

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

The Napa County Board of Education will hold a regular meeting on Tuesday, February 1, 2022, at 3:30 p.m. **Members of the public may attend the meeting virtually. Please view Public Participation information below.**

**This meeting will be conducted as a Teleconference. Chambers will be closed.**

<https://napacoe.zoom.us/j/83487501889>

**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: Feb 1, 2022 03:30 PM Pacific Time (US and Canada)

Topic: NCOE February Board Meeting

Please click the link below to join the webinar:

<https://napacoe.zoom.us/j/83487501889>

Or One tap mobile :

US: +16699006833,,83487501889# or +13462487799,,83487501889#

Or Telephone:

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

US: +1 669 900 6833 or +1 346 248 7799 or +1 253 215 8782 or +1 646 558 8656 or +1 301 715 8592 or +1 312 626 6799

Webinar ID: 834 8750 1889

International numbers available: <https://napacoe.zoom.us/j/83487501889>

D. 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 Josh Schultz or Justin Hefley, or

ii. using the hand raising feature in the participant panel on the web conference, or,

iii. emailing a request to [jschultz@napacoe.org](mailto:jschultz@napacoe.org) or [jhefley@napacoe.org](mailto:jhefley@napacoe.org).

Requests to provide public comments should include the phone number or username of the commenter used to join the conference, and an indication if the comment is regarding items that ARE or ARE NOT on the Board's February 1, 2022 agenda.

This time is reserved for any person to address agenda items or matters within the Board's jurisdiction that are **not** 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 either before or during the Board's consideration of the item. Individuals shall be allowed three minutes for their presentation. Normally the Board will take no action on any topic not on the agenda.

- E. Welcome to Visitors
- F. Approval of Agenda
- G. Approval of the Minutes – January 4, 2022 and January 18, 2022
- H. 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 at this time. Individuals may be limited to three minutes for their presentations.  
Comments by the Public for Items on the Agenda: The County Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Napa County Board of Education, either before or during the Board’s consideration of the item.

**2. PUBLIC HEARINGS and PRESENTATIONS**

- A. Public Hearing with Action: The Board will hold a Public Hearing and consider adoption of Resolution 2022-3 adjusting the boundaries of the trustee areas to comply with decennial redistricting requirements. County Registrar of Voters, John Tuteur will present the proposed maps adjusting the boundaries of the trustee areas.

After the public hearing the Board will take action regarding Resolution 2022-3. (Josh Schultz, Deputy Superintendent)

- B. Public Hearing on the Mayacamas Charter Petition (Josh Schultz, Deputy Superintendent) Petition and related information can be found at the link below:

<https://napacoe.org/board-of-education/mayacamas-charter-school-petition-appeal/>

- C. Photo Presentation of Mural at Sattui Preschool in Calistoga painted by Camille Creek Students (Barbara Nemko, Superintendent)

**3. CORRESPONDENCE, COMMUNICATIONS, 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 2022-2: 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 Resolution 2022-4 Authorizing Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953. This proposed determination will be evaluated, discussed and reconsidered every 30 days. The Board will be asked to approve Resolution 2022-4 Authorizing Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953. This proposed determination will be evaluated, discussed and reconsidered every 30 days. (Josh Schultz, Deputy Superintendent)
- B. Board Approval of School Accountability Report Card (SARC). The Board will be asked to approve the School Accountability Report Card (SARC). (Caroline Wilson, Director, Juvenile Court and Community Schools)
- C. Board Approval Change Order 06 Holly and Associates. The Board will be asked to approve Change Order 06 Holly and Associates. (Josh Schultz, Deputy Superintendent)

**6. SCHEDULED MATTER**

Discussion, review, and direction regarding:

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

**7. INFORMATION ITEMS**

- A. Personnel Activity Report: vacancies, listing of personnel appointments, terminations, transfers, etc. (Julie McClure, Associate Superintendent)
- B. Mid-Year Progress of the LCAP and the Supplement to the Annual Update (Lucy Edwards, Director of Continuous Improvement and Academic Support)
- C. Budget Update (Josh Schultz, Deputy Superintendent)
- D. Update COVID Program (Julie McClure, Associate Superintendent)

**8. FUTURE AGENDA ITEMS**

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

A regular meeting of the Napa County Board of Education will be on Tuesday, March 1, 2022.

**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, NCOE'S DISPLAY CASE AT 2121 IMOLA AVENUE, NAPA, CA 94559, and the Napa Preschool site, on Friday, January 28, 2022. Informational material is available for review at the NCOE.

Ellen Sitter, Recording Secretary  
NCOE Board of Education

**MEETING OF THE NAPA COUNTY BOARD OF EDUCATION  
Tuesday, January 4, 2022**

**Members present**

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

**1. ORGANIZATION**

**A. CALL TO ORDER**

Board President Don 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**

Board President Huffman read the instructions for public participation via teleconference.

**D. PUBLIC COMMENT**

Instructions for Comments by the Public for Items not on the Agenda and Comments by the Public for items on the Agenda were read.

**E. WELCOME TO VISITORS**

Visitors were welcomed to the meeting.

**F. APPROVAL OF AGENDA**

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

**G. APPROVAL OF MINUTES**

The Minutes from the December 7 and December 10, 2021 meetings were approved on a motion by Mrs. Waldinger and a second by Mr. Parrott. A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Waldinger, Mr. Huffman, Mr. Donaldson, Mrs. Cash, Mrs. Biederman, Mrs. Kresge. *Noes* – None.

**H. COMMENTS BY THE PUBLIC**

Public comment was given.

**2. PUBLIC HEARING AND PRESENTATIONS**

Public Hearing opened at 3:40 p.m.

A. John Tuteur, County Registrar of Voters, provided an overview on the redistricting process of the Napa County Board of Education trustee area based on the 2020 census, and proposed draft trustee area maps. Mr. Tuteur instructed the Board to give him direction as to any changes they want to see in the final map which will

be the subject of the February 1, 2022 final map hearing. Mr. Tuteur reminded the Board that today's meeting is also held to obtain public comment on Map 92276 which is still the only map on the districtr site.

Sophia Garcia, GIS and Outreach Director at Redistricting Partners, presented some of the draft plans that have been submitted publicly, a draft map for the Board, traditional redistricting principles, communities of interest, review of all the districtr submissions that have been received to date, and the next steps in the process.

Mr. Huffman asked for public comment. No public comment was given.

The Board reviewed each of their respective trustee areas.

Public Hearing closed at 4:34 p.m.

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

- Dr. Nemko reported that Congressman Mike Thompson recently held a press conference at Camille Creek regarding improving access to high-speed internet in Napa County. The Camille Creek culinary class was preparing lunches at the time, so Congressman Thompson was able to tour the kitchen.
- Dr. Nemko reported that photos of the NCOE After School ACE program were featured in the Register this week.
- Dr. Nemko reported on the recent ribbon cutting at Camille Creek. The community was invited to attend.
- Dr. Nemko reported that we will be receiving \$90,000 from the State to provide funding to help institute universal transitional kindergarten. The NCOE will hire a consultant to run that process.
- Dr. Nemko reported that we were offered the possibility of facilitating a program called *Pictures of Hope*. The program is the creation of Linda Solomon who visits homeless shelters and surprises children with digital cameras and gives them a photo assignment to capture their dreams and express their creativity.
- Dr. Nemko reported that the NCOE will be receiving a reimbursement credit of approximately \$50,000 from Holly and Associates regarding the Camille Creek project.
- Dr. Nemko reported that the NCOE Footsteps2Brilliance (F2B) panel was just installed at the Story Book Walk at Shenandoah Park in American Canyon. Parents can scan the QR code, and it takes them right to the registration page for F2B, which is a free service provided by NCOE to all families in Napa County.

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

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

B. There was no action taken on Board Compensation.

## **5. ACTION ITEMS**

A. On a motion by Mrs. Waldinger and a second by Mrs. Biederman, the Board approved to table the School Accountability Report Card (SARC) to the February meeting. A roll call vote was taken: *Ayes* – Mr. Parrott, Mr. Donaldson, Mrs. Waldinger, Mr. Huffman, Mrs. Cash, Mrs. Kresge, Mrs. Biederman. *Noes* – None.

B. On a motion by Mr. Donaldson and a second by Mr. Parrott, the Board amended the 2022 Board Calendar to have the second board meeting in June on Tuesday, June 14 to approve the LCAP and Budget, and the December meeting to be December 13 to meet the requirement for holding the annual organizational meeting. A roll call vote was taken: *Ayes* – Mr. Parrott, Mr. Donaldson, Mrs. Waldinger, Mr. Huffman, Mrs. Cash, Mrs. Biederman, Mrs. Kresge. *Noes* – None.

## **6. SCHEDULED MATTER**

Mrs. Kresge reported on an email she received from Dr. Nemko regarding Senate Bill 830 Pupil Instruction.

Dr. Nemko explained that schools used to be funded by enrollment, and then they went to funding by attendance which means schools lose funding every time a student is absent. The new Bill proposes membership rather than attendance, and something between the difference of what schools would have gotten if they counted enrollment and what they will get if they count attendance.

## **7. INFORMATION ITEMS**

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

B. Mr. Schultz reviewed Investment options for NCOE's OPEB funding in the California Employers' Retiree Benefit Trust.

C. Mr. Schultz presented the Budget Calendar noting the Preliminary Budget will be brought to the Board for review and approval in April.

D. Mr. Schultz reported no complaints for the Williams Uniform Complaints Procedures Quarterly Report.

E. Dr. Nemko reviewed the Napa County Board of Trustees Board Goals that was created a few years ago where the Board considered taking different months to attend district board meetings. The Board agreed to review again the Board Goals at the March meeting.

F. Ms. McClure updated the Board on having a student of the month to celebrate at the Board meetings. Ms. McClure noted that she will work on a calendar and bring it back to the Board at a later date.

G. Ms. McClure updated the Board on COVID distribution kits to the districts, ongoing surveillance testing for staff working with children, reporting to OSHA, and the number of cases among staff.

**8. FUTURE AGENDA ITEMS**

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

The next regular meeting of the Napa County Board of Education will be on Tuesday, February 1, 2022.

**10. ADJOURNMENT**

There being no further business, the meeting was adjourned at 5:44 p.m.

Respectfully submitted,

Barbara Nemko, Secretary  
es

Approved \_\_\_\_\_ Date

**MEETING OF THE NAPA COUNTY BOARD OF EDUCATION  
SPECIAL MEETING  
Tuesday, January 18, 2022**

**Members present**

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

**1. ORGANIZATION**

**A. CALL TO ORDER**

Board President Don Huffman called the Special Meeting to order at 5:00 p.m.

**B. FLAG SALUTE**

The salute to the Flag was led by Sindy Biederman.

**C. PUBLIC PARTICIPATION**

Board President Huffman read the instructions for public participation via teleconference.

**D. PUBLIC COMMENT**

Instructions for Comments by the Public for Items not on the Agenda and Comments by the Public for items on the Agenda were read.

**E. WELCOME TO VISITORS**

Visitors were welcomed to the meeting.

**F. APPROVAL OF AGENDA**

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

**G. COMMENTS BY THE PUBLIC**

Public comment was given.

**2. ADJOURN TO CLOSED SESSION (5:30 p.m.)**

The Board will hold a closed session with Legal Counsel regarding Significant Exposure to Litigation: multiple threats of litigation resulting from Mayacamas Charter School's appeal of Napa Valley Unified School District's denial of their petition for establishment of a charter school per Government Code Section 54956.9(d)(2); two potential lawsuits.

**3. RETURN TO OPEN SESSION (6:10 p.m.)**



#### **4. REPORT FROM CLOSED SESSION**

Mr. Huffman reported there was no action taken during closed session and nothing to report.

#### **5. PRESENTATION**

Jennifer Nix, Senior Associate General Counsel, School and College Legal Services of California, provided an overview on the charter school appeals process.

Mr. Huffman invited the Public to Comment. No public comment was given.

#### **6. CONSIDER VIRTUAL BOARD MEETINGS**

Mr. Schultz reported that the Board meetings have been operating under the current Brown Act rules, but given the situation with the new variant Omicron and the possibility that large numbers of the public want to participate in our meetings, we felt it was important for the Board to consider granting those flexibilities to allow for continued virtual meetings until that requirement is no longer necessary. The Board will need to make the same finding at least every 30 days.

On a motion by Mrs. Kresge and a second by Mrs. Biederman, the Board approved the process to institute the reorganization of the virtual meetings. A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Waldinger, Mr. Huffman, Mr. Donaldson, Mrs. Cash, Mrs. Kresge, Mrs. Biederman. *Noes* – None.

#### **7. ADJOURNMENT**

There being no further business, the meeting was adjourned at 6:50 p.m.

Respectfully submitted,

Barbara Nemko, Secretary  
es

Approved \_\_\_\_\_ Date \_\_\_\_\_

**MEETING OF THE NAPA COUNTY BOARD OF EDUCATION**  
**Tuesday, December 7, 2021**

**Members present**

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

**1. ORGANIZATION**

**A. CALL TO ORDER**

Board President Ann Cash called the meeting to order at 3:30 p.m.

**B. FLAG SALUTE**

The salute to the Flag was led by Gerald Parrott.

**C. PUBLIC PARTICIPATION**

Board President Cash read the instructions for public participation via teleconference.

**D. PUBLIC COMMENT**

Instructions for Comments by the Public for Items not on the Agenda and Comments by the Public for items on the Agenda were read.

**E. WELCOME TO VISITORS**

Visitors were welcomed to the meeting.

**F. APPROVAL OF AGENDA**

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

**G. APPROVAL OF AGENDA MINUTES**

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

**H. COMMENTS BY THE PUBLIC**

Public comment was given.

