

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

The Napa County Board of Education will hold a regular meeting on Tuesday, January 14, 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: January 14, 2025 03:30 PM Pacific Time (US and Canada)

Topic: NCOE January 14 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>

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

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Webinar ID: 854 0484 8681

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

- D. Welcome to Visitors
- E. Approval of Agenda
- F. Oath of Office (Jennifer Kresge)
- G. Approval of Minutes – December 10, 2024 and December 16, 2024
- H. 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](mailto:jschultz@napacoe.org) or [smorris@napacoe.org](mailto:smorris@napacoe.org).

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

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

## **2. PRESENTATIONS**

- A. Presentation of the Annual Audit Report by Michael Ash, Partner, Christy White and Associates for the period ending June 2024. Mr. Ash will present his report virtually. (Josh Schultz, Deputy Superintendent)
- B. Board Approval Annual Audit Report: The Board will be asked to accept the report by Michael Ash of Christy White and Associates for the period ending June 30, 2024. (Josh Schultz, Deputy Superintendent)
- C. Science of Reading (Barbara Nemko, Superintendent)

## **3. CORRESPONDENCE, COMMUNICATONS, AND REPORTS**

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

## **4. CONSENT AGENDA ITEMS**

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

- A. Temporary County Certificates: Education Code Section 44332 authorizes the issuance of Temporary County Certificates for the purpose of authorizing salary payments to employees whose credential applications are being processed. (Julie McClure, Associate Superintendent)
- B. Approval of Resolution 2025-01: Board Member Compensation. Napa County Board of Education Bylaw 9250(a) provides for compensation to its Board members for attending meetings. The Bylaw further provides for compensation to members who miss meetings of the Board while performing designated services for the county or absent because of illness, jury duty or a hardship deemed acceptable by the Board. (Julie McClure, Associate Superintendent)

**5. ACTION ITEMS**

- A. Board Approval of School Accountability Report Cards (SARC). The Board will be asked to approve School Accountability Report Cards (SARC). (Nancy Dempsey, Director, Juvenile Court and Community Schools)
- B. Board Approval Board Policy 6158 and Administrative Regulation 6158 Independent Study. The Board will be asked to approve Board Policy 6158 and Administrative Regulation 6158 Independent Study (Julie McClure, Associate Superintendent)
- C. Board Approval Resolution 2025-02: 2024-2025 Establishing Institutional Membership in the Association of California County Boards of Education (ACCBE). The Board will be asked to approve Resolution 2025-02: 2024-2025 Establishing Institutional Membership in the Association of California County Boards of Education (ACCBE). (Jennifer Kresge, Board Trustee)
- D. Board Approval 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). The Board will be asked to approve 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). (Jennifer Kresge, Board Trustee)

**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. Williams Uniform Complaints Procedures Quarterly Report (Josh Schultz, Deputy Superintendent)
- C. Budget Calendar (Josh Schultz, Deputy Superintendent)

**8. FUTURE AGENDA ITEMS**

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

The regular meeting of the Napa County Board of Education will be held February 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 10, 2025. Informational material is available for review at the NCOE.

Ellen Sitter, Recording Secretary

**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 \_\_\_\_\_

**MEETING OF THE NAPA COUNTY BOARD OF EDUCATION**  
**Tuesday, November 12, 2024**

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

**B. FLAG SALUTE**

The salute to the Flag was led by Jean Donaldson.

**C. PUBLIC PARTICIPATION**

President Huffman reviewed the instructions for public participation via teleconference.

**D. WELCOME TO VISITORS**

Visitors were welcomed to the meeting.

**E. APPROVAL OF AGENDA**

On a motion by Mr. Parrott and a second by Ms. Waldinger, the Agenda for the November 12, 2024 meeting was approved. Ayes – Mr. Vallalvazo Diaz, Mr. Donaldson, Mrs. Wade-Gravett, Mrs. Biederman, Mr. Parrott, Ms. Waldinger, Mr. Huffman. Noes – None. Mrs. Kresge not present to vote.

**F. APPROVAL OF MINUTES**

On a motion by Ms. Waldinger and a second by Mr. Parrott, the Minutes from the October 1, 2024 and October 15, 2024 meetings were approved. Ayes – Mr. Vallalvazo Diaz, Mr. Donaldson, Mrs. Wade-Gravett, Mrs. Biederman, Mr. Parrott, Ms. Waldinger, Mr. Huffman. Noes – None. Mrs. Kresge not present to vote.

**G.** Public comment was given.

**2. PRESENTATIONS**

On a motion by Mr. Parrott and a second by Ms. Waldinger, the Board approved moving Item 2.C. before Item 2.B. Ayes – Mr. Vallalvazo Diaz, Mrs. Waldinger, Mr. Huffman, Mrs. Wade-Gravett, Mrs. Biederman, Mr. Parrott, Mr. Donaldson, Mrs. Kresge. Noes – None.

- A. Carolynne Beno and Roslyne Manansala-Smith, Fiscal Crisis Management Assistance Team (FCMAT), provided an update on completed oversight activities for Mayacamas Charter Middle School and plans for the future months.

In addition, Assistant Superintendent Lucy Edwards provided an update of academic support provided by Mayacamas Charter Middle School.

- B. Camille Creek Student of the Month, Guillermo Mendoza, was tabled to the December meeting.
- C. College and Career Readiness/Napa Valley College Business Fair: Gillie Miller, Director, College and Career Readiness, introduced Anna Eshoo, Program Manager; Fernando Bautista, Program Coordinator; and, Odalis Alanis, Program Specialist who provided information on the program's partnership with the Napa Valley College on a recent youth entrepreneurship fair. Ms. Eshoo described how the youth entrepreneurship program invited students of all ages to create different businesses and showcase their products at the fair to promote entrepreneurship.
- D. Student Mia Alonso Mendez, Unidos Middle School, presented on her quest to move the Cesar Chavez and Dolores Huerta Statue from downtown Napa to a local park where everyone can view it.

The Board took a short break.

### **3. CORRESPONDENCE, COMMUNICATIONS, AND REPORTS**

- Mr. Vallalvazo Diaz reported on current happenings at Camille Creek: the launching of the Camille Mobile; Hispanic Heritage Month celebration; Fall Family night; Fantastic Friday lunch; Fun Friday with root beer floats for students who come to school on time; and the new field that has students excited to play flag football and soccer. Mr. Vallalvazo Diaz further reported that the Spirit Horse program now offers structured lessons to go along with weekly visits.
- Mr. Donaldson reported that he attended an informational webinar for the County Board Member Services.
- Mrs. Wade-Gravett thanked Josh Schultz and Julie McClure for the time they spent familiarizing her with the NCOE.
- Ms. Waldinger congratulated Mr. Parrott for his deep commitment to the student community of Napa County and for ensuring the vulnerable students in our community have a voice.
- Mrs. Biederman reported on the Golden Bell nominations for the NVUSD Wellness Center. As gratitude for her participation as a validator, the district paid for Mrs. Biederman's Golden Bell Ticket. Mrs. Biederman strongly suggested the Board visit the schools and their programs.
- Mrs. Biederman reported on her visit to the science classroom at Back to School Night in American Canyon Middle School.
- Mrs. Biederman reported she attended the Veterans Day ceremony in American Canyon which included the American Canyon Middle School choir, Donaldson Way students reciting the Pledge of Allegiance as well as a patriotism photography contest for the American Canyon High School, with prizes awarded sponsored through Troop Support.
- Mrs. Biederman reported she attended the band competition at Memorial Stadium in Napa.

