These roles will help to increase percentage/number of parents participating in programs for unduplicated students and help to increase percentage/number of parents participating in programs for students with exceptional needs.</p>						
3.2	<p>JCCS Staff Training (SEL and Restorative Justice focus) JCCS will continue to build the capacity of staff to help support student growth in social emotional learning and restorative justice practices through investments in staff development and ongoing professional learning opportunities. The opportunities will include but not be limited to the following: Restorative Justice practices, QPR training, and Resilience Focused practices to create better relationships which will help students thrive. Paraprofessionals</p>	Yes				\$700.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>will be trained in, but not limited to, conducting home visits, motivational interviewing, brief interventions, mental health, first aid, etc.</p> <p>JCCS will continue to develop and utilize our matrix of student goals and outcomes to track student progress toward behavior and social-emotional learning. We will explore opportunities for Instructional Assistants to identify their strengths and professional development needs and provide for their continued support and growth. We will send additional staff to trauma training (if needed) to provide in-depth support for unduplicated students and those with exceptional needs. This action is also directed towards our ELs to help improve the suspension rate.</p>						
3.3	<p>JCCS general staffing (leadership, office staff) JCCS will continue to maintain small class sizes to help serve students with exceptional needs by providing more individualized support. We will staff the Community High School classes with a teacher for up to 15 students per class. Continue to staff FTE 1.0 resource teacher and 0.75 Instructional support aide to provide small group instruction and push-in to</p>	No				\$691,764.00	\$301,123

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>classrooms to provide support for students with exceptional needs.</p> <p>Continue to staff FTE 1.0 Director Continue to staff FTE 1.0 Assistant Principal Employ FTE 1.175 for two Custodians Employ FTE 1.0 for Administrative Assistant Employ FTE 1.0 for School Registrar Note that the base program personnel and costs described also support the achievement and standards implementation outcomes in Goal 1.</p>						
3.4	<p>Probation Officers Contract with Napa County Probation to provide 2 probation officers assigned to the Community School site.</p>	Yes				\$7,000.00	\$0
3.5	<p>Data/information systems and platforms Evaluate and leverage the current data systems to track the student progress in social emotional learning and academics that will support JCCS make decisions that lead to improvements. Contract with PowerSchool Student Information System and</p>	Yes				\$21,100.00	\$5567

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	ParentSquare. Contract with Document Tracking System.						
3.6	Juvenile Hall Staffing Staff the Juvenile Hall class with a teacher and instructional support specialist to ensure optimal support is given to unduplicated students and those with exceptional needs.	Yes				\$188,557.00	\$155550
3.7	Fitness and After School Program Employ a fitness coach and staff for the after school program to help provide enrichment and support for all students but principally directed to unduplicated students and students with exceptional needs.	Yes				\$27,362.00	\$59785
3.8	Camille Creek Facility In addition to the other priorities that are included in Goals 1 and 2 of the LCAP that are related to the new Camille Creek facility, JCCS also prioritizes the need to identify and secure recreation space for our new school. Debt service for the new Camille Creek Facility. This action is split between LCAP Goal 1 and Goal 3 (see action #9) with a dollar value of in each goal.	No				\$288,997.00	\$288667

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 4

Goal Description

By June 2026, JCCS will increase the number of students at Camille Creek entering the workforce or college training program from 26% to 40% of those eligible to work; we will increase our college and career readiness rate for all students by 10% at Camille Creek, increase our graduation rate for Hispanic and Socioeconomic Disadvantaged Students by 10% at Camille Creek and the Court School, and decrease our chronic absenteeism for all students by 20% at Camille Creek.

With this goal, students will develop the necessary confidence and soft skills to successfully navigate and thrive in school and professional environments. This includes effective communication, teamwork, problem-solving, time management, and emotional intelligence.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Fully staff Wellness Center for the Community School.	Percentage of students accessing center and it's services: from January 17th 2024 to May 31st 2024 = 579 visits or 6.3 visits per day 64% of students accessed the center at least one visit at Camille Creek Court School = N/A			Wellness Center will open in January 2025. Contracted provider unable to staff the center so a Certified Wellness Coach was hired in house.	Increase % of visits to 5% over baseline data at Camille Creek Court School = N/A
4.2	Increase opportunities for students to collaborate on technology-infused lessons with other students to enhance their digital literacy, foster innovative problem-solving skills, and prepare them for the demands of a technology-driven workplace.	This is a new metric - Baseline data will include % of lessons in classrooms that incorporate technology in a meaningful way that promotes collaboration. Camille Creek - Current, 2023-2024 data is zero.			TBD - teacher PD began in October. Technology coach supporting teachers to increase	Grow 5% over baseline data Camille Creek - TBD Court School - TBD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Court School - Current, 2023-2024 data is zero.				
4.3	LCFF Priority 8: % of students enrolled prior to April 1st completing the universal mental health screener (PHQ-9) Of those students needing a follow up PHQ-9 (because they scored a 10 or higher) track % of students who improved.	92% of students enrolled prior to 5/21/24 completed the PHQ9 screener. Of the 14 identified for follow-up, 72% of the students had improved scores. Camille Creek = 92% Court School = New metric for long term students			96% of students have completed PHQ-9 assessments. Follow up scores will be assessed in the spring of 2025.	90% of students enrolled prior to April 1st complete the PHQ-9 screener Of those students needing a follow up PHQ-9 (because they scored a 10 or higher) 75% of students will improve (scores will decrease) Camille Creek = >90% Court School = >90% of long term students
4.4	LCFF Priority 5: Graduation Rate = 5 year cohort	2023-2024 Graduation Rate: All students = 58.6% Updated 7/31/24 = 68.7% Hispanic students = TBD once CALPADs is certified SED students = TBD once CALPADs is certified Camille Creek = TBD Hispanic students = TBD once CALPADs is certified SED students = TBD once CALPADs is certified Court School = TBD Hispanic students = TBD once CALPADs is certified			TBD - 14 Fall 2024 Graduates	Graduation Rate: All students = >70% Hispanic students = SED students = Camille Creek = TBD Hispanic students = TBD once CALPADs is certified SED students = TBD once CALPADs is certified Court School = TBD Hispanic students = TBD once CALPADs is certified SED students = TBD once CALPADs is certified