**2. PRESENTATIONS and PUBLIC HEARINGS**

- A. *Connie Silva, Director, Research and Professional Development Center, updated the Board on the objective of the programs and contracts which exist to provide technical assistance to local educational agencies in California that are identified as significantly disproportionate. Ms. Silva noted that a lot of the work is centered around equity and helping districts identify their inequity. The programs include CALI Reads, Desired Results Access, SPPTAP (State Performance Plan Technical Assistance Project, and ADRCal.*

*Patty Salcedo, Co-Director, Desired Results Access Project*, reported that the Desired Results Access Project is the desired results developmental profile, which is a statewide assessment for all children in California Department of Education programs. Ms. Salcedo noted that the Desired Results Access Project is responsible for the development of that instrument and implementation for all children with disabilities. The NCOE is the California implementation site for this program and has nine sites for embedded instruction for early learning with two of those as new sites. The NCOE has been a site since the beginning, and it is considered a model site. Ms. Salcedo noted that she is happy and proud to report that the NCOE's results for the Desired Results Developmental Profile (DRDP) for federal reporting on child outcomes are above the state's set targets.

*Vicki Griffo, Project Director, CALI Reads*, reported that the CALI Reads program has developed resources and training modules through the project and all are free and accessible on the website. CALI Reads is a 10 million dollar grant from the Office of Special Education Programs (OSEP) at the United States Department of Education, awarded to the CDE, and the grant is administered by the NCOE. The NCOE has administered this grant since 2007, and Dr. Griffo noted they are proud of this accomplishment, and they are the architects of that work too. Through this grant, training, coaching, and systems of support are provided to districts in need across the state, are focused on improving literacy. The work is done with districts and middle schools and the focus is on students with disabilities and at-risk students. Dr. Griffo encouraged the Board to spread the word about these resources.

- B. Sara Sitch, Director, Community Programs, and Vanessa Rubio, Program Coordinator presented an overview of the Mariposa program and walked the Board through the program structure and the opportunities available. Ms. Rubio reported that the Mariposa program has been included in this year's CanDo Give!Guide. Ms. Rubio noted that this is the Mariposa program's biggest campaign with a target goal of \$15,000 and encouraged the Board to consider donating to the Give!Guide to benefit Mariposa and to also consider dine and donate night, on December 17, at La Cheve Bakery and Brews.
- C. Leidy Tovar, representative of the foster youth and homeless team, reported on the coat drive for youth experiencing homelessness and the support the program is giving foster youth. Ms. Tovar noted that each year they receive coats from Operation Warm Coats. They received the first shipment and are expecting two more shipments in January and February. Ms. Tovar further reported that her role also includes supporting foster youth students to complete financial aid applications for college.
- D. Dr. Nemko presented a video of the Memorial Garden at the Veteran's Administration in Martinez, created to honor former Board member Steve Orndorf who, through Rotary, devoted many hours throughout the years to help veterans in crisis.

The Board took a short break at 5:00 p.m. The meeting resumed at 5:10 p.m.

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

- Mrs. Waldinger reported that as Student Services Manager of If Given a Chance, she is announcing that Peg Maddocks has been appointed Executive Director of If Given a Chance.
- Dr. Nemko provided a copy of the Pledge of Allegiance with the correct punctuation which shows how to recite the Pledge of Allegiance the way it was intended to be recited.
- Dr. Nemko reported that Congressman Mike Thompson wrote a letter, on behalf of the NCOE, to the United States Department of Education asking the department to grant the NCOE permission to carryover funds and reinstate the full grant award. The NCOE's CALI Reads program receives a 10 million dollar grant for a literacy program that benefits underperforming districts and middle schools throughout the state. The grant has been reduced by \$1,500,000, because CDE has not yet billed the federal government for the money that has been spent. Dr. Nemko noted that we greatly appreciate Congressman Thompson's help in supporting us with this matter.
- Dr. Nemko gave the Board a copy of a letter from Napa Sanitation regarding a disagreement the NCOE is having with Napa Sanitation over the sewer line for the new Camille Creek facility. Allen Rossi is talking with DSA next week, so we can more clearly explain to Napa Sanitation why we are taking the position we are taking. We will then set up a meeting with Napa Sanitation to include our Board President and their Board President for negotiation purposes.
- Dr. Nemko reported that we received \$5,000 from the Brogliatti fund to benefit the Camille Creek program. We are pleased to receive this donation every year.
- Dr. Nemko reported that Napa Register Reporter, Jennifer Huffman, recently toured the Camille Creek campus and talked with students to hear what they have to say about their new school.
- Dr. Nemko reported that we have invited those from the community who work directly with Camille Creek (law enforcement, probation department, etc.) to an official ribbon cutting ceremony at the new Camille Creek site on Tuesday, December 14 at 3:30. Dr. Nemko invited the Board to join us at the grand opening.
- Dr. Nemko reported that astronaut Kate Rubins will be here tentatively February 17. We will do a public announcement once NASA confirms the date. Congressman Mike Thompson will speak at the evening event. Ms. Rubins will visit Vintage High, and we are hoping she can visit Camille Creek as well.
- Dr. Nemko invited the Board to a Cabinet book club get-together at her house on Friday, December 17, to discuss the book *Education* by Tera Westover.
- Dr. Nemko reported that the *Butter* laptop competition was awarded to Giselle Torres, American Canyon High School, for the video she created to urge Butter to reconsider his desire to take his own life.
- Dr. Nemko congratulated the NCOE for winning the Golden Bell award for the NCOE Professional Learning Network Systems of Support, and noted that she and Mrs. Cash accepted the award at the CSBA conference.

#### **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). A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Waldinger, Mr. Huffman, Mr. Donaldson, Mrs. Cash, Mrs. Kresge, Mrs. Biederman. *Noes* – None.

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

#### **5. ACTION ITEMS**

A. On a motion by Mrs. Waldinger and a second by Mrs. Biederman, the Board approved the Second Reading of Board Bylaw 9121 President and Other Officers. A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Waldinger, Mr. Huffman, Mr. Donaldson, Mrs. Cash, Mrs. Biederman. *Noes* – None. *Abstained* – Mrs. Kresge.

B. On a motion by Mr. Huffman and a second by Mrs. Kresge, the Board approved the Educator Effectiveness Block Grant Expenditure Plan. A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Waldinger, Mr. Huffman, Mr. Donaldson, Mrs. Cash, Mrs. Kresge, Mrs. Biederman. *Noes* – None.

C. On a motion by Mrs. Waldinger and a second by Mr. Huffman, the Board approved the First Interim Budget Report. A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Waldinger, Mr. Huffman, Mr. Donaldson, Mrs. Cash, Mrs. Kresge, Mrs. Biederman. *Noes* – None.

D. On a motion by Mrs. Waldinger and a second by Mr. Donaldson, the Board approved and adopted Resolution 2021-25: Resolution in Support of Assembly Bill No. 75, Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022 if it includes a modification allowing COE's to receive facilities and funding for preschools. A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Waldinger, Mr. Huffman, Mr. Donaldson, Mrs. Cash, Mrs. Kresge, Mrs. Biederman. *Noes* – None.

E. On a motion by Mrs. Waldinger and a second by Mr. Parrott, the Board approved and adopted Resolution 2021-26: Temporary Borrowing of Funds by Fund 01 and Fund 12 from Fund 17. A roll call vote was taken: *Ayes* – Mr. Parrott, Mrs. Waldinger, Mr. Huffman, Mr. Donaldson, Mrs. Cash, Mrs. Kresge, Mrs. Biederman. *Noes* – None.

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

Mrs. Cash reported and read Assembly Bill 361 Brown Act Teleconferencing Requirements which included the rules around remote meetings.

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

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

B. Mr. Schultz updated the Board on the NCOE's OPEB Funding Program for our employee retiree health care benefits that we provide. In the Board's packet is the latest report, as of September 30, 2021, from the trust that we contribute these funds to. We have been very successful funding this liability. We are significantly

overfunded because the investment earnings have done so well. Mr. Schultz summarized noting that the NCOE is fully funded, and we are keeping our costs down long term.

C. Ms. McClure provided slides for the Board on the COVID Program for NCOE with updated numbers for COVID testing, COVID cases, and vaccination status,

**8. FUTURE AGENDA ITEMS**

Mrs. Kresge requested that the NCOE provide a report for the Board on how the NCOE is doing in the mathematical domain.

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

The next regular meeting of the Napa County Board of Education will be on Tuesday, January 4, 2022.

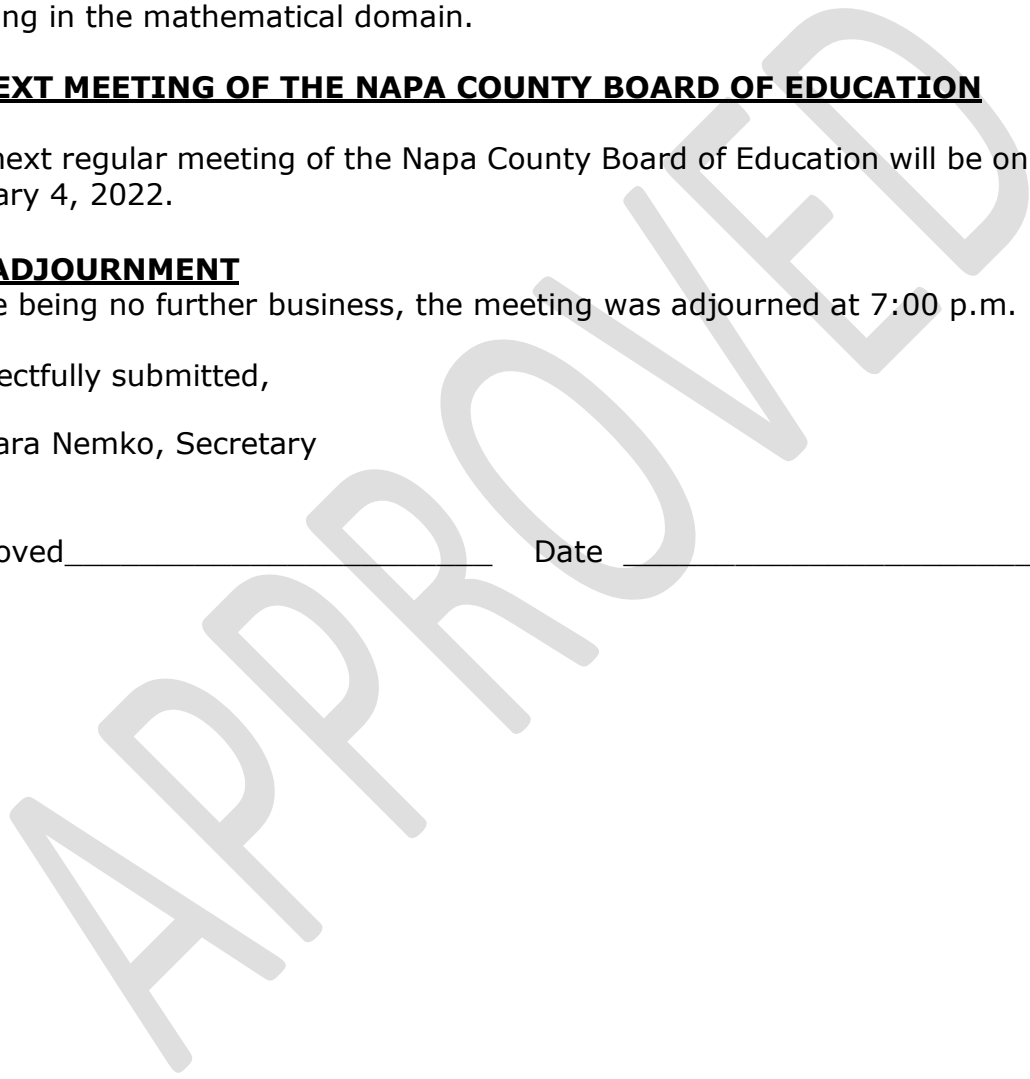
**10. ADJOURNMENT**

There being no further business, the meeting was adjourned at 7:00 p.m.

Respectfully submitted,

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



**MEETING OF THE NAPA COUNTY BOARD OF EDUCATION  
Friday, December 10, 2021**

**Members present**

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

**1. ORGANIZATION**

**A. CALL TO ORDER**

Board President Ann Cash called the meeting to order at 3:30 p.m.

**B. FLAG SALUTE**

The salute to the Flag was led by Mrs. Biederman.

**C. PUBLIC PARTICIPATION**

Board President Cash read the instructions for public participation via teleconference.

**D. PUBLIC COMMENT**

Instructions for Comments by the Public for Items not on the Agenda and Comments by the Public for items on the Agenda were read.

**E. WELCOME TO VISITORS**

Visitors were welcomed to the meeting.

**F. APPROVAL OF AGENDA**

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

**G. OATH OF OFFICE**

Oath of Office was removed from the agenda.

**H. ELECTION OF OFFICERS**

The Board elected the following officers for the coming year:

***President*** – **Don Huffman** – nominated by Mrs. Kresge and seconded by Mr. Parrott. A roll call vote was taken: *Ayes* – Mrs. Waldinger, Mr. Parrott, Mr. Donaldson, Mr. Huffman, Mrs. Biederman, Mrs. Kresge. *Noes* – None. *Abstained* – Mrs. Cash.

***Vice President*** – **Sindy Biederman** – nominated by Mrs. Kresge and seconded by Mr. Huffman. A roll call vote was taken: *Ayes* – Mrs. Waldinger, Mr. Parrott, Mr. Donaldson, Mr. Huffman, Mrs. Cash, Mrs. Biederman, Mrs. Kresge. *Noes* – None.

***Trustee Representative*** – **Jennifer Kresge** – nominated by Mr. Huffman and seconded by Mrs. Cash. A roll call vote was taken: *Ayes* – Janna Waldinger, Mr. Parrott, Mr. Donaldson, Mr. Huffman, Mrs. Biederman, Mrs. Cash, Mrs. Kresge. *Noes* – None.

## **I. ESTABLISHMENT OF MEETING TIME**

The time and date of the Board meetings will remain at 3:30 p.m. on the first Tuesday of each month.