- Dr. Nemko reported on the Board Trustee openings at Howell Mountain Elementary School District.
- Dr. Nemko reported on her visit to the garden at the Donaldson Way open house.
- Dr. Nemko reported on her visit to Silverado Middle School.
- Dr. Nemko reported she recently met the woman who is the head of the cafeteria at Silverado Middle School and enjoyed hearing about the fresh food the students are being served. Dr. Nemko further reported that she enjoyed a nutritious lunch with the students.
- Dr. Nemko reported that the election will most likely be certified on December 3.
- Dr. Nemko reported that in addition to winning the Golden Bell for Napa Infant Program Plays, we will receive a check for \$1,000 from Caldwell Flores Winters, sponsor of Golden Bell Awards at CSBA, because they think the program is very innovative.
- Dr. Nemko updated the Board on the Literacy Grant and the strategies we are working on to get students proficient in reading. With the work we are doing, we hope to see some legislation this year.
- Dr. Nemko reported that she met the new Superintendent at SHUSD, Jodi McClay. Together they visited the St. Helena Elementary school and enjoyed a presentation by Festival Napa Valley featuring two musicians playing guitar and cello for over an hour.
- Dr. Nemko reported on the SPP-TAP grant for disproportionality and noted that we received an additional \$250,000 from the state.
- Dr. Nemko reported that we signed an MOU with Child Start, so our early childhood center is getting closer.
- Dr. Nemko reported that Nimbus Arts will start the mural for the preschool in March.
- Dr. Nemko reported that Gillie Miller's 8<sup>th</sup> grade Career fair is March 13 at the Napa Fairgrounds. Her team is making a video that will be shown to the 8<sup>th</sup> grade students in advance.
- Dr. Nemko reported that Napa County Reads is March 6. The author will be in Calistoga and Silverado, and the event will be streamed. A link will be available for those who cannot attend in person.
- Dr. Nemko reported that we were asked to be a site for the State Superintendent *Move the Needle* conversation. The premise is to identify what it will take to move the needle regarding test scores.
- Dr. Nemko reported that she was asked to speak at the Commonwealth Club in San Francisco on ethnic studies. Dr. Nemko noted that she received an email from a parent in American Canyon who saw the meeting online and wants to talk further about it.
- Dr. Nemko reported that she attended the *If Given a Chance* reception and met a man who was in our Chamberlain program 30 years ago and is now an office manager in a large company in Napa. Dr. Nemko further noted that the former student said he always wanted to be a mentor to young people. He scheduled a visit to Camille Creek and told the students his story and offered any student, who is interested in learning how to drive a forklift, a job if he/she wanted. Dr. Nemko noted that she invited the Board of *If Given a Chance* to come to Camille Creek for lunch to talk about all the opportunities available to the students.

- Dr. Nemko reminded the Board that Mrs. Biederman wanted us to put on an event about human trafficking. Dr. Nemko further reported that we will be partnering with Monarch in Napa for an event they are having in January on this topic.

#### **4. CONSENT AGENDA ITEMS**

A. On a motion by Mrs. Kresge and a second by Mrs. Biederman, 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 Ms. Waldinger and a second by Mrs. Wade-Gravett, the Board approved the School Plan for Student Achievement (SPSA). *Ayes* - Mr. Villalvazo Diaz, Mr. Donaldson, Mrs. Biederman, Mr. Parrott, Ms. Waldinger, Mrs. Kresge, Mrs. Wade-Gravett, Mr. Huffman. *Noes* – None.

Public comment was given.

B. On a motion by Ms. Waldinger and a second by Mrs. Wade-Gravett, the meeting dates for December were amended to establish the annual organization meeting on December 16, and the regular Board meeting to be held on December 10. *Ayes* – Mr. Villalvazo Diaz, Mr. Donaldson, Mrs. Biederman, Mr. Parrott, Ms. Waldinger, Mrs. Kresge, Mrs. Wade-Gravett, Mr. Huffman. *Noes* – None.

Public comment was given.

#### **6. SCHEDULED MATTER**

Mrs. Kresge reported that the legislators are on recess and will reconvene December 3.

#### **7. INFORMATION ITEMS**

A. The Personnel Activity Report was presented.

B. Dr. Lucy Edwards provided a summary of the annual Williams Visitation Report in accordance with the Williams Settlement Act of 2004.

At the request of Mrs. Biederman, Dr. Edwards indicated that for next year's report we will add the demographic as well as the data findings from the dashboard that trigger a particular school site to be on the list.

C. Mrs. Kresge reported that the ACCBE is the revision of CCBE and noted that their main purpose is to represent county boards of education because the county boards' role and responsibilities are different than districts'. Mrs. Kresge noted

that ACCBE is looking for membership at this time, and we need to make a decision as to whether our Board wants to become a member. ACCBE is ironing out the logistics regarding dues, etc.

- D. Mr. Huffman asked Board Members to express any interest that may have in holding a position of President, Vice President, or Trustee Representative.

Mr. Donaldson expressed interest in the position of Vice President.  
Ms. Waldinger expressed interest in the position of President.  
Mr. Parrott expressed interest in the position of Trustee Representative.

Mrs. Biederman expressed interest in ongoing professional development for the Board. The Board agreed that this will be a good topic for discussion at the Board Retreat.

**8. FUTURE AGENDA ITEMS:** 1) ACCBE Update; 2) Board Retreat Agenda

**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, December 10, 2024.

**10. ADJOURNMENT**

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

Respectfully submitted,  
Barbara Nemko, Secretary  
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Approved \_\_\_\_\_ Date \_\_\_\_\_

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

**Item: 2.A. and 2.B.**  
**January 14, 2025**  
**Board Meeting**

**TITLE:**

Annual Audit Report

**HISTORY:**

Each year the Napa County Office of Education (NCOE) receives an audit report from an independent auditor. Napa County Office of Education has employed Christy White Associates, a certified public accounting firm, to do the audit of the 2023-24 fiscal year. As a matter of information, the auditors not only review the financial records, but also ensure the county has met the Education Code requirements as they relate to attendance and other issues that have a fiscal impact.

**CURRENT PROPOSAL:**

A member of Christy White Associates will be at the Board meeting to present the annual audit report.

**FUNDING SOURCE:**

All NCOE Funds

**SPECIFIC RECOMMENDATION:**

Recommend acceptance by the Board.