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		SED students = TBD once CALPADs is certified				
4.5	Percentage of high school students entering workforce or post-secondary training program	26% of high school students participated in a work force training program. Camille Creek =26% Court School = N/A			Currently 18% of high school students are working or attending post-secondary training	40% of high school students will have participated in a work force training program. Camille Creek =40% Court School = N/A
4.6	LCFF Priority 5: Attendance and Chronic Absenteeism	2023-2024 Baseline attendance 84.7% Updated 7/31/24 = 87% The chronic absenteeism rate for All Students in 2023-2024 is established in EOY CALPADS reporting – TBD Camille Creek = 26% Court School = 0% The chronic absenteeism rate for 2022-2023 to date was: All students: 66.27% Low-income: 69.57% English Learners: 61.9% SPED: 64.29% Hispanic: 69.23% White: 75%			Fall 2024 Attendance Rate 81.5%	Attendance for All students = (>88%) Chronic Absenteeism rate = All students <50% Camille Creek = 88% <50% Chronic Absenteeism Court School = 100% attendance and 0% Chronic Absenteeism

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Fully Staffed Wellness Center Staff and supplies	No				\$98,000.00	\$0
4.2	VILS Tech The technology coach supports teachers at Camille Creek and the Court School by enhancing their pedagogical skills to effectively integrate technology in the classroom, promote digital equity and engagement, and teach essential job-readiness technology skills. This role is supported by the Verizon Innovative Learning Schools team and Digital Promise professional development.	No				\$23,489.00	\$36,305
4.3	School Social Worker School social worker will administer mental health screenings to students at both sites and follow up with those who report moderate to high levels of depression.	No				\$83,910.11	\$51853
4.4	Indirect Cost Supporting infrastructure and administration at the LEA level.	No				\$16,403.00	\$9865

Goal 5

Goal Description

Improve the coordination of services for foster youth among Child Welfare, Probation, and LEAs. (LCFF Priority 10)

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	LCFF Priority 10: Advisory Council Attendance -Measure membership attendance (5 meetings/year)	2023-2024 Data: 67% of council members are attending regularly			83% of council members are attending regularly	85% of council members will attend 75% meetings
5.2	LCFF Priority 10: Completion of Council Meeting Surveys- percentage of council members completing surveys. Survey results for transition aged youth will be collected.	2023-2024 Data: 70% of council members completed the survey. 85% of members rated the council meetings as highly effective			Mid year assessment will be administered 1/29	75% of council members will complete surveys 80% of members will rate the council meetings as highly effective
5.3	LCFF Priority 10: Post Grad Data: Percent of students who qualify for graduation Percentage of students who complete the FAFSA/CADAA	2023-2024 Data: 11 seniors qualify to graduate. 3 seniors have submitted FAFSA applications			10 seniors qualify to graduate. Partnering with Next UP & VOICES to support with FAFSA completion.	80% of students report that they know their FY rights pertaining to graduation and post secondary services available. 100% of FY will complete the FAFSA/CADAA
5.4	LCFF Priority 10: Transition to TK-K support: Flag the number of early childhood students transitioning to TK-K. Provide technical assistance, trainings, and outreach to providers.	2023-2024 Data: 1 FY attending NCOE preschool 1 TK will transition to K			3 FY in TK 1 KN Collaborating with Headstart support transition from preschool to TK & KN	Of all FY attending early childhood programs, flag 90% of them prior to the start of their TK-K school year. Providers will attend 75% of presentations and meetings.
5.5	LCFF Priority 10: Training Data to Track: Agencies that attend & effectiveness of trainings (post surveys)	2023-2024 Data: 3 countywide trainings 5 countywide presentations			1 countywide training 2 countywide presentations. 95% of districts & agencies participate in the	100% of districts and agencies participate in the countywide trainings

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		86% of district & agencies participated in the countywide trainings. 91% of participants rated trainings as effective or highly effective			countywide trainings. 90% of participants will rate training as effective or highly effective	90% of participants will rate the trainings as effective or highly effective