Mr. Schultz asked the Board to set a date for the second meeting in June 2022 for the budget adoption. Mr. Schultz also asked the Board to schedule the December 2022 Napa County Committee on School District Organization meeting on or after the second Friday in December and to consider including the regular Board meeting on the chosen date. This matter will be brought back to the Board at the January 4 meeting.

## **J. COMMENTS BY THE PUBLIC**

Public comment was given.

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

- Dr. Nemko reported that she attended the Napa High School winter concert last night.
- Dr. Nemko reported that she awarded Giselle Torres, student at American Canyon High School, with a new Dell laptop for winning the Butter laptop competition.
- Mrs. Waldinger requested that the Board consider having a Camille Creek student of the month at the Board meetings.
- Mrs. Kresge reported that it was very difficult to navigate the CSBA virtual conference because of technology problems, and she will write a letter to CSBA alerting them to problem.
- Dr. Nemko reported that we will look into a decision made to have Board members attend one board meeting a year in the district where they live.

**3. FUTURE AGENDA ITEMS** 1) Student of the Month; 2) Review policy on Board members attending one district board meeting each year; and 3) Board to decide date on second meeting in June and date for December 2022 Napa County Committee on School District Organization meeting.

## **4. ADJOURNMENT**

There being no further business, the meeting was adjourned at 4:05 p.m.

Respectfully submitted,

Barbara Nemko, Secretary  
es

Approved \_\_\_\_\_ Date



NAPA COUNTY BOARD OF EDUCATION

RESOLUTION NO. 22-3

RESOLUTION OF THE NAPA COUNTY BOARD OF EDUCATION AMENDING TRUSTEE AREA BOUNDARIES IN ACCORDANCE WITH THE 2020 FEDERAL CENSUS.

WHEREAS, following each decennial federal census, the Napa County Board of Education, in which trustee areas have been established, and in which each trustee is elected by the residents of the area he or she represents, is required by Education Code section 5019.5 to adjust the boundaries of trustee areas (“Trustee Areas”) so that the population of each area is, as nearly as may be, the same proportion of the total population of the county as the ratio that the number of county board of education members elected from the area bears to the total number of members of the county board of education, and/or the population of each area is, as nearly as may be, the same proportion of the total population of the county as each of the other areas; and

WHEREAS, the boundaries of the Trustee Areas shall be adjusted by the County Board of Education before the first day of March in the year following the year in which the results of the decennial census are released; and

WHEREAS, the Trustee Area boundaries adopted by the County Board of Education are subject to the Federal Voting Rights Act (42 United States Code §§ 1973 et seq.) and the California Voting Rights Act of 2001 (Cal. Elections Code §§ 14025 et seq.); and

WHEREAS, the Napa County Board of Education commissioned the Napa County Registrar of Voters (“Registrar”) to perform a demographic study and submit to the Board a report and recommended boundary adjustments in conformance with all Federal and State laws and regulations including, but not limited to Education Code section 5019.5, Elections Code section 14025 et seq., and 42 U.S.C. sections 1973 et seq.; and

WHEREAS, the Registrar made a presentation to the County Board of Education at its regular meeting on November 2, 2021 in open session and interested members of the public describing the methodology for the study, a review of 2020 census data for each Trustee Area, and the deviations from the required ratios under Education Code section 5019.5 identified from 2020 census data; and

WHEREAS, the Registrar made similar public presentations September 16, 2021 and November 16, 2021 at open public workshops where members of the public and public officials had the opportunity to comment on the study and recommended Trustee Area boundaries; and in a public hearing on proposed changes to the trustee area maps to the Napa County Board of Education on January 4, 2022.

NOW, THEREFORE, BE IT RESOLVED that the Napa County Board of Education find that the Trustee Areas boundaries as adjusted as set forth on maps attached hereto as Exhibits 1 through 9 are in full compliance with Education Code section 5019.5, Elections Code section 14025 et seq., and 42 U.S.C. sections 1973 et seq.; and

BE IT FURTHER RESOLVED, that the Napa County Board of Education voted on a motion in open session at the Board meeting held on February 1, 2022 to adopt the adjusted Trustee Area boundaries set forth on maps attached hereto as Exhibits 1 through 9.

BE IT FURTHER RESOLVED, that copies of this Resolution shall be filed with the Secretary of the County Committee on School District Organization, the County Superintendent of Schools, the Napa County Registrar of Voters, and the Clerk of the Napa County Board of Supervisors as soon as possible but no later than the last day of February 2022.

The foregoing Resolution was read, considered, and voted on at a meeting of the Napa County Board of Education on the 1st day of February 2022. The motion on the Resolution adopting the proposed Trustee Area boundary adjustments

PASSED / FAILED (circle one) by the following vote:

AYES:

NOES:

ABSTAINED:

ABSENT:

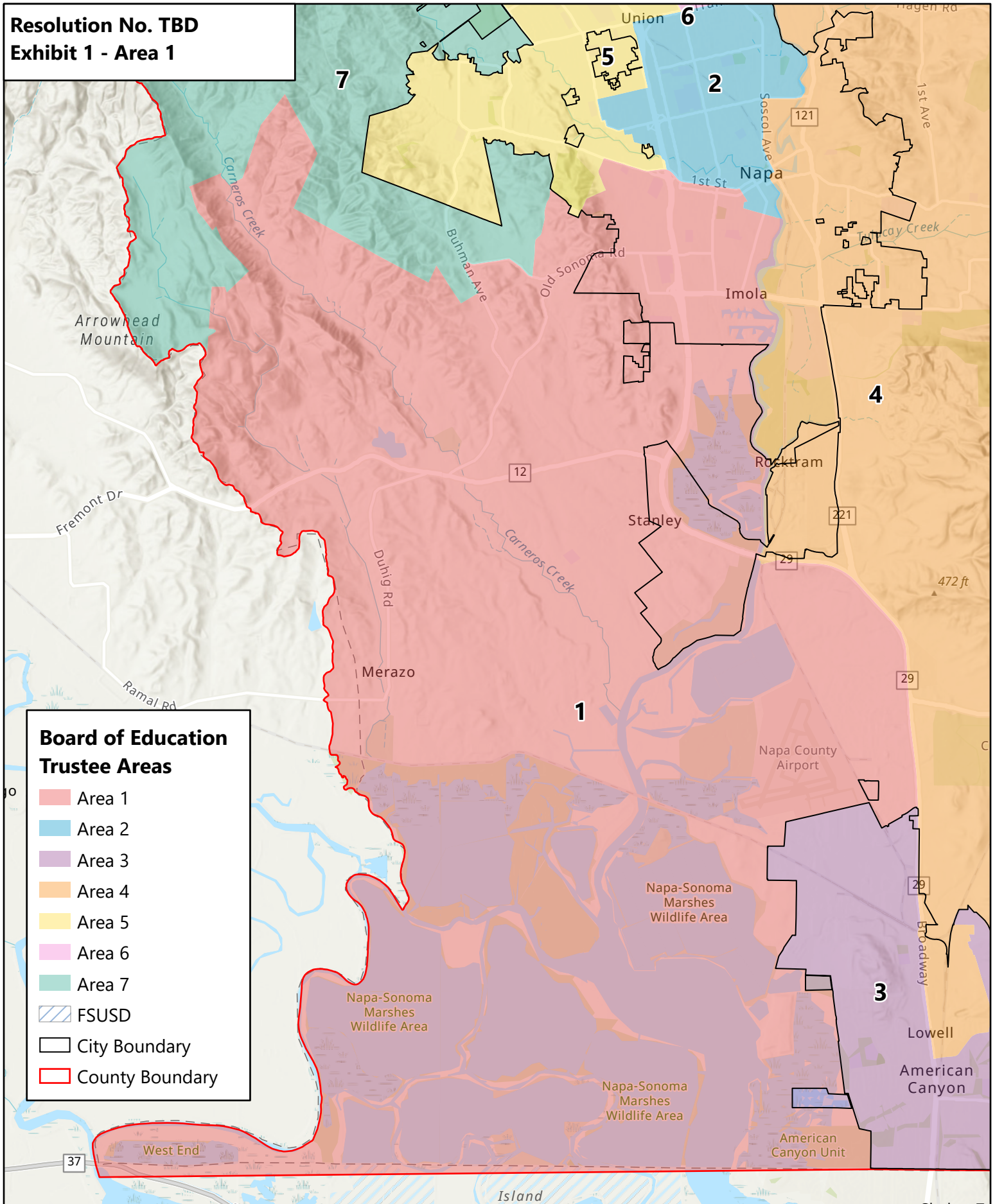
---

President of the Board of Education

---

Date

**Resolution No. TBD  
Exhibit 1 - Area 1**



Disclaimer: This map was prepared for informational purposes only. No liability is assumed for the accuracy of the data delineated herein.



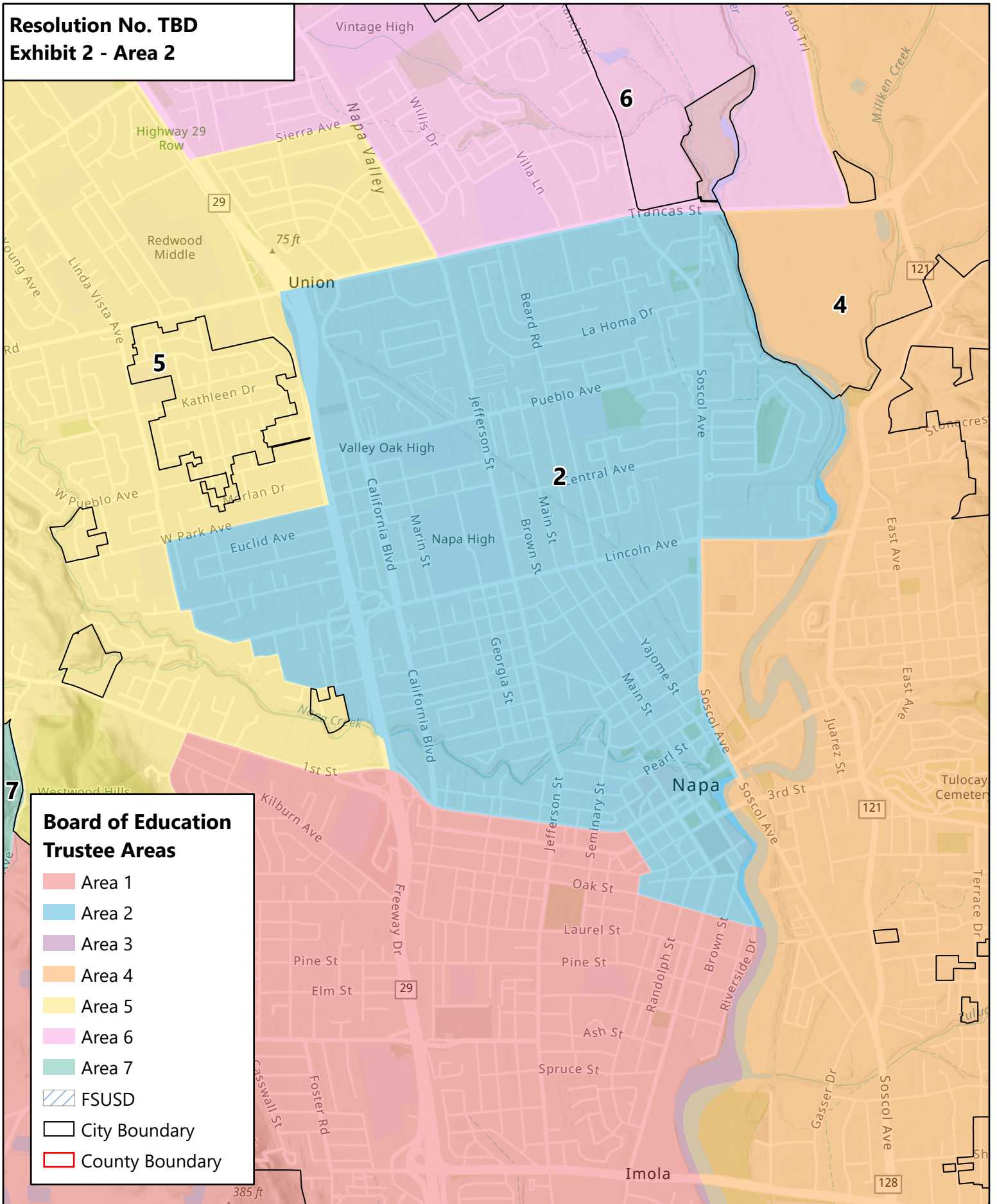
**Napa County Board of Education Trustee Areas 2022-2031**

View in Online Map: <https://gis.countyofnapa.org/BOETrusteesMap>

Revised Date: 1/26/2022



**Resolution No. TBD  
Exhibit 2 - Area 2**



**Board of Education Trustee Areas**

- Area 1
- Area 2
- Area 3
- Area 4
- Area 5
- Area 6
- Area 7
- FSUSD
- City Boundary
- County Boundary

Disclaimer: This map was prepared for informational purposes only. No liability is assumed for the accuracy of the data delineated herein.