**PREPARED BY:**

Josh Schultz  
Deputy Superintendent

JS:kb



Certified Public Accountants serving  
K-12 School Districts and Charter  
Schools throughout California

December 16, 2024

Board of Education  
Napa County Office of Education  
Napa, California

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Napa County Office of Education for the year ended June 30, 2024. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards (and, if applicable, *Government Auditing Standards* and the Uniform Guidance), as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated March 15, 2023. Professional standards also require that we communicate to you the following information related to our audit.

### **Significant Audit Matters**

#### ***Qualitative Aspects of Accounting Practices***

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Napa County Office of Education are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2024. We noted no transactions entered into by Napa County Office of Education during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate(s) affecting the financial statements was were:

Management's estimate of depreciation of capital assets is based on historical estimates of each capitalized item's useful life. We evaluated the key factors and assumptions used to develop the depreciation of capital assets in determining that it is reasonable in relation to the financial statements taken as a whole.

Management's estimate of the net pension liability and related deferred outflows of resources and deferred inflows of resources are based on actuarial valuations and pension contributions made during the year. We evaluated the key factors, assumptions, and proportionate share calculations used to develop the net pension liability and related deferred outflows of resources and deferred inflows of resources in determining that it is reasonable in relation to the financial statements taken as a whole.

Management's estimate of net other postemployment benefits (OPEB) obligation is based on an actuarial valuation. We evaluated the key factors and assumptions used to develop the net OPEB obligation in determining that it is reasonable in relation to the financial statements taken as a whole.

348 Olive Street  
San Diego, CA  
92103

O: 619-270-8222  
F: 619-260-9085  
[christywhite.com](http://christywhite.com)



## **Significant Audit Matters (continued)**

### ***Qualitative Aspects of Accounting Practices (continued)***

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosure(s) affecting the financial statements were:

The disclosure of capital assets in Note 4 to the financial statements is based on historical information which could differ from actual useful lives of each capitalized item.

The disclosure of the pension plans, net pension liability and related deferred outflows of resources and deferred inflows of resources in Note 11 to the financial statements represents management's estimates based on actuarial valuations and pension contributions made during the year. Actual results could differ depending on the key factors, and assumptions and proportionate share calculations used to develop the net pension liability and related deferred outflows of resources and deferred inflows of resources.

The disclosure of other postemployment benefits and the net OPEB obligation in Note 10 to the financial statements represents management's estimate based on an actuarial valuation. Actual results could differ depending on the key factors and assumptions used for the actuarial valuation.

The financial statement disclosures are neutral, consistent, and clear.

### ***Difficulties Encountered in Performing the Audit***

We encountered no significant difficulties in dealing with management in performing and completing our audit.

### ***Corrected and Uncorrected Misstatements***

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to each opinion unit's financial statements taken as a whole.

### ***Disagreements with Management***

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

### ***Management Representations***

We have requested certain representations from management that are included in the management representation letter dated December 16, 2024

### ***Management Consultations with Other Independent Accountants***

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to Napa County Office of Education's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

### ***Other Audit Findings or Issues***

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as Napa County Office of Education's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

**Other Matters**

We applied certain limited procedures to management’s discussion and analysis, and the required supplementary information section, which are required supplementary information (RSI) that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management’s responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

We were engaged to report on the supplementary information, which accompany the financial statements but are not RSI. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

**Restriction on Use**

This information is intended solely for the information and use of the Board of Education and management of Napa County Office of Education and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,



Christy White, Inc.  
San Diego, California

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

**Item 4-A**  
January 14, 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 January 14, 2025, meeting.

**Prepared by:** Sarah White, Credentials Analyst  
**01/08/2025**

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

**TO: Napa County Board of Education**

**Item 4-A  
January 14, 2025**

**FROM: Sarah White, Credentials Analyst  
NAPA COUNTY OFFICE OF EDUCATION**

**NAME**

**TYPE**

**DOJ CLEARED**

**NAPA VALLEY UNIFIED SCHOOL DISTRICT**

**NAME**

**TYPE**

**DOJ CLEARED**

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

**Item 5.A.**

**DATE 1/14/2005**

**TITLE: SARC – School Accountability Report Card Approval**

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

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

**FUNDING SOURCE: N/A**

**SPECIFIC RECOMMENDATION: Board Approval**

Prepared by: Nancy Dempsey

1/06/2025

# Camille Creek Community

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

<b>School Name</b>	Camille Creek Community
<b>Street</b>	2097 Imola Ave.
<b>City, State, Zip</b>	Napa, CA 94559
<b>Phone Number</b>	(707) 253-6817
<b>Principal</b>	Nancy Dempsey
<b>Email Address</b>	ndempsey@napacoe.org
<b>School Website</b>	<a href="https://napacoe.org/camille-creek-2/">https://napacoe.org/camille-creek-2/</a>
<b>Grade Span</b>	6-12
<b>County-District-School (CDS) Code</b>	28 10280 2830099

## 2024-25 District Contact Information

<b>District Name</b>	Napa County Office of Education
<b>Phone Number</b>	(707) 253-6810
<b>Superintendent</b>	Dr. Barbara Nemko
<b>Email Address</b>	bnemko@napacoe.org
<b>District Website</b>	<a href="http://www.napacoe.org">www.napacoe.org</a>

## 2024-25 School Description and Mission Statement

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

**Goals:** To provide a highly engaging academic program through an innovative blend of classroom instruction, online, and hands-on learning, a focus on social and emotional learning in a caring environment, college and career preparation through self-reflection and real-world experience, coordinated mental health services with universal screening, assisting students in accessing their innate source of creativity through arts education, and opportunities for students to engage in prosocial

## 2024-25 School Description and Mission Statement

activities during and after school.

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

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	3
Grade 8	3
Grade 9	5
Grade 10	5
Grade 11	14
Grade 12	29
<b>Total Enrollment</b>	<b>59</b>

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39
Male	59.3
Non-Binary	1.7
Black or African American	3.4
Hispanic or Latino	76.3
Two or More Races	1.7
White	18.6
English Learners	33.9
Homeless	42.4
Migrant	3.4
Socioeconomically Disadvantaged	76.3
Students with Disabilities	25.4



## **A. Conditions of Learning** **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.00	83.33	6	85.7	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	16.67	1.00	14.3	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.00	0.00	18854.30	6.86
<b>Total Teaching Positions</b>	6.00	100.00	7	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	6.00	66.67	7	70	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.00	33.33	3.00	30	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.00	0.00	15831.90	5.67
<b>Total Teaching Positions</b>	9.00	100.00	10	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	3	55	4	62	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.5	9	0.5	7	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2	36	2	31	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.00	0.00	14303.80	5.15
<b>Total Teaching Positions</b>	5.5	100.00	6.5	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.00	0.00	0
<b>Local Assignment Options</b>	0.00	3.00	2
<b>Total Out-of-Field Teachers</b>	1.00	3.00	2

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students have access to Chromebooks to access digital curriculum. The Verizon Innovative Learning program has provided each student with a Chromebook with connectivity to take home each day.