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	<p>Collaboration with Partner Agencies The FY Coordinator and Ed liaison positions will ensure the Foster Advisory Council has a representative from each of the Foster Serving agencies. This will increase communication, help identify gaps in services, and increase awareness of agencies' roles in serving FY students. This will contribute to educational stability and improve processes and protocols for meeting FY educational needs. The Title IV-E Educational Liaison will ensure the prompt transfer of educational records, support immediate enrollment, serve as the conduit of information across child welfare, probation, and school districts.</p>	No				\$151,851.00	\$79,096.84

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.2	<p>Post graduation planning A 0.40 FTE Ed liaison position is budgeted to support post-graduation planning with students and resource families. This position will work with schools to provide assistance to FY post- grads (works with agencies to ensure support for financial assistance, college enrollment, completing applications, etc.).</p>	No				\$20,411.00	\$10,631.77
5.3	<p>Council Meetings and Information and Data Sharing "The FY Coordinator and Title IV-E Educational Liaison will establish a process of using Foster Focus to report on periodic student improvement on identified key indicators and school stability data to the Advisory Council at least two times a year.</p> <p>Will survey Advisory Council annually to determine topic of interest. Will design council meetings to align with interests. Will follow up with surveys after each meeting to improve upon council structure and content. Will send out agendas at least a week in advance for members to provide input.</p> <p>Continue subscription to Foster Focus."</p>	No				\$16,725.00	\$8,712.15

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.4	<p>Early Childhood Connections The FY Coordinator and Title IV-E Educational Liaison will collaborate with NCOE's Early Childhood Director to develop a process that alerts LEAs of incoming TK-K FY students from preschool programs. This increased articulation will help maintain educational stability, ensure immediate priority enrollment of students, and provide access to records.</p>	No				\$16,783.00	\$8,712.15
5.5	<p>Training Program FY Coordinator will organize trainings for Child-welfare, Social Workers, Resource Families, District Liaisons and/or staff to inform on FY laws and rights and policies and procedures. Other training topics also include trauma informed practices as related to FY, post- graduation planning, and financial aid.</p>	No				\$14,290.00	\$7,472.96

Goal 6

Goal Description

Coordinate the instruction of expelled pupils with the districts in the county so that all students can be placed in an appropriate educational setting. (LCFF Priority 9)

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
6.1	LCFF Priority 9: Maintain Community School program as an option for expelled pupils. Maintain and update AB922 plan as needed.	For 2023-2024: The Community School program was maintained as an option for expelled pupils. The AB922 plan was maintained and updated as needed.				Maintain AB922 plan and update as needed.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
6.1	Countywide Expulsion Plan NCOE will continue to implement the Countywide Expulsion Plan. If program changes occur, NCOE will meet with district superintendents to revise the plan and submit to the state if revised.	No				\$0.00	
6.2	Coordination Continue to maintain close coordination between NCOE staff and district liaison's for all referrals to the NCOE community school and independent study programs, which are the only public school options available for expelled students in	No				\$0.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Napa County. Coordination activities include a well-documented referral process, designated points of contact at all LEAs, NCOE participation in district SARB processes, regular school law meetings, and the integration of district staff (e.g. special education) into the NCOE service offerings, and compliance with all placement change requirements for pupils with IEPs.</p>						

Goal 7

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 8

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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Goal 9

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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Goal 10

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds		
LCFF Supplemental/Concentration Grants		

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

**Napa County Board of Education
Literacy for All**

RESOLUTION NO. 2025-04

WHEREAS, the Napa County Board of Education is committed to ensuring that all youth in the region are fully literate when they graduate from high school and are able to fully participate in their community and our democracy;

WHEREAS, the Board recognizes that literacy levels profoundly influence socioeconomic and health outcomes, with direct correlation between low literacy and unemployment, part-time employment, and higher incarceration rates;

WHEREAS, the statewide assessment results for Napa County show a dire need for literacy improvement in the region. A significant portion of Napa's students are below proficient reading levels, and there are significant inequities in reading performance between student groups, particularly impacting foster youth, students experiencing homelessness, African American, English learners, and students with disabilities;

WHEREAS, the Board supports evidence-aligned reading instruction and coherent systems of support, grounded in the science of reading, which is proven to significantly enhance reading and literacy skills.

WHEREAS, research has shown that struggling readers, including those at risk for, or with, dyslexia, whose needs are identified early using universal screening are less likely to need intensive support in later grades;

WHEREAS, the Napa County Office of Education has statewide expertise in improving literacy outcomes utilizing these concepts. With its Napa County Literacy for All partners, it has developed Guiding Principles to be implemented in their entirety. Specifically, the Guiding Principles call for:

1. Designing educational systems where science of reading practices thrive from early learning through adult education.
2. Ensuring equitable access to high-quality instructional materials and practices for every learner, inclusive of all languages, backgrounds and disabilities.
3. Promoting linguistic and cultural diversity in reading and literacy education.
4. Allocating resources to support implementation of science of reading aligned practices.
5. Developing and empowering literacy leaders at all levels of the organization through ongoing professional development and coaching.
6. Utilizing comprehensive literacy assessment systems, including universal screening, to inform instruction.