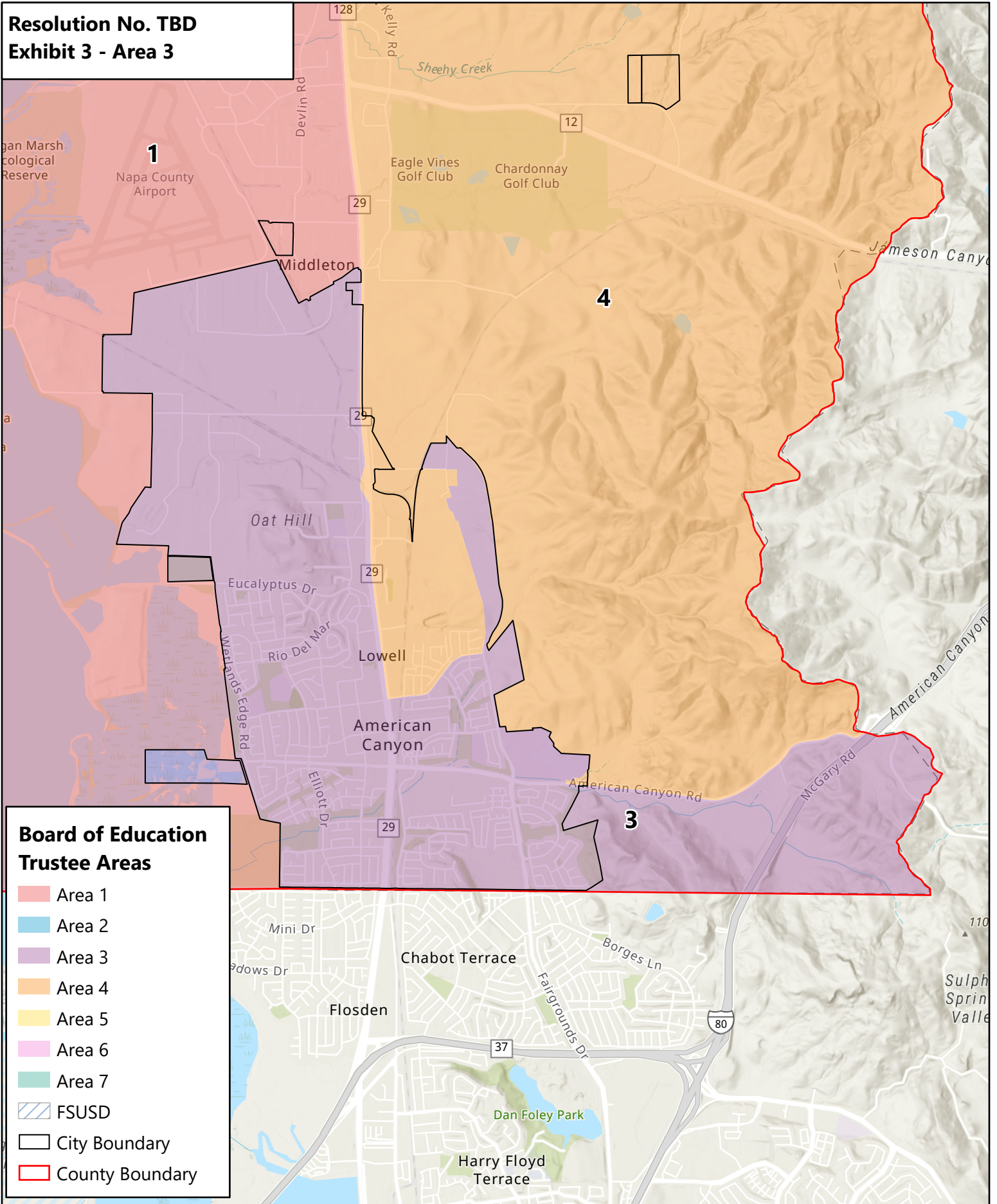
**Napa County Board of Education Trustee Areas 2022-2031**

View in Online Map: <https://gis.countyofnapa.org/BOETrusteesMap>



Revised Date: 1/26/2022

**Resolution No. TBD  
Exhibit 3 - Area 3**



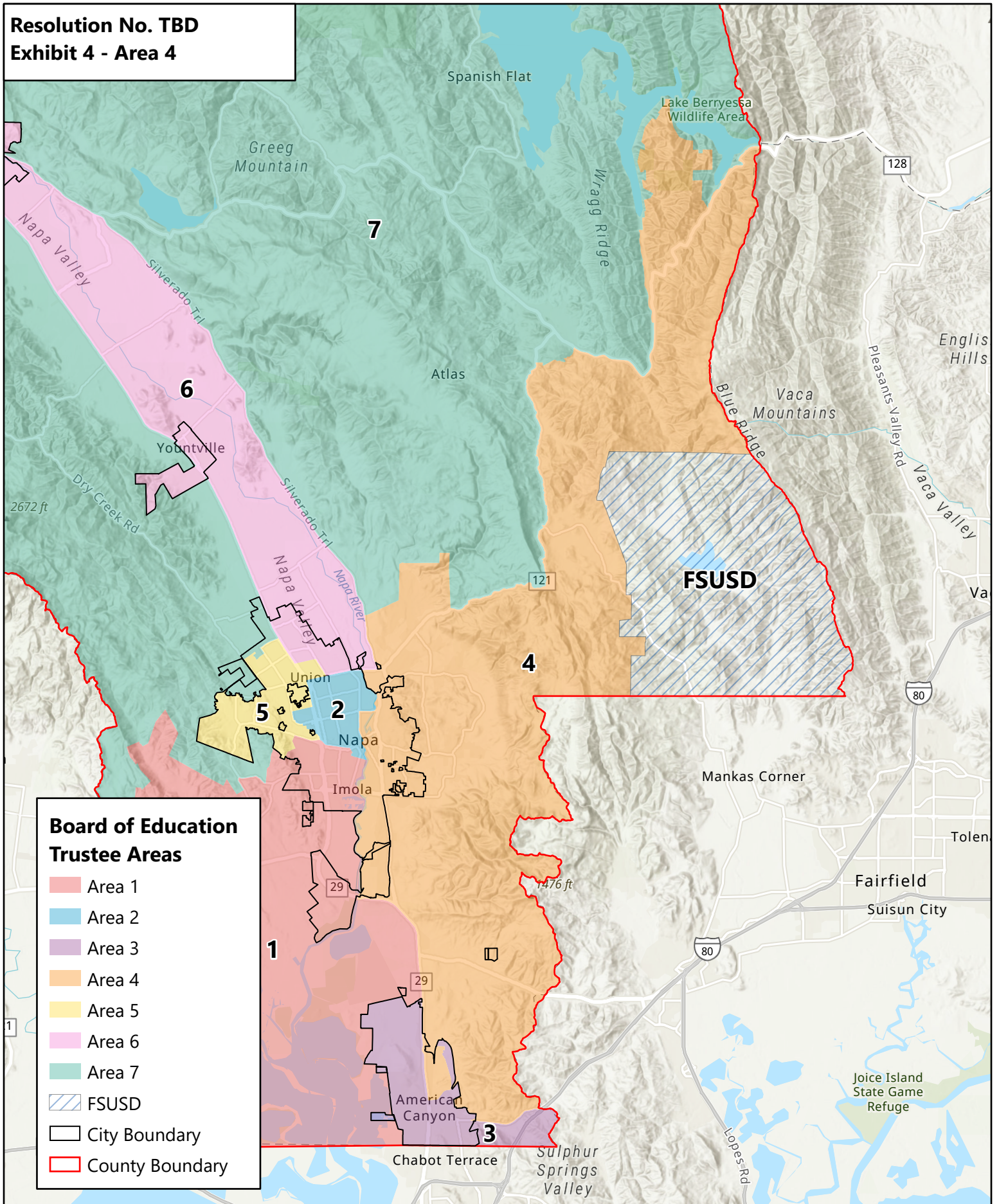
Disclaimer: This map was prepared for informational purposes only. No liability is assumed for the accuracy of the data delineated herein.



**Napa County Board of Education Trustee Areas 2022-2031**

View in Online Map: <https://gis.countyofnapa.org/BOETrusteesMap>

**Resolution No. TBD**  
**Exhibit 4 - Area 4**



Disclaimer: This map was prepared for informational purposes only. No liability is assumed for the accuracy of the data delineated herein.

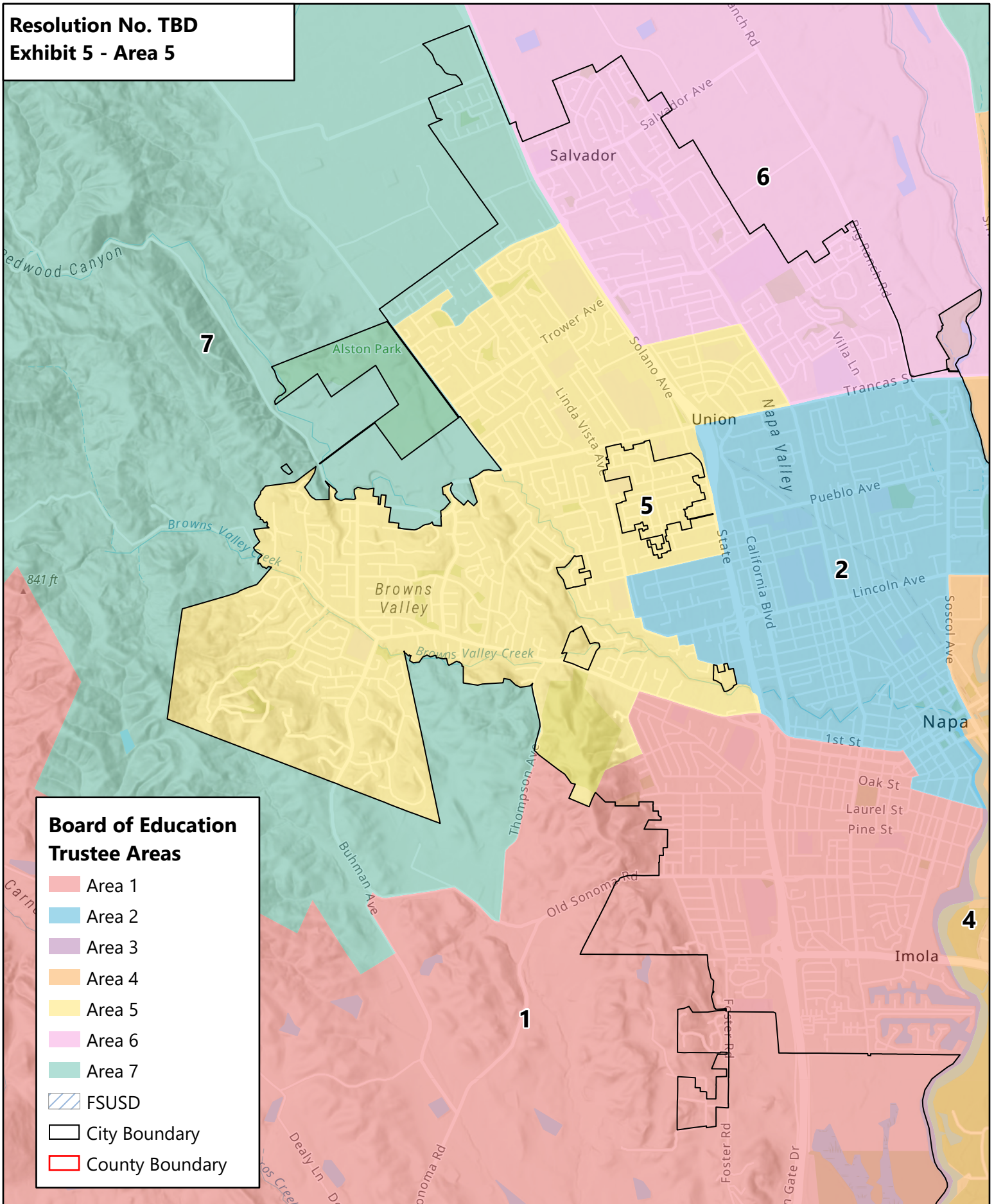
# Napa County Board of Education Trustee Areas 2022-2031

View in Online Map: <https://gis.countyofnapa.org/BOETrusteesMap>

Revised Date: 1/26/2022



**Resolution No. TBD  
Exhibit 5 - Area 5**



Disclaimer: This map was prepared for informational purposes only. No liability is assumed for the accuracy of the data delineated herein.



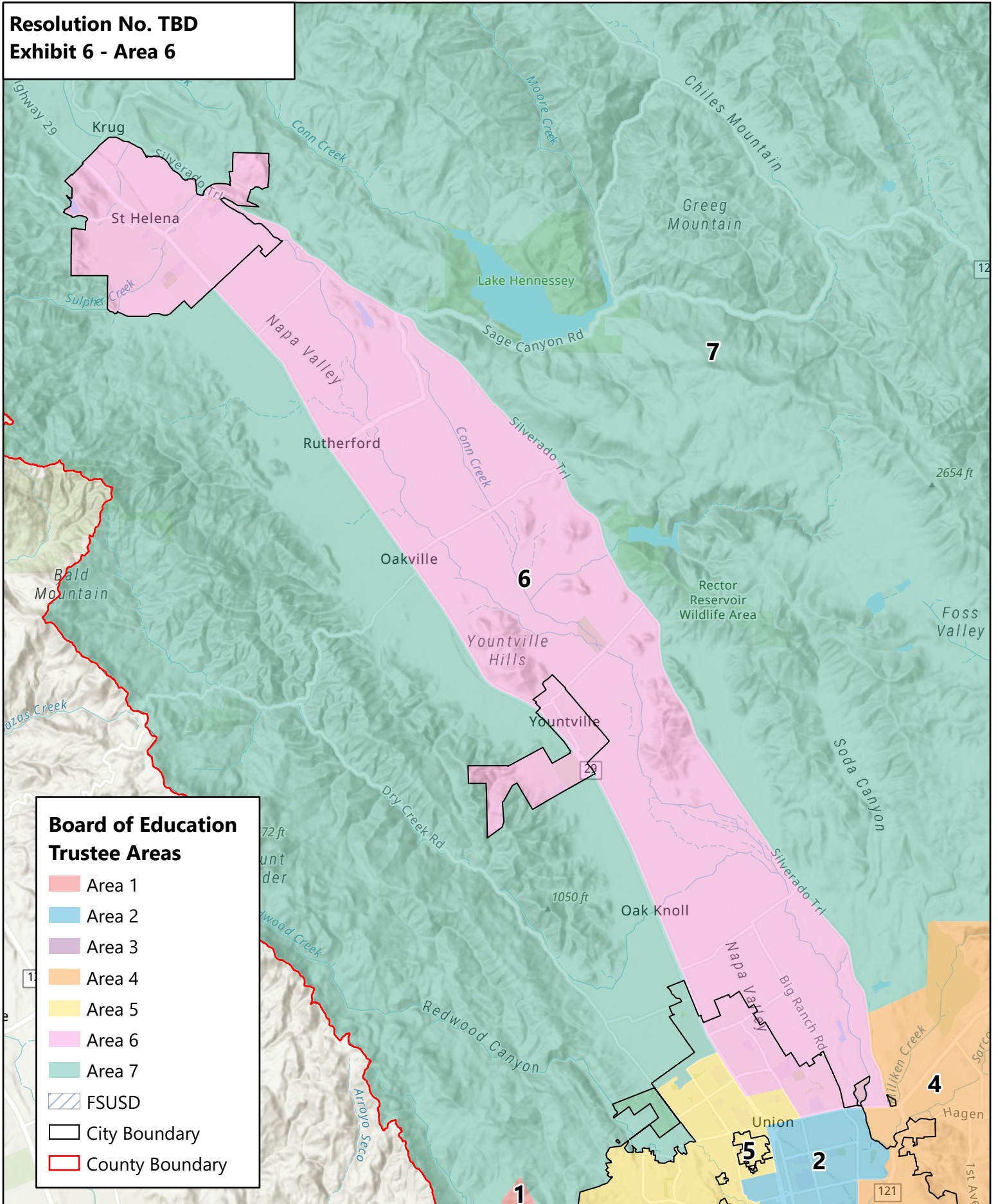
**Napa County Board of Education Trustee Areas 2022-2031**

View in Online Map: <https://gis.countyofnapa.org/BOETrusteesMap>



Revised Date: 1/26/2022

**Resolution No. TBD**  
**Exhibit 6 - Area 6**



Disclaimer: This map was prepared for informational purposes only. No liability is assumed for the accuracy of the data delineated herein.