**Year and month in which the data were collected** December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Freckle ELA Reading with Relevance Program Paxton Patterson Career Exploration Bright Thinker Digital Curriculum Discovery Education Immersive Learning Suite Elements of Literature, Courses 1-5 Holt/Rinehart and Winston, 2005 Mega Words 2nd Edition 2010	Yes	0
<b>Mathematics</b>	Freckle Math Bright Thinker Digital Curriculum Algebra 1/Globe Fearon-Pacemaker, 2001 Discovery Education Immersive Learning Suite	Yes	0
<b>Science</b>	Discovery Education Techbook Bright Thinker Digital Curriculum Scholastic Science World Physical Science Concepts and Challenges/ Pearson, 2005 Earth Science/Glencoe, 2005 Life Science, Prentice Hall/Pearson, 2009	Yes	0
<b>History-Social Science</b>	World History/Pearson Learning, 2009 American Odyssey/Glencoe, 2004 Civics/Pearson-Prentice Hall, 2007 United States Government/AGS, 2005 Economics/AGS, 2005 Bright Thinker Digital Curriculum Scholastic UpFront Magazine	Yes	0
<b>Foreign Language</b>	Bright Thinker Digital Curriculum	Yes	0

	Glencoe Spanish 1, 2008		
<b>Health</b>	HealthSmart High School Bright Thinker Digital Curriculum	Yes	0
<b>Visual and Performing Arts</b>	Weekly art instruction, Edestam ART, Bright Thinker Digital Curriculum	Yes	

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

### School Facility Conditions and Planned Improvements

The Camille Creek Community School campus was built and completed November, 2021. Regular maintenance of plumbing, electrical, and other operational aspects is current. Over 96% of all eight categories measured in the Facility Inspection Tool are in “good” condition.

**Year and month of the most recent FIT report** September 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		Repair lights in classroom and replace the missing screw for the emergency exit sign.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	8	7	6	17	46	47
<b>Mathematics</b> (grades 3-8 and 11)	0	0	0	9	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	28	27	96.43	3.57	7.41
<b>Female</b>	--	--	--	--	--
<b>Male</b>	20	19	95.00	5.00	0.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	23	22	95.65	4.35	4.55
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	23	22	95.65	4.35	9.09
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	28	26	92.86	7.14	0.00
<b>Female</b>	--	--	--	--	--
<b>Male</b>	20	19	95.00	5.00	0.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	23	21	91.30	8.70	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	23	21	91.30	8.70	0.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--



## CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	0.00	9.52	0.00	7.14	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	22	21	95.45	4.55	9.52
<b>Female</b>	--	--	--	--	--
<b>Male</b>	16	15	93.75	6.25	0.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	14	13	92.86	7.14	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	18	17	94.44	5.56	11.76
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 2023-24 Career Technical Education Programs

Camille Creek offers Career Technical Education (CTE) programs. Both pathways are taught by fully-credential CTE teachers, aligned with the model curriculum standards, and articulated with Napa Valley College. These pathways provide students with industry-relevant skills, work-based learning experiences and certification opportunities:

The Culinary pathway (Including Culinary Arts and Advanced Culinary/Hospitality) is taught by a credentialed teacher and professional chef and provides students with hands-on experience in a commercial-grade kitchen. Students prepare daily meals for peers and learn advanced culinary techniques, including cuisine from around the world. Certification opportunities include a Food Handler's Card for first year students and a Food Manager's Certification in the advanced class.

We recently launched the Camille Mobile, our student-run food truck enterprise. Students involved in the enterprise have the opportunity to hone their culinary/catering experience while also learning valuable skills in business entrepreneurship through mentoring by entrepreneurs and business professionals from industry.

In our Welding Pathway (Including Intro and Advanced Classes), students practice welding and fabrication skills in a fully equipped shop that includes welding materials, construction tools, power tools, and a Plasma Cutting machine. Students are offered the opportunity to earn OSHA 10 certification, and students are prepared for continued education at Napa Valley College or entry into industry positions. With the addition of our new plasma cutter, students have the chance to learn Computer-Aided Design (CAD) skills.

All CTE courses are run directly by Camille Creek and supported through collaboration with the Napa County Office of Education (NCOE).

Our CTE advisory committee is co-chaired by our CTE teachers and Assistant Principal. Advisory Committee Members include Industry leaders from hospitality and fabrication sectors, Community College partners, Construction and welding supervisors,

## 2023-24 Career Technical Education Programs

and Industry leaders from hospitality and fabrication sectors.

These key partnerships ensure that Camille Creek's CTE pathways equip students with relevant skills to transition seamlessly into postsecondary education or directly into workforce.

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	34
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	50

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	0	0	0	0	0
Grade 7	100	100	100	100	100
Grade 9	67	67	67	67	67

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

Parents/guardians participated in the School Site Council and English Language Advisory Committee and provided input in the development of the LCAP. We employ two bilingual parent liaisons, a bilingual interventions coordinator, and bilingual social worker to work with students and families. Parents regularly attend SST, 504, and special education meetings. Each year we send out two surveys where all parents are invited to offer feedback regarding both their student's experience as well as their own in relation to school practices. We have an open-door policy and parents regularly stop in to meet with administrators, family liaisons, and teachers. We have an Instagram and Facebook page as well as ParentSquare to apprise parents of goings on at school. Parents are contacted bi-weekly by our bilingual parent liaisons to communicate student academic and behavioral progress, and to ask for feedback on school practices and how the school may better support the specific family.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	15.6	50.0	6.9	14.7	50.0	6.1	7.8	8.2	8.9
<b>Graduation Rate</b>	56.3	40.0	62.1	58.8	40.6	60.6	87.0	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	29	18	62.1
<b>Female</b>	--	--	--
<b>Male</b>	21	12	57.1
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	19	13	68.4
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	--	--	--
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	16	11	68.8
<b>Socioeconomically Disadvantaged</b>	28	17	60.7
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	112	94	44	46.8
Female	35	28	15	53.6
Male	76	65	28	43.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	84	69	36	52.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	23	21	7	33.3
English Learners	39	31	13	41.9
Foster Youth	--	--	--	--
Homeless	44	38	19	50.0
Socioeconomically Disadvantaged	91	77	39	50.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	33	28	13	46.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	32.61	33.05	29.46	26.46	23.30	14.40	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	29.46	0.00
Female	28.57	0.00
Male	30.26	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	34.52	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	13.04	0.00
English Learners	25.64	0.00
Foster Youth	0.00	0.00
Homeless	36.36	0.00
Socioeconomically Disadvantaged	31.87	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	21.21	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Our comprehensive School Safety Plan is revised annually. The next revision will be sent to the board for approval in February 2025. We have regularly scheduled training and drills for lock down, fire and earthquake (two each, once in fall semester, once in spring semester). Our buildings undergo a FIT yearly inspection. We have a full time School Resource Officer on site as well as one probation officer assigned to our school. There are security cameras throughout the campus including the classrooms.