7. Addressing individual student needs through Multi-Tiered Systems of Support, using data-based decision making and continuous improvement.
8. Engaging family and community partners in opportunities and activities grounded in the science of reading.
9. Hiring well-trained educators aligned to the Napa County Literacy for All mission and vision.

NOW, THEREFORE, BE IT RESOLVED that the Napa County Board of Education hereby:

1. Recognizes that implementing Napa County Literacy for All Guiding Principles will improve literacy outcomes in the Napa region if they are implemented with fidelity. Accordingly, the Board encourages the wide-spread dissemination and utilization of the Guiding Principles to promote reading and literacy success for all learners, thus allowing students greater opportunities in post-secondary education and employment, and to fully participate in their community and our democracy;
2. Commits to supporting community literacy initiatives, especially those that promote family engagement, to foster a culture of literacy and lifelong learning in Napa County.
3. Resolves to actively support partnerships in service of literacy initiatives aligned with the Guiding Principles in order to achieve equitable literacy outcomes for all children and youth across Napa County.

PASSED AND ADOPTED by the Napa County Board of Education on February 4, 2025 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Barbara Nemko, Ph.D.
Clerk of the Board

Janna Waldinger
Board President

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

Item 5.D.

February 4, 2025

TITLE: Rescind Board Policy 0470: COVID-19 Mitigation Plan

HISTORY:

Board Policy 0470: COVID-19 Mitigation Plan was aligned with state guidelines and practices during the COVID outbreak but is no longer required.

CURRENT PROPOSAL:

It is recommended that the Board rescind Board Policy 0470: COVID-19 Mitigation Plan

FUNDING SOURCE:

N/A

SPECIFIC RECOMMENDATION:

It is recommended that the Board take action to rescind BP 0470: COVID-19 Mitigation Plan

Prepared by: Julie McClure

1/30/2025

County Board Policy 0470: COVID-19 Mitigation Plan

Status: ADOPTED

Original Adopted Date: 09/18/2020 | **Last Revised Date:** 01/05/2021 | **Last Reviewed Date:** 01/05/2021

The following policy establishes actions that may be taken by the County Office to provide a safe learning and working environment during the coronavirus (COVID-19) pandemic, and shall supersede any conflicting language in existing district policies or administrative regulations until the Governing Board determines that the need for this policy no longer exists. The Superintendent acknowledges that, due to the evolving nature of the pandemic, federal, state, and local orders impacting district operations are subject to change without notice. In the event that any federal, state, or local order may conflict with this policy, the order shall govern.

The Board recognizes that students have the right to a safe campus that protects their physical and psychological health and well-being. The Superintendent shall open school campuses when deemed safe for in-person instruction or other operations. The Superintendent's decision to reopen school campuses for classes, before or after school programs, childcare centers, and/or preschool programs shall be made in consultation with, or after review of information provided or made available by state and local health officials, the county office of education, and neighboring school districts. The district shall evaluate its capacity to implement safety precautions and to conduct full or partial school operations, and shall consider student, parent/guardian, staff, and community input.

Prior to the return to on-campus teaching and learning, the Superintendent or designee shall provide to students, parents/guardians, and staff current information about COVID-19, including its symptoms, how it is transmitted, how to prevent transmission, the current recommendations from the state and local departments of public health, and any other information and/or resources to prepare for a safe return to on-campus teaching and learning. The Superintendent or designee shall also provide information on the processes and protocols the district will seek to implement in order to minimize the health risks associated with COVID-19, including, but not limited to, physically separating individuals (physical distancing), limits on large gatherings, the provision of personal protective equipment (PPE) such as masks and gloves, and the sanitization of facilities.

Student Support

As school campuses reopen, staff shall provide a caring and nurturing educational environment for students. The district may provide instruction on social-emotional well-being to all students, including information on how to deal with stress and anxiety in healthy ways and the importance of emotional well-being for academic success.

Staff shall pay attention to students' potential increased mental health concerns. Counseling, other support services, and/or referrals to other agencies shall be proactively considered in assisting students in dealing with the social and emotional effects of COVID-19, such as stress, anxiety, depression, grief, social isolation, and post-traumatic stress disorder.

As needed, the district may provide referrals of students and families to basic needs assistance or social services, and may assess students for eligibility for the free and reduced-price meal program or assistance under the McKinney-Vento Homeless Assistance Act.

The Superintendent or designee shall seek to ensure that staff understand their obligations as mandated reporters to report suspected child abuse or neglect, whether the student is on campus or participating in distance learning.

The Superintendent or designee may provide information to staff and parents/guardians regarding how to provide mental health support to students, recognizing that the County Office's counselors and trained mental and emotional support personnel should be the primary source of actual mental health support. The Superintendent or designee, by and through the trained mental and emotional support personnel, may also provide counseling to staff who are experiencing emotional difficulties as a result of COVID-19.

Instruction/Schedules

The district shall offer a combination of on-campus instruction and distance learning to meet the needs of all students.