**Napa County Board of Education Trustee Areas 2022-2031**

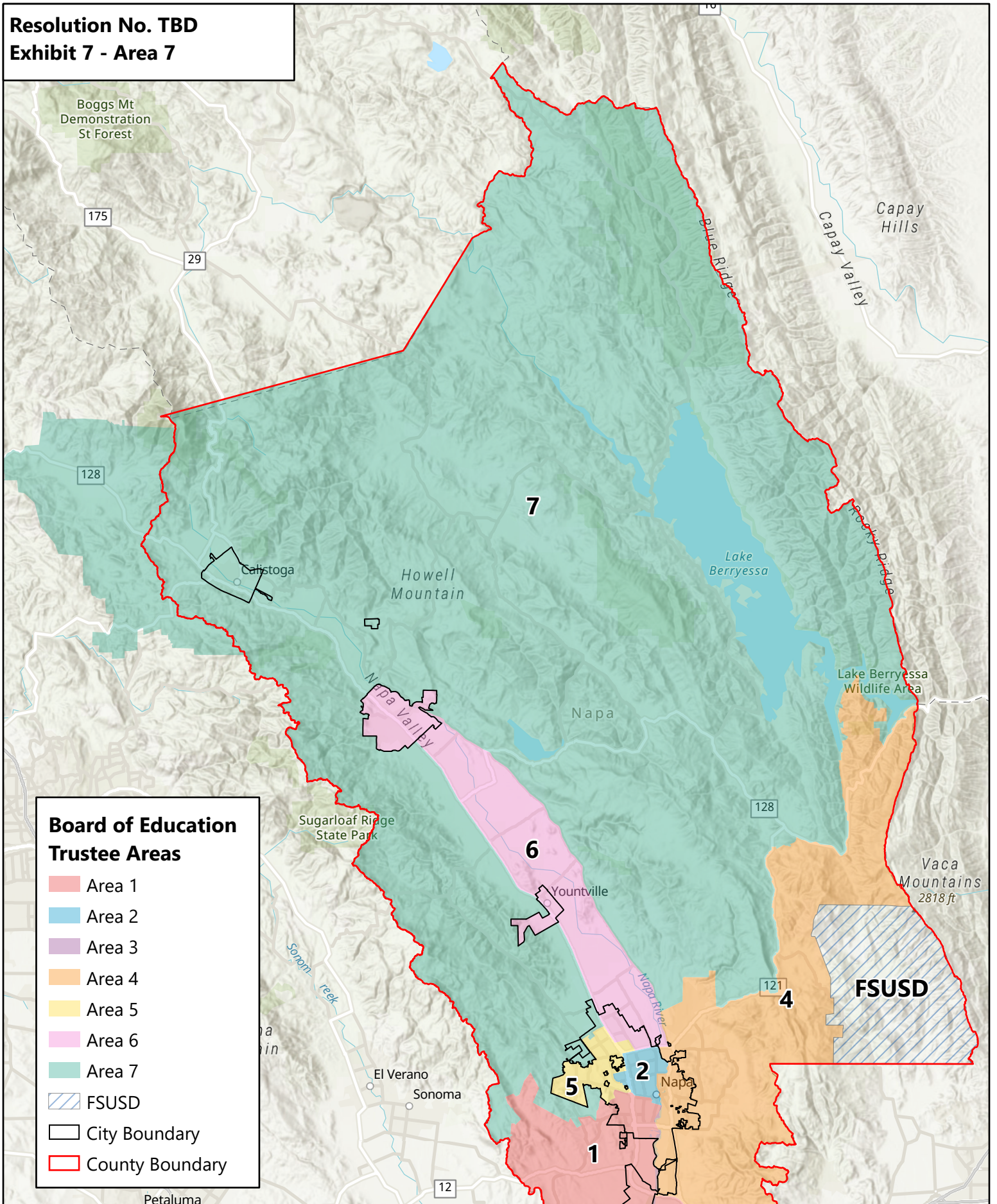
View in Online Map: <https://gis.countyofnapa.org/BOETrusteesMap>

Revised Date: 1/26/2022





**Resolution No. TBD  
Exhibit 7 - Area 7**



**Board of Education Trustee Areas**

- Area 1
- Area 2
- Area 3
- Area 4
- Area 5
- Area 6
- Area 7
- FSUSD
- City Boundary
- County Boundary

Disclaimer: This map was prepared for informational purposes only. No liability is assumed for the accuracy of the data delineated herein.



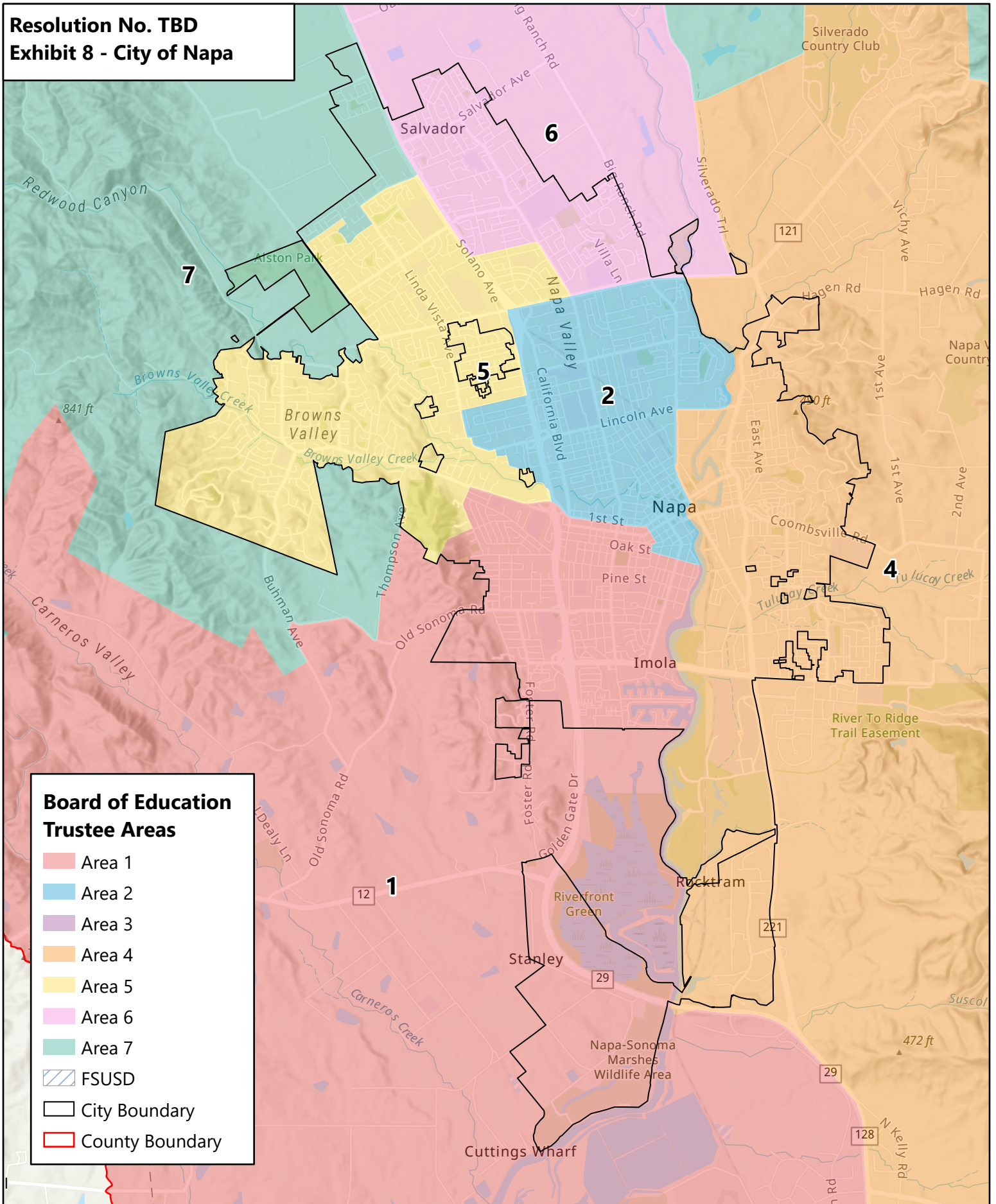
**Napa County Board of Education Trustee Areas 2022-2031**

View in Online Map: <https://gis.countyofnapa.org/BOETrusteesMap>



Revised Date: 1/26/2022

**Resolution No. TBD  
Exhibit 8 - City of Napa**



Disclaimer: This map was prepared for informational purposes only. No liability is assumed for the accuracy of the data delineated hereon.



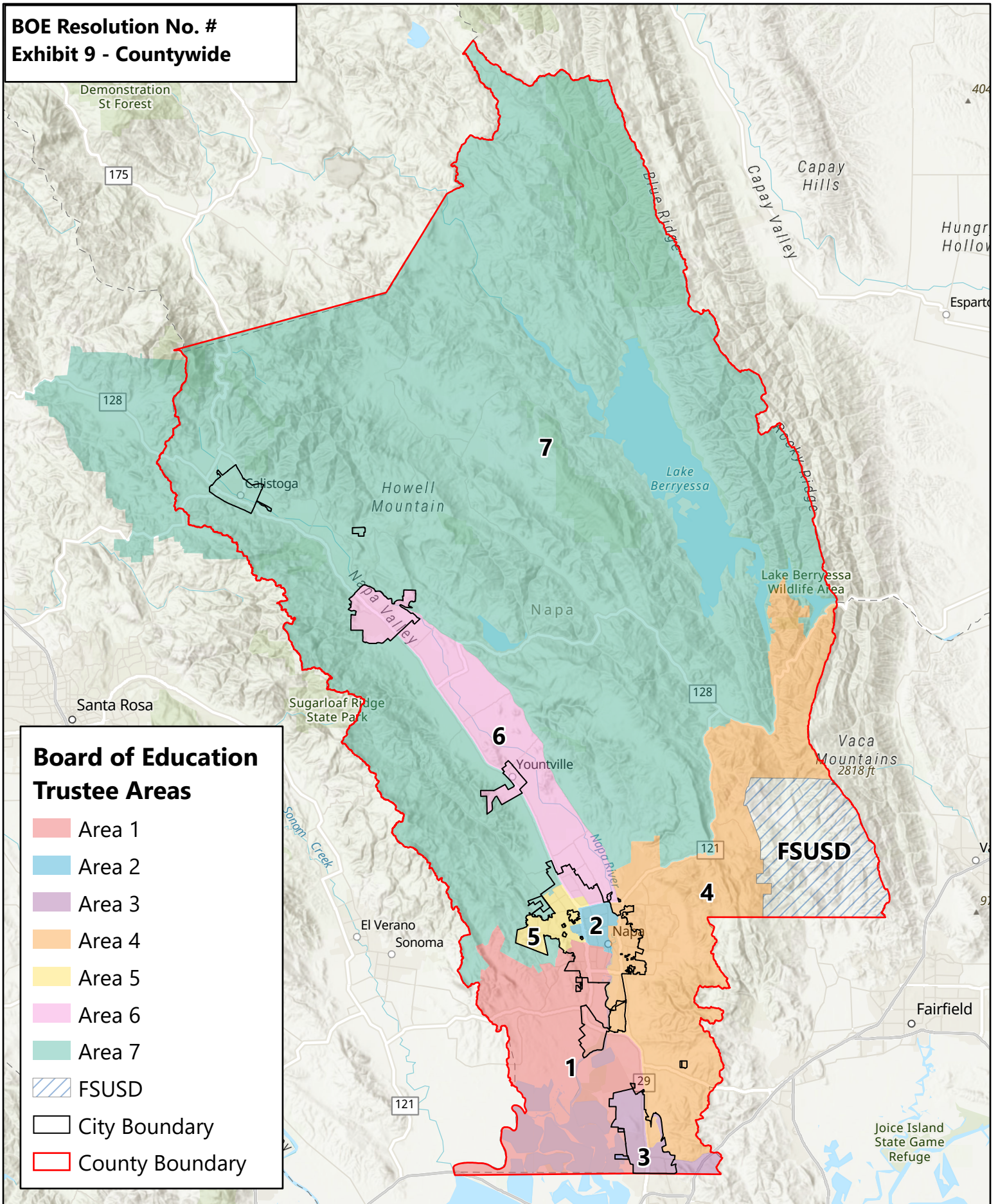
**Napa County Board of Education Trustee Areas 2022-2031**

View in Online Map: <https://gis.countyofnapa.org/BOETrusteesMap>



Revised Date: 1/26/2022

**BOE Resolution No. #  
Exhibit 9 - Countywide**



Disclaimer: This map was prepared for informational purposes only. No liability is assumed for the accuracy of the data delineated herein.