All staff are trained in Restorative Justice practices, de-escalation and positive behavior interventions and supports. All students have access to counseling. We have 2 bilingual parent liaisons, a bilingual social worker, and a bilingual interventions coordinator who work with families.

Recent safety updates include “go bags” for each classroom, updated first-aid kits for each classroom, stop-the-bleed kits in office, culinary and shop, and Naloxone, HeartSaver/AED kit and EpiPens for the main office. We use StopIt! anonymous safety app installed on all student Chromebooks as well as QR codes posted throughout the school for use on cell phones. Camille Creek has a finger-scan automated attendance system and utilizes ParentSquare with the school community for important updates and emergency alerts.

## 2021-22 Secondary Average Class Size and Class Size Distribution

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

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

## 2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	4		
Mathematics	15	4		
Science	15	4		
Social Science	15	4		

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	5		
Mathematics	16	5		
Science	16	5		
Social Science	16	5		

## 2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0



## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$36,942.58	\$12,935.95	\$24,006.63	\$78,379
District	N/A	N/A	\$21,867.22	\$81,188
Percent Difference - School Site and District	N/A	N/A	9.3	-3.5
State	N/A	N/A	\$18,586.09	\$95,160
Percent Difference - School Site and State	N/A	N/A	25.5	-19.3

## Fiscal Year 2023-24 Types of Services Funded

1. Full-time Bilingual Social Worker
2. Full-time Bilingual Interventions Coordinator (MFT) who works with family and students
3. Full-time School Resource Officer from Napa County Sheriff's Department
4. Two probation officers on campus regularly
5. After-school program
6. Arts enrichment
7. Connection with multiple outside agencies to provide additional support such as counseling services, transition to the community college, career opportunities/internships, mentors, volunteer opportunities such as teaching senior citizens how to use technology, Friends of the Library, Napa Resource Conservation District volunteering, etc.
8. Substance-abuse prevention and treatment services on campus provided by a community partner. Includes individual counseling and group counseling/treatment after school.
9. Provide bus passes and clothing for students in need as well as resources for families (connecting to community organizations for housing, food, utility and other support).

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,533	\$50,757
Mid-Range Teacher Salary	\$78,304	\$75,693
Highest Teacher Salary	\$100,131	\$105,687
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$144,385	\$132,509
Average Principal Salary (High)	\$144,385	\$133,106
Superintendent Salary	\$282,775	\$167,660
Percent of Budget for Teacher Salaries	5.57	5.93
Percent of Budget for Administrative Salaries	24.59	25.51

## 2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

## Professional Development

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

## Professional Development

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

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	4

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

**Item 5.B.**

**January 14, 2025**

**TITLE:** Second Reading Board Policy 6158 & Administrative Regulation 6158 Independent Study

**HISTORY:**

BP 6158 & AR 6158 Independent Study: Policy updated to reflect the 2022 Budget Act requirements to require local educational agencies (LEAs), operating Independent Study Programs, to update their board policies and their written agreements to maintain compliance with the law. Changes to Independent Study were made through Senate Bill 153.

**CURRENT PROPOSAL:**

It is recommended that the Board approve Board Policy 6158 and Administrative Regulation 6158 Independent Study to reflect changes made by SB 153 including:

- The three-day minimum duration for school districts and county offices of education to claim independent study average daily attendance (ADA) has been repealed. LEAs may now claim independent study ADA for any length of duration (*Education Code (EC) Section [46300\(e\)](#)*).
- Written agreements for short-term independent study, now defined as 15 or fewer school days, may be signed at any point during the school year. Prior to SB 153, short-term independent study was defined as 14 days or fewer. Long-term independent study is now defined as 16 days or longer, previously 15 days, and written agreements for long-term independent study are still required to be signed prior to the commencement of independent study participation (*EC Sections [51747\(g\)\(9\)\(A\)](#) and [51749.6\(b\)\(1\)](#)*).
- The definitions of eligible evidence of student work products for asynchronous instruction have also been expanded to include work completed on online or computer-based instructional platforms. (*EC Section [51747.5\(b\)\(2\)\(A\)\(ii\)](#)*).

**FUNDING SOURCE:**

N/A

**SPECIFIC RECOMMENDATION:**

It is recommended that the Board approve BP 6158 & AR 6158 Independent Study

Prepared by: Julie McClure and Nancy Dempsey

1/06/2025

**County Board Policy 6158: Independent Study**

Status: DRAFT

Original Adopted Date: 11/01/2022 | Last Reviewed Date: 11/01/2022

The Governing Board authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered for short- or long-term placements, on a full-time or part-time basis, and/or in conjunction with part- or full-time classroom study.

The Board shall hold a public hearing when considering the scope of its existing or prospective use of independent study as an instructional strategy, its purposes in authorizing independent study, and factors bearing specifically on the maximum realistic lengths of assignments and acceptable number of missed assignments for specific populations of students or adult education students. (Education Code 51747; 5 CCR 11701)

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, and an online course.

An individual with exceptional needs, as defined in Education Code Section 56026, may participate in independent study, if the pupil's individualized education program (IEP specifically provides for that participation. If a parent or guardian of an individual with exceptional needs requests independent study, the pupil's individualized education program team shall make an individualized determination as to whether the pupil can receive a free appropriate public education (FAPE) in an independent study placement. A pupil's inability to work independently, the pupil's need for adult support, or the pupil's need for special education or related services shall not preclude the individualized education program team from determining that the pupil can receive a free appropriate education in an independent study placement. (Education Code 51745(c))

A temporarily disabled pupil may receive individual instruction pursuant to Education Code Section 48206.3 through independent study. (Education Code 51745(d))

Student participation in independent study shall be voluntary and no student shall be required to participate. (Education Code 51747, 51749.5, 51749.6)

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

The minimum period of time for any independent study option shall be three consecutive school days. (Education Code 46300)

#### General Independent Study Requirements

The Superintendent or designee may offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for participation and is likely to succeed as well as or better than the student would in the regular classroom setting.

The minimum instructional minutes shall be the same for all students at each school including students participating in independent study, except as otherwise permitted by law. (Education Code 46100)

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of programs. When necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due. However, in no event shall the due date of an assignment be extended beyond the termination date specified in the student's written agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments.

Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning of required concepts, as determined by the supervising teacher
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California (UC) or the California State University (CSU) as creditable under the A-G admissions criteria. (Education Code 51747)

The Superintendent or designee shall ensure that all students participating in independent study for 156 school days or more receive the following throughout the school year: (Education Code 51747)

1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction
2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction
3. For students in grades 9-12, opportunities for at least weekly synchronous instruction

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students participating in an independent study program for 165 school days or more who are: (Education Code 51747)

1. Not generating attendance for more than ten percent of required minimum instructional time over four continuous weeks of the district's approved instructional calendar
2. Not participating in synchronous instructional offerings pursuant to Education Code 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span
3. In violation of their written agreement

Tiered reengagement strategies procedures used in district independent study programs shall include local programs intended to address chronic absenteeism, as applicable, including but not limited to the following: (Education Code 51747)

1. Verification of current contact information for each enrolled student
2. Notification to parents/guardians of lack of participation within one school day of the recording of a nonattendance day or lack of participation
3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary
4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

The Superintendent or designee shall, for students who participate in an independent study program for 165 school days or more, develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days. (Education Code 51747)

When any student enrolled in classroom-based instruction is participating in independent study due to necessary medical treatment or inpatient treatment for mental health or substance abuse under the care of appropriately licensed professionals, the student shall be exempt from the live interaction and/or synchronous instruction, tiered reengagement strategies, and transition back to in-person instruction requirements specified above. In such cases, evidence from appropriately licensed professionals, of the student's need to participate in independent study, shall be submitted to the Superintendent or designee. (Education Code 51747)

The Superintendent or designee shall ensure that a written agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

Upon the request of the parent/guardian of a student, and before signing a written agreement as described below in the section "Master Agreement," the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, and, if requested by the parent/guardian an advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

#### Master Agreement

A written agreement shall be developed and implemented for each student participating in independent study for three or more consecutive school days. (Education Code 46300, 51747)

For student participation for 165 school days or more, a signed written agreement shall be obtained before the student begins independent study. For student participation of less than 165 school days, a signed written agreement shall be obtained during the school year within ten school days of the first day of the student's enrollment. (Education Code 46300, 51747)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but is not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The manner, time, frequency, and place for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports
8. A statement that independent study is an optional educational alternative in which no student may be required to participate

9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction
10. Before the commencement of independent study projected to last for 165 school days or more, or any time during the school year within ten school days of the first day of enrollment for independent study for less than 165 school days, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under 18 years of age, the certificated employee responsible for the general supervision of independent study, and for students with disabilities, the certificated employee designated as having responsibility for the special education programming of the student

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

#### Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or, if requested by a parent/guardian, prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

#### Records

The Superintendent or designee shall ensure that records are maintained for audit purposes.

These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's signed or initialed and dated notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher
4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons
5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5)
6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5)

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction shall be documented as nonparticipatory for that school day. (Education Code 51747.5)

The county office shall maintain documentation of each hour or fraction of an hour of both pupil work products and the time that the pupil is engaged in asynchronous instruction (Education Code 51747.5).

Evidence of pupil participation may include, but is not limited to, pupil work produced or performed, or



documentation that the pupil participated in an instructional period either visually or verbally, as verified by a certificated employee and maintained by the county office for each hour or fraction thereof of the synchronous instructional offering (Education Code 51747.5).

The Superintendent or designee shall also maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

Signed written and supplemental agreements, assignment records, work samples, and attendance records may be maintained as an electronic file in accordance with Education Code 51747 and 51749.6, as applicable.

#### Program Evaluation

The Superintendent or designee shall annually report to the Board the number of district students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

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**County Office Regulation 6158: Independent Study**

Status: DRAFT

Original Adopted Date: 11/01/2022 | Last Reviewed Date: 11/01/2022

Definitions

*Asynchronous instruction* means work completed on an online or computer-based instructional activity, regardless of whether pupil work products are produced, if the computer program documents pupil participation. The local educational agency shall maintain documentation of each hour or fraction of an hour of both pupil work products and the time that the pupil engaged in asynchronous instruction. (Education Code 51745.5)

*Live interaction* means interaction between the student and classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in-person, or in the form of Internet or telephonic communication. (Education Code 51745.5)

*Student-parent-educator conference* means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement pursuant to subdivision (g) of Education Code 51747 or the written learning agreement pursuant to subdivision (b) of Education Code 51749.6. (Education Code 51745.5)

*Synchronous instruction* means classroom-style instruction or designated small group or one-on-one instruction delivered in-person, or in the form of Internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by a teacher or teachers of record for that student pursuant to Education Code 51747.5 or the certificated employee providing instruction for course-based independent study. (Education Code 51745.5)

*Time Value* means the teacher documented time value for course specific assignments, including the time spent by a pupil engaged in asynchronous instruction, including work completed on an online or computer-based instructional activity, regardless of whether pupil work products are produced, if the computer program documents pupil participation.

*Work Product* means "that which results from a pupil's... efforts and actions to complete or perform the assignments given and which is subsequently evaluated by a certificated teacher." Any activity assigned and completed (reading, researching, written drafts, notes, projects, etc). Work products may include the daily time value spent by a pupil in asynchronous instruction (Education Code 51747.5)

Educational Opportunities

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

1. Special assignments extending the content of regular courses of instruction
2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
3. Continuing and special study during travel
4. Volunteer community service activities and leadership opportunities that support and strengthen student achievement
5. Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction or for a student who is unable to attend in-person instruction due to a quarantine due to exposure to, or infection with, COVID-19, pursuant to local or state public health guidance

In addition, when requested by a parent/guardian due to an emergency or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in the student's regular classes.

No course required for high school graduation shall be offered exclusively through independent study. (Education

Code 51745)

### Equivalency

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the district's adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

Students participating in independent study shall have access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work. (Education Code 51747)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. Providing access to Internet connectivity and district-owned devices adequate to participate in an independent study program and complete assigned work consistent with Education Code 51747, or to participate in an independent study course, as authorized by Education Code 51749.5, shall not be considered funds or other things of value. (Education Code 46300.6, 51747.3)

### Eligibility for Independent Study

To participate in independent study, a student shall be enrolled in a district school. (Education Code 51748)

The Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently provided that experienced certificated staff are available to effectively supervise students in independent study. The Superintendent or designee may also approve the participation of a student whose health would be put at risk by in-person instruction. A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

A student with **exceptional needs disabilities**, as defined in Education Code 56026, may participate in independent study if the student's individualized education program (IEP) specifically provides for such participation. If a parent/guardian of a student with **exceptional needs disabilities** requests independent study **because the student's health would be put at risk by in-person instruction**, the student's IEP team shall make an individualized determination as to whether the student can receive a free appropriate public education (FAPE) in an independent study placement. A student's inability to work independently, need for adult support, or need for special education or related services shall not preclude the IEP team from determining that the student can receive FAPE in an independent study placement. (Education Code 51745)

**A temporarily disabled pupil may receive individual instruction pursuant to Education Code Section 48206.3 through independent study. Education Code 51745(d)**

**In addition, any student with disabilities who receives services from a nonpublic, nonsectarian school through a virtual program may be permitted to participate in independent study if the student's IEP team determines that FAPE can be provided to the student by means of the virtual program and other conditions of law are satisfied. A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 through independent study. (Education Code 51745)**

### Monitoring Student Progress

The independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of the student's written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian

2. A meeting between the student and the teacher and/or counselor
3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate
4. An increase in the amount of time the student works under direct supervision

When the student has failed to make satisfactory educational progress or missed the number of assignments specified in the written agreement as requiring an evaluation, the Superintendent or designee shall conduct an evaluation to determine whether independent study is in the student's best interest. This evaluation may result in termination of the independent study agreement and the student's return to the regular classroom program or other alternative program. (Education Code 51747, 51749.5; 5 CCR 11701)