The Superintendent or designee shall work with school principals, teachers, other staff, students, and parents/guardians to determine a schedule of on-campus instruction or instructional support for each school. If all students cannot attend on-campus instruction for the entire school day due to space limitations as a result of physical distancing requirements, the Superintendent or designee may consider arrangements for rotating groups of students, such as on a daily or weekly basis, and/or shall provide on-campus instruction to students with the greatest need for in-person supervision.

Priority for on-campus instruction shall be given to the lowest performing students, students with disabilities, elementary level students, students at risk of child abuse and neglect, homeless students, foster youth, and English learners. To the extent practicable, the County Office shall also consider the needs of essential workers, as designated in the Governor's executive orders, for child care during normal school hours.

On-campus instruction may be prioritized for subjects that are difficult to deliver through distance learning, such as laboratory science, art, or career technical education.

For distance learning, lessons may be delivered through live video sessions, pre-recorded lectures, or other technology-based distance learning platforms and/or the district may supplement on-campus instruction with home assignments. As much as possible, distance learning shall be provided through small-group synchronous learning.

The Superintendent or designee shall seek to provide training to teachers and other instructional staff involved in distance learning, including training on how to use any technology or platform approved for distance learning by the school and opportunities for the sharing of best practices among instructional staff. Available training resources may also be provided to students and parents/guardians when necessary.

Evaluation of Academic Progress Following Campus Closure

Upon return to on-campus instruction following an extended campus closure, the Superintendent or designee shall evaluate the impact of the campus closure on students' academic progress. Such evaluation may:

1. Address student-specific needs arising from the transition back into on-campus instruction
2. Consider whether or not a student has experienced a regression of skills and/or lack of progress
3. If regression and/or a lack of progress is present, identify opportunities for recovery, including supplemental educational services and/or new or different support services

For students with disabilities, the evaluation of academic progress shall also be used to determine whether an additional or revised individualized education program (IEP) or Section 504 plan is needed for the student to be academically successful when returning to on-campus instruction. The Superintendent or designee may prioritize urgent student need in scheduling initial and triennial assessments and annual IEP meetings. The Superintendent or designee shall ensure district compliance with all procedural timelines for IEPs and Section 504 plans as required, unless amended by executive order.

Grading

For each grading period, student progress shall be reported in accordance with BP/AR 5121 - Grades/Evaluation of Student Achievement. However, in the event that school campuses are closed for an extended period of time during any grading period, the Superintendent or designee may adopt one or more alternative grading policies which may vary by grade level or type of course. Options for such grading include, but are not limited to:

1. Assignment of final grades based on the student's grades when the campus shutdown occurred, with opportunities to increase the final grade based on progress through distance learning or other assignments and assessments
2. Assignment of pass/no pass grades for all courses
3. Grading based on students' understanding of applicable course content through assessments, projects, portfolios, or other appropriate means

Health Screening of Students

To the extent feasible, and as permitted by law, students shall be screened for COVID-19 symptoms before boarding a school bus and/or upon arrival at school each day. The Superintendent or designee shall work with local health officials to determine the appropriate means of screening, which may include temperature checks with a no-touch thermometer.

If the screening indicates a fever or other COVID-19 symptoms, or if the student exhibits symptoms at any time during the school day, the student shall be placed in a supervised isolation area until the student's parent/guardian is contacted and the student can be transported home or to a health care facility. School staff may provide the parent/guardian with referrals to school or community health centers for further testing.

Student Absence and Attendance

The Board recognizes that COVID-19 may impact the attendance of students following the reopening of school campuses. The Superintendent or designee shall notify students and parents/guardians of expectations regarding school attendance. Such notification shall direct any student who contracts the virus or lives with someone who has been diagnosed with COVID-19 to stay home in accordance with state and local health directives so as to curtail the spread of the disease.

Students who are infected with COVID-19 shall be excluded from on-campus instruction until a medical provider states in writing that the student is no longer contagious. (Education Code 49451; Health and Safety Code 120230; 5 CCR 202)

Students who are identified as being in a high-risk population for serious complications from COVID-19 because of a medical condition may request assessment and reasonable accommodations under the Americans with Disabilities Act and/or Section 504, potentially including an alternative instructional method that allows the student to continue receiving instruction off campus.

When a student is absent, the student's parent/guardian shall notify the school of the reason for the absence. A physician's verification of a student's illness or quarantine may be submitted, but is not required.

If a student would otherwise be required to attend on-campus instruction but is kept home by the parents/guardians due to concerns for the welfare of their child, the principal or designee shall work with the student and parent/guardian to determine if reasonable, alternative means of instruction are available, which may include distance or blended learning, independent study, printed class assignments, or other reasonable means.

The Superintendent or designee shall maintain enrollment and student attendance data, including the participation of students in distance learning, and shall report data in accordance with state requirements.

The district employee designated as the attendance supervisor pursuant to Education Code 48240 shall track patterns of student absence throughout the district and regularly report such information to the Superintendent. When a student who is participating in distance learning repeatedly fails to check in with the teacher when required, the teacher and/or attendance supervisor shall attempt to contact the student or parent/guardian to resolve the issues leading to the absence.