**Napa County Board of Education Trustee Areas 2022-2031**

View in Online Map: <https://gis.countyofnapa.org/BOETrusteesMap>

Revised Date: 1/26/2022



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

**Item 4-A**  
**February 1, 2022**

**TITLE:**

Temporary County Certificates

**HISTORY:**

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

**CURRENT PROPOSAL:**

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

**FUNDING SOURCE:**

Not Applicable

**RECOMMENDATION:**

It is recommended that the Napa County Board of Education approve the issuance of the Temporary County Certificates presented at this **February 1, 2022** meeting.

**Prepared by:** Sarah White, Credentials Analyst  
1/26/2022

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

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

**DATE: December 7, 2021**

**Item 4-A**

**FOR BOARD APPROVAL**

**NAPA COUNTY OFFICE OF EDUCATION**

<b><u>NAME</u></b>	<b><u>TYPE</u></b>	<b><u>DOJ CLEARED</u></b>	<b>Waiver 72- HR Public Notice YES</b>
Khan, Shabaz	30-Day Sub permit- TCC	10/10/2018	
Rahimtoola, Yasmin	Preliminary Administrative Services	5/8/2020	
Terradista, Ashley	30-Day Sub permit- TCC	11/24/2020	

**NAPA VALLEY UNIFIED SCHOOL DISTRICT**

<b><u>NAME</u></b>	<b><u>TYPE</u></b>	<b><u>DOJ CLEARED</u></b>
Miller, Delama	Provisional Permit-Biological Science	11/18/2019
Hugo, Michelle	Preliminary Administrative Services	7/1/2009
Garza, Laura	Multiple Subject	8/8/2016

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

**Item: 5A**  
**February 1, 2022**  
**Board Meeting**

**TITLE:**

**Adoption of Resolution 2022-4 – Brown Act Resolution to Permit Videoconferenced County Board of Education Meetings**

**HISTORY:**

Executive Order N-08-21 issued by Governor Newsom allowed legislative bodies to hold meetings via teleconference and make meetings accessible electronically through September 30, 2021, without violating the Brown Act. Effective October 1, 2021, AB 361 allows local legislative bodies to continue to allow remote meetings during a proclaimed state of emergency, if “state or local officials have imposed or recommended measures to promote social distancing.”

Because the State of California has continued to permit remote attendance at boards and commission meetings, the Napa County Executive Officer and Public Health Officer jointly recommend that this practice be permitted by all boards and commissions that may prefer to continue meeting remotely, in whole or in part, in order to help minimize the spread and transmission of COVID-19.

**CURRENT PROPOSAL:**

Approve Resolution 2022-4 to Permit Videoconferenced Board of Education Meetings.

**FUNDING SOURCE:** NA

**SPECIFIC RECOMMENDATION:** Approve Resolution 2022-4.

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

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

**Item 5.B.**

**February 1, 2022**

**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: Caroline Wilson

January 22, 2022

# Napa County Community

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.



## 2021-22 School Contact Information

<b>School Name</b>	Napa County 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>	Caroline Wilson
<b>Email Address</b>	cwilson@napacoe.org
<b>School Website</b>	www.napacoe.org
<b>County-District-School (CDS) Code</b>	28 10280 2830099

## 2021-22 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 Address</b>	www.napacoe.org

## 2021-22 School Overview

NCOE/JCCS

### Mission

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

### Our goals are to provide:

- 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 loving 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
- Provide opportunities for students to engage in prosocial activities during and after school

### Our Foundational Tenets are:

- By creating an environment of unconditional love 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

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	1
Grade 8	5
Grade 9	15
Grade 10	16
Grade 11	27
Grade 12	30
<b>Total Enrollment</b>	<b>94</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	23.4
Male	76.6
American Indian or Alaska Native	1.1
Black or African American	4.3
Hispanic or Latino	79.8
Native Hawaiian or Pacific Islander	1.1
White	11.7
English Learners	25.5
Foster Youth	1.1
Homeless	30.9
Socioeconomically Disadvantaged	90.4
Students with Disabilities	23.4

## 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5
<b>Intern Credential Holders Properly Assigned</b>	1
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<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)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Reading with Relevance Program Edmentum Courseware Beable Literacy NearPod Interactive Curriculum Elements of Literature, Courses 1-5 Holt/Rinehart and Winston, 2005	Yes	0
<b>Mathematics</b>	Renaissance Freckle Math Edmentum Courseware (numerous math classes available) Algebra 1/Globe Fearon-Pacemaker, 2001 NearPod Interactive Curriculum	Yes	0
<b>Science</b>	Physical Science Concepts and Challenges/Pearson, 2005 Earth Science/Glencoe, 2005 Life Science, Prentice Hall/Pearson, 2009 Edmentum Courseware Scholastic Science World NearPod Interactive Curriculum	Yes	0
<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 Edmentum Courseware Scholastic Up Front Magazine NearPod Interactive Curriculum	Yes	0
<b>Foreign Language</b>	N/A		
<b>Health</b>	HealthSmart High School	Yes	0

	Edmentum Courseware		
	NearPod Interactive Curriculum		
<b>Visual and Performing Arts</b>	Art Class is held daily and Nimbus Arts provides professional artist instruction two hours weekly at the school campus		
<b>Science Laboratory Equipment</b> (grades 9-12)	N/A		

### School Facility Conditions and Planned Improvements

The new school facility was completed in December 2021.

<b>Year and month of the most recent FIT report</b>	TBD
---	-----

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			
<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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	37	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	32	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	31	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	13	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	18	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	37	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	32	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	31	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	13	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	18	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

8th grade Student Groups	8th grade Total Enrollment	8th grade Number Tested	8th grade Percent Tested	8th grade Percent Not Tested	8th grade Percent At or Above Grade Level
All Students	1	1	100	0	0
Male	1	1	100	0	0
Hispanic or Latino	1	1	100	0	0
English Learners	1	1	100	0	0
Socioeconomically Disadvantaged	1	1	100	0	0

11th grade Student Groups	11th grade Total Enrollment	11th grade Number Tested	11th grade Percent Tested	11th grade Percent Not Tested	11th grade Percent At or Above Grade Level
All Students	20	18	90	10	20
Female	3	3	100	0	0
Male	17	15	88	12	24
Black or African American	3	3	100	0	33
Hispanic or Latino	12	10	83	17	8
White	4	4	100	0	75
English Learners	7	5	71	29	0
Foster Youth	1	0	0	100	0
Homeless	4	4	100	0	25
Socioeconomically Disadvantaged	17	15	88	12	18
Students with Disabilities	6	6	100	0	16

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

8th grade Student Groups	8th grade Total Enrollment	8th grade Number Tested	8th grade Percent Tested	8th grade Percent Not Tested	8th grade Percent At or Above Grade Level
All Students	1	1	100	0	0
Male	1	1	100	0	0
Hispanic or Latino	1	1	100	0	0
English Learners	1	1	100	0	0
Socioeconomically Disadvantaged	1	1	100	0	0
11th grade Student Groups	11th grade Total Enrollment	11th grade Number Tested	11th grade Percent Tested	11th grade Percent Not Tested	11th grade Percent At or Above Grade Level
All Students	20	15	75	25	27
Female	3	1	33	67	33
Male	17	14	82	18	21
Black or African American	3	3	100	0	33
Hispanic or Latino	12	7	58	42	25
White	4	4	100	0	25
English Learners	7	3	43	57	0
Foster Youth	1	0	0	100	0
Homeless	4	3	75	25	0

<b>Socioeconomically Disadvantaged</b>	17	12	71	29	25
<b>Students with Disabilities</b>	6	4	67	33	0

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	--	N/A	--	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	26	1	3.85	96.15	--
<b>Female</b>	--	--	--	--	--
<b>Male</b>	20	1	5.00	95.00	--
<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>	24	1	4.17	95.83	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	20	0	0.00	100.00	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	24	1	4.17	95.83	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2020-21 Career Technical Education Programs

In the 2020-21 school year, the community school employed a part time welding and construction instructor who does not currently hold a CTE credential. 24 students participated in the two classes offered. In the 2021-22 school year, there is a plan to run two CTE programs: welding & construction; culinary.

## 2020-21 Career Technical Education (CTE) Participation

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

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2019-2020 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

Parents participated in the Parent Site Council and English Language Advisory Committee and provided input in the development of the LCAP. We employ a bilingual parent liaison, a bilingual interventions coordinator, and bilingual social worker to work with students and families. Parents regularly attend SST, 504 and special education meetings. Each year we hold two meetings where all stakeholders including parents are invited to review LCAP goals and results and to offer feedback. We have an open door policy and parents regularly stop in to meet with administrators and/or teachers. We have a Facebook page and a Nixle account to apprise parents of goings on at school. Parents are contacted weekly by our bilingual parent liaisons who communicate student academic and behavioral progress; 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	23.9	60.0	24.3	23.5	52.9	26.3	9.0	8.9	9.4
<b>Graduation Rate</b>	56.5	36.7	54.1	58.8	41.2	52.6	84.5	84.2	83.6

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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>	37	20	54.1
<b>Female</b>	13	7	53.8
<b>Male</b>	24	13	54.2
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00

<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	28	14	50.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	16	8	50.0
<b>Socioeconomically Disadvantaged</b>	33	18	54.5
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	--	--	--

### 2020-21 Chronic Absenteeism by Student Group

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	119	108	66	61.1
<b>Female</b>	24	23	12	52.2
<b>Male</b>	95	85	54	63.5
<b>American Indian or Alaska Native</b>	1	1	1	100.0
<b>Asian</b>	1	0	0	0.0
<b>Black or African American</b>	3	3	1	33.3
<b>Filipino</b>	0	0	0	0.0
<b>Hispanic or Latino</b>	95	87	52	59.8
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0.0
<b>Two or More Races</b>	3	2	2	100.0
<b>White</b>	14	13	8	61.5
<b>English Learners</b>	33	27	15	55.6
<b>Foster Youth</b>	1	0	0	0.0
<b>Homeless</b>	36	32	17	53.1
<b>Socioeconomically Disadvantaged</b>	104	96	57	59.4
<b>Students Receiving Migrant Education Services</b>	1	1	0	0.0
<b>Students with Disabilities</b>	24	24	17	70.8

## C. Engagement

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	17.05	1.68	14.22	2.74	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	21.23	17.94	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.68	0.00
Female	0.00	0.00
Male	2.11	0.00
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	1.05	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.92	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2021-22 School Safety Plan

Our comprehensive School Safety Plan is revised every year. The next revision will be in March 2022. We have regularly scheduled training and drills for lock down, fire and earthquake. Our buildings undergo a yearly inspection. We have a full time SRO on site as well as a probation officer assigned to our school. There are security cameras throughout the campus including the classrooms. All staff are trained in Restorative Justice practices. We also employ a Restorative Justice facilitator to handle conflicts. All students have access to counseling. We have bilingual parent liaisons, bilingual social worker, and bilingual interventions coordinator who work with families.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	22	6		
Mathematics	22	6		
Science	22	6		
Social Science	22	6		



## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	22	6		
Mathematics	22	6		
Science	22	6		
Social Science	22	6		

## 2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	6		
Mathematics	15	6		
Science	15	6		
Social Science	15	6		

## 2020-21 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	

## 2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	2
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	1

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$22,273	\$3008	\$19,265	\$63,457
District	N/A	N/A	\$19,265	
Percent Difference - School Site and District	N/A	N/A	0.0	
State			\$8,444	
Percent Difference - School Site and State	N/A	N/A	78.1	-8.6

## 2020-21 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 SRO
- 4 One probation officer
5. After school program
6. Art 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, Kiwanis Crab Feed, Napa Valley Marathon, etc.
8. AOD services on campus provided by a community partner. Includes individual counseling and group counseling/treatment after school.
9. Teacher on special assignment who supports SEL instruction, oversees conflict resolution and restorative justice program.
10. Provide bus passes and clothing for needy students.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		
Mid-Range Teacher Salary	63,457	
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## 2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

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	1
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	2
Social Science	1
<b>Total AP Courses Offered</b>	<b>6</b>

## Professional Development

Our data shows our student are far behind in math and reading levels. We continue to focus our professional development on training teachers in researched based curriculum to support students in bridging their deficits. Behavioral data also shows our students need support in self-regulation in order to be successful in school this our continued PD in SEL . We have 2 full days of professional development in the school year as well as 1 hour each week dedicated to training and collaboration, Professional development topics include but are not limited to the following practices:

- Beable literacy and Freckles math implementation and best practices
- Restorative Justice practices
- Trauma Informed Education practices training
- Technology training in google classroom, Go Guardian, NearPod.
- Universal Design for Learning professional development ongoing
- Safety/Emergency/Crisis training
- Peer mentorship or Induction for new teachers

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

# Napa County Office of Education

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 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 Address</b>	www.napacoe.org

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	39	NT	NT	NT	NT
<b>Female</b>	--	NT	NT	NT	NT
<b>Male</b>	34	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<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>	33	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	13	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	20	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	38	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	39	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	34	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	33	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT		NT
English Learners	13	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	20	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.



# Crossroads

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.