A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation, and if the student transfers to another public school in California, the record shall be forwarded to that school. (Education Code 51747, 51749.5)

#### Responsibilities of Independent Study Administrator

The responsibilities of the independent study administrator include, but are not limited to:

1. Recommending certificated staff to be assigned as independent study teachers at the required teacher-student ratios pursuant to Education Code 51745.6 and supervising staff assigned to independent study functions who are not regularly supervised by another administrator
2. Approving or denying the participation of students requesting independent study
3. Facilitating the completion of written independent study agreements
4. Ensuring a smooth transition for students into and out of the independent study mode of instruction
5. Approving all credits earned through independent study
6. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

#### Assignment and Responsibilities of Independent Study Teachers

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or emergency credential pursuant to Education Code 44300, registered as required by law, and who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the district enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

The responsibilities of the supervising teacher shall include, but are not limited to:

1. Completing designated portions of the written independent study agreement and signing the agreement
2. Supervising and approving coursework and assignments
3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due
4. Maintaining a daily or hourly attendance register in accordance with Item #4 in the section on "Records" in the accompanying Board policy
5. Providing direct instruction and counsel as necessary for individual student success

6. Regularly meeting with the student to discuss the student's progress
7. Determining the time value of assigned work or work products completed and submitted by the student
8. Assessing student work and assigning grades or other approved measures of achievement
9. Documenting each student's participation in live interaction and/or synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program, as well as maintaining documentation of each hour or fraction of an hour of both pupil work products and the time that the pupil engaged in asynchronous instruction.

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

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

**Item # 5.C.**

**January 14, 2025**

**TITLE:** Board Approval Resolution 2025-02 Establishing Institutional Membership in the Association of California County Boards of Education

**HISTORY:**

ACCBE is a new independent organization led by county trustees, focusing solely on the needs of County Board members. ACCBE is the voice for all California county boards of education and the unique needs of our students and boards. ACCBE's goal is to empower, connect and advocate for county boards.

**CURRENT PROPOSAL:**

Board approval Resolution 2025-02 Establishing Institutional Membership in the Association of California County Boards of Education.

**FUNDING SOURCE:**

N/A

**SPECIFIC RECOMMENDATION:**

Board approval of Resolution 2025-02 Establishing Institutional Membership in the Association of California County Boards of Education.

Prepared by: Julie McClure  
JM/es  
January 3, 2025

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

**Establishing Institutional membership in the Association of California County  
Boards of Education**

**RESOLUTION NO. 2025-02**

**WHEREAS**, County Boards of Education are enshrined in the California Constitution, and as such are constitutional offices. The 58 county boards play an integral role in education since their creation commencing in 1860; and,

**WHEREAS**, in addition to the appellate role that they play, County Boards have led important educational reform, promoted innovative measures for County Office of Education, insured fiscal integrity of County Offices, and promoted critical policy changes to benefit California's students, including the most vulnerable, at promise, children; and,

**WHEREAS**, it is important for County Board members to have a strong independent voice to advocate for the critical needs of students and communities they serve, County Offices and Boards of Education play uniquely vital roles, impacting every school and student across California. Their responsibilities encompass supporting students and families facing significant challenges, including those in programs for students facing disabilities, early childhood education, foster and homeless youth, and court and community and need a statewide representative voice; and,

**WHEREAS**, creating and supporting the Association of California County Boards of Education (ACCBE) strengthens our ability to advocate for the needs of County Offices of Education and provides additional support for public education statewide. Establishing ACCBE as a statewide county board organization brings a unified, strong voice representing the unique interests of County Boards on issues impacting County Office of Education and provides a vehicle to advocate for the needs of students we serve, ensuring these needs are not overlooked in the legislative process. As a dedicated advocate for students, this organization will join other educational organizations to champion public schools and adequate funding; and,

**WHEREAS**, County Boards similarly have a proactive future focused mission on behalf of California's family and children, especially at promise families and children; and,

**WHEREAS**, the primary objectives and purposes of ACCBE shall be the improvement of public education by supporting the work of California County Boards of Education and their members and advocating on their behalf; and,

**NOW, THEREFORE, BE IT RESOLVED** that the Napa County Board of Education of the Napa County Office of Education will join the Association of California County Boards of Education as an institutional member.

**BE IT FURTHER RESOLVED**, Napa County Board of Education will encourage its board members to play leadership roles in this important association.

**PASSED AND ADOPTED** by the Napa County Board of Education on January 14, 2025 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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Barbara Nemko, Ph.D.  
Clerk of the Board

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Janna Waldinger  
Board President



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

**Item # 5.D.**

**January 14, 2025**

**TITLE:** Board Approval of ACCBE membership dues for the Napa County Board of Education

**HISTORY:**

ACCBE is a new independent organization led by county trustees, focusing solely on the needs of County Board members. ACCBE is the voice for all California county boards of education and the unique needs of our students and boards. ACCBE's goal is to empower, connect and advocate for county boards.

**CURRENT PROPOSAL:**

Board approval ACCBE membership dues for the Napa County Board of Education.

**FUNDING SOURCE:**

N/A

**SPECIFIC RECOMMENDATION:**

Board approval of ACCBE membership dues for the Napa County Board of Education.