Physical Distancing

In order to maintain a campus environment that allows for physical distancing, the district shall assess the capacity of school facilities, including classrooms, cafeterias, multi-purpose rooms, gyms, and outdoor areas, and determine the means by which the facilities can best be utilized considering space and time alternatives. To the extent reasonably possible, the district may:

1. Within classrooms, space desks at least six feet apart and position them in a way that limits students facing each other
2. Stagger students in areas of high traffic, such as when students are using lockers, lining up for class, or passing between classes
3. Mark six-foot boundaries within classrooms, common areas, outdoor spaces, and places where students are likely to gather so that students and staff are more readily aware of and can more easily abide by physical distancing requirements
4. Utilize restroom stalls and sinks in a manner that allows for physical distancing, such as limiting the number of students and/or staff who may use the restroom at a time, blocking off every other stall or sink from use, and/or marking six-foot boundaries
5. Minimize the mixing of students from different classrooms in common spaces, such as in cafeterias and libraries
6. Conduct recess and physical education classes in a manner that allows for physical distancing and minimizes the use of physical education equipment
7. Assess the capacity of school buses and develop a plan for bus routes and bus seating consistent with physical distancing objectives

8. Encourage students to walk, bicycle, or travel by private vehicle to reduce the number of students traveling on school buses. Schools may provide designated areas with proper distancing for bicycles to be stored during the school day, and may mark spaces for private vehicle drop-off and pick-up zones.

Large gatherings, such as assemblies, rallies, field trips, extracurricular activities, and athletic events, shall be suspended until the Board determines, consistent with guidance from state and local health officials, that it is safe to resume such activities. The Superintendent or designee may grant an exception if an activity can be arranged to take place in phases or per class, or modified in a manner that would keep participants from violating physical distancing recommendations. When deciding whether an activity may resume, the Superintendent or designee may consider the size of the group that participates, the extent to which the students and other attendees have physical contact, whether the activity can be modified to avoid physical contact, if shared equipment is required for the activity, and if physical distancing can be maintained.

Personal Protective Equipment and Hygiene Practices

The Board encourages students, staff, and visitors to wear PPE while on school campuses or school buses, especially in high-traffic areas and/or when physical distancing is not possible. If the use of PPE in schools is required by state or local health officials, the district shall provide PPE to students and staff who do not bring their own personal PPE. Students and staff shall be provided instruction in the proper use, removal, disposal, and cleaning of PPE.

Reasonable accommodations shall be made for anyone who is unable to wear a face covering for confirmed medical reasons.

The Board also encourages students and staff to practice good hygiene, such as appropriate covering of coughs and sneezes and regular hand washing of at least 20 seconds, including before eating and after blowing one's nose, coughing, or sneezing. The district shall provide adequate time and opportunity for students to wash hands, and shall make hand sanitizer available in areas where handwashing is less accessible. Signage regarding healthy hygiene practices and how to stop the spread of COVID-19 may be posted in and around school facilities.

Sanitization of Facilities and Equipment

School facilities, school buses, and shared equipment such as desks, tables, sports/playground equipment, computers, door handles, light switches, and other frequently used equipment and supplies shall be cleaned and disinfected daily with appropriate cleaning agents. Disinfectants and cleaning agents shall be stored properly and in a manner not accessible to students.

The Superintendent or designee shall ensure that ventilation systems are operating properly and that air flow and ventilation within district facilities is increased, to the extent possible, by opening windows and doors and using fans and air conditioning. To the extent possible, garbage shall be removed daily and disposed of safely.

Food Services

The Superintendent or designee shall ensure that students have access to clean drinking water other than through a drinking fountain, and food which is procured, stored, and served in a manner that reduces the likelihood of COVID-19 transmission and follows state and national guidelines for nutrition.

For meals that are consumed on school grounds, the Superintendent or designee shall seek to ensure that students will be able to maintain proper physical distancing while eating. In order to do so, the Superintendent or designee may consider the consumption of meals in classrooms, gyms, the outdoors, and/or other district grounds.

Meal service shall also be available to students participating in distance learning, which may include and/or entirely consist of a "grab and go" service or delivery.

Due to the changing financial circumstances of many families as a result of COVID-19, the Superintendent or designee shall regularly provide information to students and parents/guardians regarding the free and reduced-price meal program, eligibility, and how to apply for the program.

Follow-Up with Infected Persons/Contact Tracing

The Superintendent or designee shall work with county health officials to track confirmed cases of students and staff with COVID-19, including, but not limited to, following up with students, their parents/guardians, and staff who exhibit symptoms while at school and those who report an absence or miss work due to illness.

If a student, family member of a student, or staff member has tested positive for COVID-19, the district shall assist local health officials in conducting contact-tracing to identify potentially exposed individuals and ask them to self-quarantine, including not participating in on-campus instruction for the required quarantine period mandated by Napa County Public Health. While maintaining the privacy of the infected person, the district shall inform other students and staff with whom the infected person may have had contact in school.

In order to maintain health and safety and stop the spread of COVID-19, NCOE will provide information on test positivity and contacts to Napa County Public Health for the purposes of contact tracing. FERPA permits educational agencies and institutions to non-consensually disclose Personally Identifiable Information from education records in the form of contact information of students to the public health department in specific circumstances, including in connection with a health or safety emergency (20 U.S.C. § 1232g(b)(1)(I); 34 C.F.R. §§ 99.31(a)(10) and 99.36).