## 2021-22 School Contact Information

<b>School Name</b>	Crossroads
<b>Street</b>	212 Walnut St
<b>City, State, Zip</b>	Napa, CA, 94559
<b>Phone Number</b>	707-253-6817
<b>Principal</b>	Caroline Wilson
<b>Email Address</b>	cwilson@napacoe.org
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	28102802830073

## 2021-22 District Contact Information

<b>District Name</b>	Napa County Office of Education
<b>Phone Number</b>	7072536800
<b>Superintendent</b>	Dr. Barbara Nemko
<b>Email Address</b>	bnemko@napacoe.org
<b>District Website Address</b>	www.napacoe.org

## 2021-22 School Overview

NCOE/JCCS

### Mission

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

### Our goals are to provide:

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 loving environment  
College and career preparation through self reflection and real-world experience  
Assisting students in accessing their innate source of creativity through arts education  
Provide opportunities for students to engage in pro-social activities during the school day

### Our Foundational Tenets are:

By creating an environment of unconditional love and respect for students who have encountered grave challenges, we empower them to believe in their own ability to succeed. Only when they believe in themselves will our students aspire to live healthy and productive lives.  
When teachers create experiences of personally meaningful, engaging, creative and stimulating work, students gain a mastery that fosters positive mindsets.  
Staff must model the social and emotional skills we wish our students to learn. Staff understand that we "teach who we are" and hold ourselves and each other accountable to the highest interpersonal standards.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1
Grade 10	3
Grade 11	5
Grade 12	1
<b>Total Enrollment</b>	<b>10</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	20
Male	80
Hispanic or Latino	90
Two or More Races	10
English Learners	50
Socioeconomically Disadvantaged	100
Students with Disabilities	20

## A. Conditions of Learning

### State Priority: Basic

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

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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<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)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

<b>Year and month in which the data were collected</b>	January 2021
--	--------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Core Curriculum novels and short stories Reading with Relevance Books and Curriculum Near Pod interactive lessons	Yes	0
<b>Mathematics</b>	Renaissance Freckles Math Algebra 1, Globe Fearon/Pacemaker, 2005, Coding, code.org	Yes	0
<b>Science</b>	Earth Science, AGS 2004 Biology, AGS, 2004 Scholastic Science World NearPod interactive lessons Lego Mindstorm kits	Yes	0
<b>History-Social Science</b>	United States History, AGS, 2005 World Geography and Cultures Globe Fearon/Pacemaker, 2002 United States Government, AGS 2005 Economics, AGS, 2005 NearPod interactive lessons	Yes	0
<b>Foreign Language</b>	N/A		
<b>Health</b>	HealthSmart High School NearPod interactive lessons	Yes	0
<b>Visual and Performing Arts</b>	Local artists come to the classroom one time weekly for 2 hours to complete a lesson with students		
<b>Science Laboratory Equipment (grades 9-12)</b>	None		

## School Facility Conditions and Planned Improvements

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

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

December 2019

## School Facility Conditions and Planned Improvements

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			
<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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

8th Student Groups	8th Total Enrollment	8th Number Tested	8th Percent Tested	8th Percent Not Tested	8th Percent At or Above Grade Level
All Students	0	0			
11 Student Groups	11 Total Enrollment	11 Number Tested	11 Percent Tested	11 Percent Not Tested	11 Percent At or Above Grade Level
All Students	2	2	100	0	0

<b>Female</b>	1	1	100	0	0
<b>Male</b>	1	1	100	0	0
<b>Filipino</b>	1	1	100	0	0
<b>Hispanic or Latino</b>	1	1	100	0	0
<b>English Learners</b>	1	1	100	0	0
<b>Socioeconomically Disadvantaged</b>	2	2	100	0	0
<b>Students with Disabilities</b>	1	1	100	0	0

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

8th Student Groups	8th Total Enrollment	8th Number Tested	8th Percent Tested	8th Percent Not Tested	8th Percent At or Above Grade Level
<b>All Students</b>	0	0			
11 Student Groups	11 Total Enrollment	11 Number Tested	11 Percent Tested	11 Percent Not Tested	11 Percent At or Above Grade Level
<b>All Students</b>	2	1	50	50	0
<b>Female</b>	1	0	0	100	
<b>Male</b>	1	1	100	0	0
<b>Filipino</b>	1	0	0	100	
<b>Hispanic or Latino</b>	1	1	100	0	0
<b>English Learners</b>	1	1	100	0	0
<b>Socioeconomically Disadvantaged</b>	2	1	50	50	0
<b>Students with Disabilities</b>	1	0	50	50	0

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

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

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

## 2020-21 Career Technical Education Programs

We do not offer CTE classes at this time.

## 2020-21 Career Technical Education (CTE) Participation

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

## 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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2019-2020 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

## 2021-22 Opportunities for Parental Involvement

Students are often at Crossroads for a very short time making parent involvement minimal.

## 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	--	--	--	23.5	52.9	26.3	9.0	8.9	9.4
<b>Graduation Rate</b>	--	--	--	58.8	41.2	52.6	84.5	84.2	83.6

## 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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>	--	--	--
<b>Female</b>	--	--	--
<b>Male</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	0	0	0.00
<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>	0.0	0.0	0.0
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	0.0	0.0	0.0
<b>Socioeconomically Disadvantaged</b>	--	--	--
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	0.0	0.0	0.0

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	45	13	0	0.0
Female	11	1	0	0.0
Male	34	12	0	0.0
American Indian or Alaska Native	1	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	26	9	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	0	0	0.0
White	14	3	0	0.0
English Learners	14	6	0	0.0
Foster Youth	4	1	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	45	13	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	10	3	0	0.0

### 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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	1.96	4.44	14.22	2.74	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	2.38	17.94	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	4.44	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	5.88	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	7.69	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	7.14	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	4.44	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

The facility is maintained by the Napa County Probation Department.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

## 2020-21 Secondary Average Class Size and Class Size Distribution

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

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



## 2020-21 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
<b>Pupils to Academic Counselor</b>	

## 2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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
<b>School Site</b>	\$18,219	\$6355	\$11,864	\$79,521
<b>District</b>	N/A	N/A	N/A	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-146.3	24.3
<b>State</b>			\$8,444	
<b>Percent Difference - School Site and State</b>	N/A	N/A	33.7	-1.4

## 2020-21 Types of Services Funded

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

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## 2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

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	1
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	2
Social Science	1
<b>Total AP Courses Offered</b>	<b>6</b>

## Professional Development

Our data shows our student are far behind in math and reading levels. We focused our professional development on training teachers in researched based curriculum to support students in bridging those deficits. Behavioral data also show our students need support in self-regulation in order to be successful in school so our staff training in SEL is also very important. We have 2 full days of professional development in the school year as well as 1 hours biweekly dedicated to training and collaboration, Professional development topics include but are not limited to the following practices:

- Beable literacy and Renaissance Freckles math implementation and best practices
- Restorative Justice practices
- Trauma Informed Education practices training
- Technology training in google classroom, Go Guardian, NearPod
- Universal Design Learning professional development ongoing
- Safety/Emergency/Crisis training
- Peer mentorship or Induction for new teachers

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

# Napa County Office of Education

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

District Name	Napa County Office of Education
Phone Number	7072536800

<b>Superintendent</b>	Dr. Barbara Nemko
<b>Email Address</b>	bnemko@napacoe.org
<b>District Website Address</b>	www.napacoe.org

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	39	NT	NT	NT	NT
<b>Female</b>	--	NT	NT	NT	NT
<b>Male</b>	34	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<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>	33	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	13	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	20	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	38	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	39	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	34	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	33	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT		NT
English Learners	13	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	20	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.



**CHANGE ORDER FORM**

Napa County Office of Education  
2121 Imola Avenue  
Napa, CA. 94559

**CHANGE ORDER NO.:**

06

**CHANGE ORDER**

**Project:** Camille Creek Community School Project  
**Bid No.:** 2021-01

**Date:** November 15, 2021  
**DSA File No.:** 28-19  
**DSA Appl. No.:** 01-118089

The following parties agree to the terms of this Change Order:

**Owner: Napa County  
Office of Ed.**

2121 Imola Avenue  
Napa, CA. 94559

**Architect: WLC  
Architects**

2600 Tenth Street, Suite  
500  
Berkeley, CA. 94710

**Contractor: Holly and Associates, Inc.**

73A St. James Drive  
Santa Rosa, CA. 95403

**Project Manager: School Site Solutions,  
Inc.**

2015 H Street  
Sacramento, CA. 95811

Reference	Description	Cost	Days Ext.
PCO #19	Retaining Wall Drainage Holly & Associates, Inc./M. C. Dixon, Inc./Devincenzi, Inc. <b>Rejected \$68,450.00</b>	\$0	0
PCO #31.1	Project Delays Holly & Associates, Inc. <b>Rejected \$133,143.00</b>	\$0	176
PCO #36.1	Retaining Wall/Grading at Basketball Court Holly & Associates, Inc/Devincenzi, Inc./M.C. Dixon, Inc <b>Deleted \$11,210.00</b>	\$0	0
PCO #49	Escalation on Copper Pricing Holly & Associates, Inc./NEI, Inc. <b>Rejected \$12,074.00</b>	\$0	0
PCO #50	Recompaction at West Stairs Holly & Associates, Inc./M.C. Dixon, Inc. <b>Rejected \$10,219.00</b>	\$0	0
PCO #50.1	Recompaction at West Stairs Holly & Associates, Inc./M.C. Dixon, Inc. <b>Approved \$16,950.00</b>	\$16,950.00	0
PCO #51	Delete Generator Fencing Holly & Associates, Inc./Crusader Fencing <b>Approved-Credit \$3,117.00</b>	(\$3,117.00)	0
PCO #59	Delete Asphalt Paving & Compaction Holly & Associates Inc./M.C. Dixon, Inc. <b>Rejected \$96,237.00</b>	\$0	0

PCO #59.1	Delete Asphalt Paving & Compaction Holly & Associates LLC/M.C. Dixon, Inc. <b>Approved-Credit \$135,620.00</b>	(\$125,797.00)	
PCO #61	Add'l Plumbing Work at Kitchen Holly & Associates, Inc./Matrix Plumbing <b>Approved \$13,941.00</b>	\$13,941.00	0
PCO #63	Add'l Fencing & Gates per RFI #126 Holly & Associates Inc/Crusader Fencing <b>Approved \$6,096.00</b>	\$6,096.00	1
PCO #64.2	Add'l Requested Misc. Work Holly & Associates Inc. <b>Approved \$3,238.00</b>	\$3,238.00	0
PCO #65	Add'l Signage per NCOE Request Holly & Associates Inc. <b>Approved \$3,747.00</b>	\$3,747.00	1
PCO #66	Add'l Requested Electrical Work Holly & Associates Inc./NEI, Inc. <b>Approved \$16,723.00</b>	\$16,723.00	0
PCO #67	Add Three (3) Water Filtration Systems at Kitchen Prep Sinks Holly & Associates, Inc./Meyers, Inc. <b>Approved \$4,464.00</b>	\$4,464.00	1
PCO #68	Add Fifth Gate Conduit & Wiring at Office #121 per NCOE Request Holly & Associates Inc./NEI, Inc. <b>\$3,127.00</b>	\$3,127.00	0
PCO #69	Replace 15" of Concrete per RFI #132 Holly & Associates Inc./Devincenzi, Inc. <b>Approved \$9,485.00</b>	\$9,485.00	1
PCO #70	East Stairway Additions; Neighbor Fence Repair Holly & Associates, Inc./Crusader Fencing, Inc. <b>Approved \$12,061.00</b>	\$12,061.00	2
PCO #71	Redesign & Replace Grease Trap Gutter Holly & Associates/Devincenzi, Inc. <b>Approved \$4,474.00</b>	\$4,474.00	0
	Original Contract Contingency (10%) \$300,494.00		
Contract time will be adjusted as follows:  Previous Completion Date: <u>April 29, 2021</u>  <u>182</u> Calendar Days Extension on this Change Order (zero unless otherwise indicated)  Current Completion Date: <u>October 28, 2021</u>	Amount of Previously Approved Change Order(s):	\$67,806.00	
	Amount of this Change Order taken from Designated Funds:	(\$39,042.00)	



	Remaining Original Contingency Amount:	(\$295,396.00)	
	Original Contract Amount	\$3,899,000.00	
	Current Contract Amount, Including All Approved Change Orders	\$4,533,898.00	

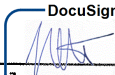
The undersigned Contractor approves the foregoing as to the changes, if any, to the Contract Price specified for each item, and as to the extension of time allowed, if any, for completion of the entire work as stated therein, and agrees to furnish all labor, materials and services and perform all work necessary to complete any additional work specified for the consideration stated therein. Submission of sums which have no basis in fact or which Contractor knows are false are at the sole risk of Contractor and may be a violation of the False Claims Act set forth under Government Code section 12650, et seq.

This change order is subject to approval by the governing board of this District and must be signed by the District. Until such time as this change order is approved by the District's governing board and executed by a duly authorized District representative, this change order is not effective and not binding.

It is expressly understood that the compensation and time, if any, granted herein represent a full accord and satisfaction for any and all time and cost impacts of the items herein, and Contractor waives any and all further compensation or time extension based on the items herein. The value of the extra work or changes expressly includes any and all of the Contractor's costs and expenses, and its subcontractors, both direct and indirect, resulting from additional time required on the project or resulting from delay to the project. Any costs, expenses, damages or time extensions not included are deemed waived.

**Signatures:**

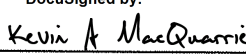
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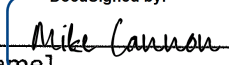
Contractor:

  
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Architect:

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Project Manager:

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

TO: Napa County Board of Education

DATE: February 1, 2022

FROM: John Zikmund, Human Resources

RE: Personnel Activity

BOARD ITEM: 7A

NEW CERTIFICATED EMPLOYEE

Thomas Lewis – Math and Science Program Manager, Continuous Improvement

NEW CLASSIFIED EMPLOYEE

None

CHANGE IN ASSIGNMENT

Amanda Mendez – Senior Site Coordinator to Program Manager II, Community Programs

Ana Montanez – Admin. Asst. II to Site Coordinator, Community Programs

RESIGNATION

Brooke Stafford – Special Education Teacher, Early Childhood Services

RETIREMENT

None

TERMINATION

None

LAYOFF/NON-RELECTS/TEMPORARY RELEASE NOTICES

None

POSITION VACANCIES

ECE Assistant II – Early Childhood Services

Child Development Teacher - Early Childhood Services

Speech and Language Pathologist - Early Childhood Services

Early Childhood Special Education Teacher - Early Childhood Services

Occupational Therapist – Early Childhood Services

Admin. Assistant I – RPDC

Admin Asst. II – Selpa

Business Process Analyst – Community Programs

Jr. Technology Infrastructure Analyst – Information Technology

Internal Evaluation Manager – Continuous Improvement

2-1-22.BRD

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

**Item 7.B.**

**February 1, 2022**

**TITLE:** Napa COE Mid-Year Progress Report on the 2021 LCAP and the Supplement to the Annual Update for the 2021-2022 LCAP.