Prepared by: Julie McClure

JM/es

January 3, 2025

**ASSOCIATION OF CALIFORNIA COUNTY BOARDS OF EDUCATION  
INSTITUTION ANNUAL MEMBERSHIP DUES (01/01/2025 - 12/31/2025)**

	A	B	C	D	E	F
1	<b>Dues Structure is based on county size and budget affordability</b>					
2	Region	County	Class by Size	2025 ACCBE DUES	County Budget 2022-2023	% of Budget for ACCBE Dues
3	21-24	Los Angeles	1	\$9,756	\$556,381,589	0.002%
4	17	San Diego	2A	\$7,557	\$326,383,271	0.002%
5	15	Orange	2A	\$7,557	\$290,797,241	0.003%
6	18	Riverside	2A	\$7,557	\$240,615,280	0.003%
7	16	San Bernardino	2A	\$7,557	\$373,623,283	0.002%
8	20	Santa Clara	2A	\$7,557	\$335,008,534	0.002%
9	7	Alameda	2	\$5,584	\$63,613,496	0.011%
10	6	Sacramento	2	\$5,584	\$128,007,938	0.004%
11	7	Contra Costa	2	\$5,584	\$86,878,796	0.006%
12	10	Fresno	2	\$5,584	\$193,688,229	0.003%
13	12	Kern	2	\$5,584	\$232,275,267	0.002%
14	11	Ventura	3	\$4,225	\$120,042,161	0.004%
15	8	San Joaquin	3	\$4,225	\$169,955,523	0.002%
16	5	San Mateo	3	\$4,225	\$97,069,053	0.004%
17	8	Stanislaus	3	\$4,225	\$127,137,438	0.003%
18	12	Tulare	3	\$4,225	\$180,676,949	0.002%
19	11	Santa Barbara	3	\$4,225	\$65,044,297	0.006%
20	9	Monterey	3	\$4,225	\$105,218,823	0.004%
21	4	Placer	3	\$4,225	\$62,475,345	0.007%
22	5	San Francisco	4	\$2,740	\$13,219,511	0.021%
23	3	Sonoma	4	\$2,740	\$73,882,497	0.004%
24	3	Solano	4	\$2,740	\$66,437,718	0.004%
25	8	Merced	4	\$2,740	\$113,562,646	0.002%
26	9	San Luis Obispo	4	\$2,740	\$36,534,456	0.007%
27	3	Marin	4	\$2,740	\$47,444,361	0.006%
28	9	Santa Cruz	4	\$2,740	\$56,519,620	0.005%
29	18	Imperial	4	\$2,740	\$77,712,466	0.004%
30	6	Yolo	5	\$1,825	\$26,692,100	0.007%
31	4	Butte	5	\$1,825	\$149,146,227	0.001%
32	6	El Dorado	5	\$1,825	\$63,415,871	0.003%
33	2	Shasta	5	\$1,825	\$37,260,135	0.005%
34	10	Madera	5	\$1,825	\$45,261,965	0.004%
35	10	Kings	5	\$1,825	\$46,787,370	0.004%
36	3	Napa	5	\$1,825	\$43,236,233	0.004%
37	4	Sutter	5	\$1,825	\$38,935,922	0.005%
38	1	Lake	5	\$1,825	\$15,212,706	0.012%
39	1	Humboldt	6	\$1,375	\$47,525,310	0.003%
40	1	Mendocino	6	\$1,375	\$29,405,623	0.005%
41	4	Yuba	6	\$1,375	\$27,550,555	0.005%
42	9	San Benito	6	\$1,375	\$14,546,929	0.009%
43	4	Tehama	6	\$1,375	\$25,607,657	0.005%
44	4	Nevada	7	\$961	\$21,335,268	0.005%

**ASSOCIATION OF CALIFORNIA COUNTY BOARDS OF EDUCATION  
INSTITUTION ANNUAL MEMBERSHIP DUES (01/01/2025 - 12/31/2025)**

	A	B	C	D	E	F
45	8	Tuolumne	7	\$961	\$17,678,924	0.005%
46	8	Calaveras	7	\$961	\$16,919,722	0.006%
47	2	Siskiyou	7	\$961	\$21,018,933	0.005%
48	8	Amador	7	\$961	\$8,895,154	0.011%
49	2	Lassen	7	\$961	\$12,309,662	0.008%
50	4	Glenn	7	\$961	\$24,731,585	0.004%
51	1	Del Norte	7	\$961	\$8,960,853	0.011%
52	4	Colusa	7	\$961	\$17,117,331	0.006%
53	2	Plumas	7	\$961	\$4,742,927	0.020%
54	16	Inyo	7	\$961	\$11,468,539	0.008%
55	10	Mariposa	7	\$961	\$5,789,989	0.017%
56	2	Trinity	7	\$961	\$8,741,963	0.011%
57	6	Mono	7	\$961	\$7,762,242	0.012%
58	2	Modoc	7	\$961	\$6,956,216	0.014%
59	4	Sierra	8	\$654	\$2,401,178	0.027%
60	6	Alpine	8	\$654	\$1,699,785	0.038%
61				\$157,121	\$5,049,320,662	
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NAPA COUNTY OFFICE OF EDUCATION  
Barbara Nemko, Ph.D., Superintendent

TO: Napa County Board of Education

DATE: January 14, 2025

FROM: John Zikmund, Human Resources

RE: Personnel Activity

BOARD ITEM: 7A

NEW CERTIFICATED EMPLOYEE

Dominique Dumadaug – Child Development Teacher, Early Childhood Services

NEW CLASSIFIED EMPLOYEE

Silviano Cuevas – Custodian, General Services

Natalie Waggoner – Instructional Support Specialist, Crossroads/Camille Creek

Bridget Munoz – Site Coordinator, Community Programs

Kaitlin Ovando - Site Coordinator, Community Programs

CHANGE IN ASSIGNMENT

Ryan Herrera – Admin. Asst. I to Administrative Analyst, RPDC

RESIGNATION

Malaysia Onyeocha – Curriculum/Instruction Manager, Continuous Improvement

Nasir Chowlah – Jr. Technology Infrastructure Analyst, Information Technology

RETIREMENT ANNOUNCEMENTS

None

TERMINATION

None

LAYOFF/NON-REELECTS/TEMPORARY RELEASE NOTICES

None

POSITION VACANCIES

Early Childhood Education Assistant (1) – Early Childhood Services

Child Development Teacher (1), Associate Child Development Teacher (1) – Early Childhood Services

Special Education Teacher, School Nurse - Early Childhood Services

Fiscal Operations Coordinator, Billing – Continuous Improvement

Instructional Lab Assistant (3), College and Career Readiness

Assistant Director – RPDC

Early Childhood Instructional Coach(2), Early Childhood Services

Jr. Technology Infrastructure Analyst, Information Technology

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

**Item: 7.C.**  
January 14, 2025  
Board Meeting

**TITLE:**

2025-26 Budget Calendar

**HISTORY:**

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

**CURRENT PROPOSAL:**

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

**FUNDING SOURCE:** Information Only

**RECOMMENDATION:** Information Only

**PRESENTED BY:** Joshua Schultz, Deputy Superintendent

NAPA COUNTY OFFICE OF EDUCATION  
 BUDGET CALENDAR

**2025-26 Fiscal Year**

<b>Month</b>	<b>Action</b>	<b>Due Date</b>
<b>January</b>	▪ Governor's Budget Press Conference.	January 10
	▪ Budget Calendar to Board.	January 14
	▪ Governor's Budget Workshop by School Services of California.	January 21
<b>March</b>	▪ Certificated and Classified layoff notices for 2025-26 fiscal year.	March 15
	▪ Budgets will be developed in the Escape application. A review of the budget development process is scheduled for March 19 10am-noon by Zoom. Each department is required to send a budget representative to the training.  Budget development begins.	March 18  March 18
	Departments submit:	
	▪ Position FTE/Calendar/Location changes to Human Resources	
	▪ Position account code changes to Fiscal Services	
	▪ Preliminary Resource Information Sheets electronically to Fiscal Services	
	▪ Completed budget in Escape	
<b>April</b>	▪ Departments complete budget development.	April 11
<b>May</b>	▪ Preliminary Budget presented to the Board.	May 6
	▪ Budgets may be reopened for editing at the Department's request.	May 7-23
	▪ Governor's Final Budget Proposal presented (May Revise)	May TBD
<b>June</b>	▪ LCAP and Proposed Budget presented to the Board in a public hearing.	June 3
	▪ Final Budget and LCAP to Board for adoption.	June 10
	▪ Budget made available for Departments	June 13
	▪ Submit adopted budget to State Superintendent of Public Instruction.	June 30

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