In making notifications related to COVID-19 to staff and students, NCOE will maintain the confidentiality of students, family members of students, and staff at all times. NCOE will not identify any employees or students by name, nor will NCOE, where possible, disclose information that could individually identify a student, family member of a student, or employee. In issuing notifications, NCOE will not reveal the personal or health related information of any student, family member of a student, or employee.

Nondiscrimination

The Board prohibits discrimination based on actual or perceived medical condition or disability status. (Government Code 11135)

Individual students and staff shall not be identified as being COVID-positive, nor shall students be discriminated against, harassed, retaliated against, or denied access to a free and appropriate public education because of their COVID-19 status or medical condition. Staff shall not disclose confidential or privileged information, including the medical history or health information of students and staff. (Education Code 49450)

The Superintendent or designee shall investigate any reports of harassment, intimidation, and bullying targeted at any student based on COVID status, exposure, or high-risk status.

Community Relations

The Superintendent or designee shall endeavor to use a variety of methods to regularly communicate with students, parents/guardians, and the community regarding district operations, school schedules, and steps the district is taking to promote the health and safety of students. In addition, the members of the Board have a responsibility as community leaders to communicate matters of public interest in a manner that is consistent with Board policies and bylaws regarding public statements.

The Superintendent or designee will maintain the confidentiality of students, family members of students, and staff related to COVID-19 in all communications with the public. NCOE will not identify any employees or students by name, nor will NCOE, to the extent possible, disclose information that could individually identify a student, family member of student, or staff member.

The district shall seek to collaborate with local health officials and agencies, community organizations, and other stakeholders to ensure that district operations reflect current recommendations and best practices for keeping students, staff, and visitors safe during the COVID-19 state of emergency. The Superintendent or designee shall keep informed about resources and services available in the community to assist students and families in need.

While the Board recognizes the rights of parents/guardians to participate in the education of their children and the critical importance of parental involvement in the educational process, all visitors and volunteers are encouraged to respect guidelines regarding physical distancing and large gatherings. School visitors and volunteers shall be limited in number and expected to observe all district protocols for COVID-19. The Superintendent or designee may place signage around the school advising that visitors and volunteers may be required to use PPE while on school sites and interacting with school personnel, and may keep a supply of such equipment available for their use.

Use of school facilities by persons or organizations for community purposes involving large gatherings shall be suspended until the Superintendent determines, consistent with guidance from state and local health officials, that it is safe to resume such activities. The Superintendent or designee may only grant an exception if the number of participants in the activity will be limited and the person or organization follows the processes and protocols established by the district to minimize the health risks associated with COVID-19.

Potential Reclosure of Campus

The County Office shall monitor student and staff absences and data provided by local health officials to determine if there is a risk of resurgence of COVID-19 and a need to reclose school campuses for the protection of students, staff, and the community. The Superintendent or designee shall develop plans and procedures for alternative methods of operations to the extent possible in the event that reclosure becomes necessary.

If any person diagnosed with COVID-19 is known to have been in Count Office building(s), as required by law or regulation, the Superintendent or designee shall seek to timely notify local health and/or occupational, safety and health officials, and seek to comply with any directive for action. The building may be closed until cleaning and disinfecting of the building can be completed. If state and county officials permit the reopening of campuses, the County Office shall continue to take reasonable preventative measures described in this policy.

If local health officials report substantial community transmission of COVID-19, campus closures of more than two weeks may be necessary, and the Superintendent or designee shall cancel group activities and events during that period. Campuses shall not reopen until recommended by local health officials.

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

TO: Napa County Board of Education

DATE: February 4, 2025

FROM: John Zikmund, Human Resources

RE: Personnel Activity

BOARD ITEM: 7A

NEW CERTIFICATED EMPLOYEE

None

NEW CLASSIFIED EMPLOYEE

Vivi Crabb – Food Service Assistant, Early Childhood Services

Justo Alvaraez – Billing Specialist, Wellness and Continuous Improvement

Yolanda Ayala – Program Coordinator, Wellness Coach II, Wellness and Continuous Improvement

CHANGE IN ASSIGNMENT

None

RESIGNATION

Amy Maynard – Assistant Director, RPDC

RETIREMENT ANNOUNCEMENTS

None

TERMINATION

None

LAYOFF/NON-REELECTS/TEMPORARY RELEASE NOTICES

Zachariah Baker – HR Technician, Human Resources

POSITION VACANCIES

Early Childhood Education Assistant – Early Childhood Services

Child Development Teacher, Associate Child Development Teacher– Early Childhood Services

Instructional Lab Assistant, College and Career Readiness

Assistant Director – RPDC

Early Childhood Instructional Coach, Early Childhood Services

Jr. Technology Infrastructure Analyst, Information Technology

Program Specialist – College and Career Readiness

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

Item 7.D.

February 4, 2025

TITLE: Board Review Napa County Office of Education 2025 Legislative Agenda

HISTORY:

The Legislative Agenda is prepared for the Board and staff who attend the CAC Annual Conference and Legislative Day held in March each year to network and advocate for legislation pertaining to schools and programs for students and teachers.

The 2025 CAC Annual Conference and Legislative Day will be held via Zoom March 11-13, 2025: <https://csba.org/legislativeactionweek#gsc.tab=0>

CURRENT PROPOSAL:

Board review and provide input for the Napa County Office of Education 2025 Legislative Agenda.

FUNDING SOURCE:

N/A

SPECIFIC RECOMMENDATION:

It is recommended that the Board review and provide input for the Napa County Office of Education 2025 Legislative Agenda. An electronic version will be created for sharing.

Prepared by: Julie McClure

1/28/2025

Draft

Napa County Office of Education

2025

Legislative Agenda

Napa County School Districts

(California Department of Education 2023-24 and NCOE internal enrollment information)

Calistoga Joint Unified School District

3 Schools 790 students

Howell Mountain Elementary School District

1 School 93 students

Napa County Office of Education

2 Court and Community School programs 74 students

7 Infant and Preschool Sites 300 infants, toddlers and preschoolers

Career and Vocation Services 2,461 students

Before/After School and Expanded Learning Programs 5,667 students in various schools countywide

Prevention Programs --- students in middle and high schools countywide

Napa Valley Unified School District

27 Schools 16,393 students

Pope Valley Union Elementary School District

1 School 48 students

St. Helena Unified School District

4 Schools 1,103 students

Student Diversity

(California Department of Education K-12 enrollment 2023-24)

	Napa County	CA
American Indian	0.2%	0.4%
Asian	2.5%	9.9%
Pacific Islander	0.2%	0.4%
Filipino	5.7%	2.2%
Hispanic/Latino	59.2%	56.1%
African American	2.1%	4.9%
White	25.0%	20.3%
Two or more races	4.5%	4.6%
Not reported	0.7%	1.1%

Napa County School Districts

Napa County Office of Education

Barbara Nemko, Ph.D.

Napa County Superintendent of Schools
napacoe.org • 707-253-6810

Calistoga Joint Unified School District

Audra Pittman, Ph.D., Superintendent
calistogaschools.org • 707-942-4703

Howell Mountain Elementary School District

Joshua Munoz, Superintendent
hmesd.org • 707-965-2423

Napa Valley Unified School District

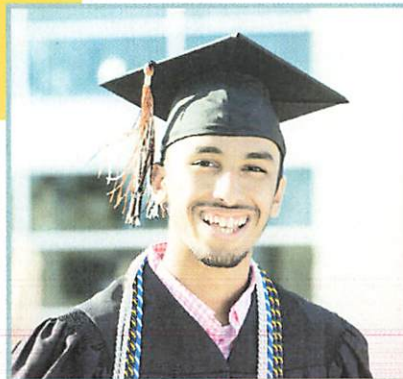
Rosanna Mucetti, Ed.D., Superintendent
nvusd.org • 707-253-3511

Pope Valley Union Elementary School District

Kim Kern, Superintendent
pvk8.org • 707-965-2402

St. Helena Unified School District

Jodi McClay, Ed.D., Superintendent
sthelenaunified.org • 707-967-2708



Barbara Nemko, Ph.D.

Napa County Superintendent of Schools
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Napa County Office of Education

2025 Legislative Agenda



Student Achievement and Accountability

Continue to promote parental choice in UPK or TK enrollment. Continue to promote fully inclusive options for preschool students.

Provide preschool programs access to Digital Early Literacy curriculum and supported coaching.

Establish a database to connect preschool to K12 to college.

Develop a method of incorporating assessment into PreK-12 digital curriculum so teachers know every student's level every day and we can eliminate standardized testing.

Professional Development

Provide an articulated course of study to address the shortage in educators, work with colleges and universities to provide expedited teaching and administrative credential programs.

Provide funding support for teacher professional development (SB ---) on integrating technology to ensure equity for all districts, large and small, urban and rural.

Provide additional support for the alignment of preschool and TK through Kindergarten Common Core Standards and related staff development.

Require courses in structured literacy for all preservice teachers.

Institute a screening for reading readiness in preschool and kindergarten classes.

School Finance and Budget

Fully fund preschool special education services on an ongoing basis.

Increase funding for preschool teacher salaries and benefits.

Increase the adjustment factors for pre-school students with disabilities.

Allow for ongoing regional adjustments to the income eligibility guidelines for state preschool and Head Start programs to account for variations in the cost of living.

Provide funding for preschool facilities.

Move strong workforce funds from the Chancellor's Office back to CDE.

Seek sustainable funding for County Office-Operated Juvenile Court & Community Schools.



Thank you for your support of education in California!

Contact us today about our 2025 Legislative Agenda.

Barbara Nemko, Ph.D., Napa County Superintendent of Schools, 2121 Imola Avenue, Napa, CA 94559 • 707-253-6810 • bnemko@napacoe.org



Napa County Board of Education

Don J. Huffman, Trustee, Area 1

Janna Waldinger, President, Area 2

Sindy Biederman, Trustee, Area 3

Nadine Wade-Gravett, Trustee, Area 4

Gerald Parrott, Trustee, Area 5

Jean Donaldson, Vice President, Area 6

Jennifer Kresge, Trustee, Area 7