**HISTORY:** Section 124(e) of Assembly Bill 130 requires LEAs to **present an update** on the annual update to the 2021–22 LCAP and budget overview for parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting the LEA must include all of the following: 1) The Supplement to the Annual Update for the 2021-2022 LCAP (see Supplement Template attached); 2) All available mid-year outcome data related to metrics identified in the 2021-22 LCAP (see Mid-Year LCAP Report attached); and 3) Mid-year expenditure and implementation data on all actions identified in the 2021-2022 LCAP (see Mid-Year LCAP Report attached).

**CURRENT PROPOSAL:** This is an informational item

**FUNDING SOURCE:** LCFF

**SPECIFIC RECOMMENDATION:** This is an information item

Prepared by: Lucy Edwards

January 26, 2022



## 2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

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

### Goal 1

**TO UNDERSTAND THE UNIQUE NEEDS OF OUR INDIVIDUAL STUDENTS THROUGH INTERVIEWS, ASSESSMENTS, AND RELATIONSHIP while always using a trauma informed approach to help address the barriers preventing the students from thriving. (LCFF Priorities 1, 3, 5, 6, and 7)**

### Rationale

Our students are referred to our schools because of truancy, expulsion, failing grades or poor behavior. Their previous schools have not met their needs for complex and varied reasons. It is incumbent upon JCCS to do the work necessary to understand our individual student's barriers and put in place appropriate interventions. The vast majority of students come to our programs performing well below grade level, are of low socio-economic status, and come with existing truancy and behavior issues. The students who come to our school programs have been labeled as "failures." They have been removed from their "regular" middle and high schools because they do not attend or they act out. The overwhelming majority of our students are in the juvenile justice system, are socioeconomically disadvantaged, and/or are far below grade level in English and math. Our students are victims of abuse, neglect, or trauma. Many suffer with mental illness and/or substance abuse. Our students come to us shut down to learning, and in many cases, have given up on school entirely. According to the 2019 fall results of the California Healthy Kids Survey, 36% of students (Hispanic/Latinx= 36%, white students = 49%) feel connected at school and 49% of students (Hispanic/Latinx = 49%, white students = 50%) feel safe at school. It is through meaningful, restorative relationships with caring adults that our students begin to feel that they are worthy. And as the soul finds its worth, we see the creativity, curiosity, and the will to learn begin to stir.

The following expected annual measurable outcomes will be monitored and the aligned actions and services will be executed to ensure we meet Goal #1 and that all students, including unduplicated students and students with exceptional needs are provided the support and services to achieve. The metrics described below will help JCCS determine how progress is being made toward the elimination of barriers preventing students from thriving. The actions were specifically selected to ensure that all staff have the ability to support students and strengthen the culture so all students feel nurtured, safe, and have a sense of belonging. JCCS prioritizes the following actions related to our new facility and campus to help meet Goal #1: provide an additional teacher to allow for smaller class sizes (from 24 to 12 students per class); expand parent communication and home visits; and identify and secure recreation space for our new school. By investing in these actions, we will see, in particular, an increase in the percentage of students feeling connected and safe at school, an increase in student attendance, a decrease in students with multiple referrals to the refocus room, and more academic credits earned.

## Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
8	<p>PHQ-9 Screener a Biopsychosocial assessment</p> <p>% of students completing the universal mental health screener (PHQ-9)</p> <p>Of those students needing a follow up PHQ-9 (because they scored a 10 or higher) track % of students who improved.</p>	<p>In 2020-2021: 95% completed the PHQ-9</p> <p>Minimal = 57% Mild = 26% Moderate = 12% Moderately Severe = 4% Severe = 1%</p> <p>71% improved on the PHQ-9</p>	To be collected	<p>100% of students complete the PHQ-9 screener</p> <p>Of those students needing a follow up PHQ-9 (because they scored a 10 or higher) 75% of students will improve (scores will decrease)</p>
8	Classroom Size Count- Maintain small classroom sizes to help support unduplicated students and those with exceptional needs	21-22 students assigned to classes in 2020-2021	Current average class size Fall semester is 7.5 students.	Limit class size to <15
8	Number of Students with Multiple Referrals to the Refocus Room Referrals - Track the number of students with a reduction in their referrals to the Refocus Room	Number of on-campus students (during 2020-2021) with multiple referrals to Refocus Room: 6 students (with more than 3 referrals a week)	<p>Total # of students who got referrals: 39</p> <p>Total # of students with multiple referrals: 34</p> <p>Total # of students with reductions in referrals: 15</p>	Of the students who are referred to the Refocus Room more than 3 times a week (12 times a month), their referrals will decrease after a semester of interventions
5	Attendance Rate	<p>For 2020-2021: All students = 86.53% Hispanic = 87.34% White = 85.35% Black/AA = 92.12% Asian = 100%</p>	<p>YTD = 88.24</p> <p>Hispanic=89% White = 89% Black=81% Multiple = 72% Native American = 53%</p>	<p>All students = (&gt;88%) Hispanic = (&gt;88%) White = (&gt;88%) Black/AA = (&gt;94%) Asian = Maintain</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
8	The number of Credits Attempted versus Credits Earned	Students completed 78% of credits by the end of the 2021-2021 school year. Students entered the 2020-2021 school year with 40% credits completed.	Students completed 68% of credits in fall of 2021	Students will complete 80% of credits
6	Suspension Rate	For 2020-2021: 18.1% suspension rate in 2019-2020	30 suspensions as of 1/13/2022 21%	Decrease to 15% suspension rate
6	Expulsion Rate	For 2020-2021: 0 expulsions in 2020-2021	0 students to date	Maintain low expulsion rate
3	Family Engagement Surveys (input for decision-making) % of families satisfied % of families feeling supported	For 2020-2021: 89 people complete the surveys in June and August 2020  Out of 89 responses, 100% of families felt that the support received from the school was very supportive or somewhat supportive  Out of the 89 responses, 100% of families felt satisfied or very satisfied with the school services  100% of families are contacted weekly	TBD	% of parents satisfied = >80% % of parents feeling supported = >80%  Maintain weekly contact with 100% of families
6	CA Healthy Kids Survey (CHKS) % of students feeling connected % of students feeling safe at school	For 2020-2021: % of students feeling connected: All students = 36% Hispanic/Latinx = 36% White students = 49%	Window is February 28th through March 14	% of students feeling connected: All students = >50% Hispanic/Latinx = >50% White students = >50%  % of students feeling safe:

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		% of students feeling safe: All students = 49% Hispanic/Latinx = 49% White students = 50%		All students = >50% Hispanic/Latinx = >50% White students = >55%
6	SEL Student Survey	This is a new metric so there is no data available yet. Baseline will be determined in the 2021-2022 school year. Will implement the SEL survey in fall of 2021	TBD - waiting for results	Outcome target will be based on the results of the survey given in 2021-2022.
1	Percentage of staff receiving Restorative Justice and SEL training to help support unduplicated students and those with exceptional needs.	For 2020-2021: 100% staff trained and supported	100% Wayfinder training; RJ will occur in February	Maintain RJ and SEL follow-up training opportunities for 100% of staff  100% of staff will continue to be trained and supported.
1	Percentage of teachers fully credentialed, compliant, and appropriately assigned	For 2020-2021: 100% percent of our teachers were credentialed, compliant, and appropriately assigned.	100%	Maintain 100% of teachers credentialed, compliant, and appropriately assigned.
5	Chronic Absenteeism - % of students missing more than 10% of school	The Chronic Absenteeism rate from August through mid-March in 2019-2020 was All students: 27% Low-Income: 31.66% English learners: 25%  The chronic absenteeism rate for 2020-2021 was: All students: 56.52% (65 students) Low-Income: 54.37% (56 students)	September through January 53.41%	Decrease chronic absenteeism to 20%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		English learners: 50% (15 students)		
5	Middle school drop-out rate High School drop-out rate	10 students or 28% drop-out rate by the state's metrics in spring of 2020 but there are two who graduated in 2021	TBD	Maintain middle school drop-out rate of 0  Decrease drop-out high-school drop-out rate (<20%)
1	Facilities Inspection Tool (FIT) Reports: Basic school facilities will be maintained in good repair	For 2020-2021: Our facilities remain in good condition as reported on the Facilities Inspection Tool	New Building is open! All love the new space!	Maintain facilities in good condition as reported on the FIT
3	Percentage of parental participation in programs for unduplicated students  Percentage of parental participation in programs for students with exceptional needs	For 2020-2021: 100% of parents participated in 2 hour intake meetings with Licensed Clinical Social Worker for a biopsychosocial assessment.  100% of parents of unduplicated students and those with exceptional needs participate in meetings and/or phone calls and home visits throughout the year.	100% of parents participate in intake meetings; 100% of parents of unduplicated students and students with exceptional needs participate in meetings and/or phone calls and home visits throughout the year.	Maintain 100% of parents participating in 2 hour intake meetings with Licensed Clinical Social Worker for a biopsychosocial assessment.  Maintain 100% of parents of unduplicated students and those with exceptional needs participate in meetings and/or phone calls and home visits throughout the year.
3	Measure and track the number of contacts/interactions and time spent with families and students via the JCCS program spreadsheet	August-December 2020 = 1,017 contacts with families & students; 145 hours.  January-June 2021 = TBD at end of June 2021	To be tallied	Maintain high number of contacts/interactions with families and students



**Actions and Services**

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	<p><b>Staffing for SEL support, home visits, and strengthening relationships</b>                      To help our students develop the self regulation and interpersonal skills needed to form and maintain positive and meaningful relationships, we will employ a social worker, an SEL coach, SRO, instructional support specialist, and an interventions coordinator to work with students and families to address barriers preventing students, especially unduplicated students and those with exceptional needs, from thriving in school. The social worker and interventions coordinator will work with community agencies to refer families for resources and services.</p> <p>We will employ trained para-professionals to create relationships with families and conduct the home visits. We will assign "case managers" to each classroom to connect with families on a weekly basis.</p> <p>The paraprofessionals, social worker, and interventions coordinator, SEL coach, and SRO will also conduct home visits to strengthen school and family connections.</p>	Three years	Yes	LCFF \$549,270 Other State \$73,134 Federal \$43,533		\$665,937.00	\$697,565

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Employ a full time bilingual Parent Liaison to work with families and students, making connections across school, home, and the community.</p> <p>Employ instructional aides for the classrooms, and the Refocus Room (the aides will rotate), to help support unduplicated students and students with exceptional needs in the program.</p> <p>These roles will help to increase percentage/number of parents participating in programs for unduplicated students and help to increase percentage/number of parents participating in programs for students with exceptional needs.</p>						
1.2	<p><b>JCCS Staff Training (SEL and Restorative Justice focus)</b> JCCS will continue to build the capacity of staff to help support student growth in social emotional learning and restorative justice practices through investments in staff development and ongoing professional learning opportunities. The opportunities will include but not be limited to the</p>	Three years	Yes		LCFF \$6500 Other State \$10,000	\$16,500.00	\$7500

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>following: Restorative Justice practices; training in SEL curricula: Project Wayfinder, TeenTalk, and School Connect; and trauma informed practices and reflective practices to create better relationships which will help students thrive. Paraprofessionals will be trained in, but not limited to, conducting home visits, motivational interviewing, brief interventions, mental health, first aid, etc.</p> <p>JCCS will continue to develop and utilize our matrix of student goals and outcomes to track student progress toward behavior and social-emotional learning. We will explore opportunities for Instructional Assistants to identify their strengths and professional development needs and provide for their continued support and growth. We will send additional staff to Trauma training: Neuro-sequential Model in Educational Methods (if needed) to provide in-depth support for unduplicated students and those with exceptional needs.</p>						
1.4	<b>JCCS general staffing (leadership, instructors, office staff)</b>	Three years	No	LCFF \$1,117,380		\$1,117,380.00	\$1,103,517.90

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>JCCS will continue to maintain small class sizes to help serve students with exceptional needs by providing more individualized support. We will staff the Community High School classes with a teacher for up to 15 students per class.</p> <p>Continue to staff FTE 0.20 resource teacher to provide small group instruction and push-in to classrooms to provide support for students with exceptional needs.</p> <p>Staff Creekside Middle school with a teacher for up to 12 students.</p> <p>Continue to staff FTE 1.0 Director</p> <p>Continue to staff FTE 1.0 Assistant Principal</p> <p>Employ FTE 1.175 for two Custodians</p> <p>Employ FTE 1.0 for Administrative Assistant</p> <p>Employ FTE 1.0 for School Registrar</p> <p>Note that the base program personnel and costs described also support the achievement and standards implementation outcomes in Goal 2.</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.5	<b>Probation Officers</b> Contract for two full time probation officers	Three years	Yes	LCFF \$7000		\$7,000.00	\$7,000
1.6	<b>Data/information systems and platforms</b> Evaluate and build/leverage the current data systems to track student progress in social emotional learning and academics that will help JCCS make decisions that lead to improvements:  Contract to continue the Behavior Flip behavioral tracking program. Contract with PROMIS/Power School - Student Information System Contract with DTS - Document Tracking System	Three years	No		LCFF \$9812	\$9,812.00	\$9,655.83
1.7	<b>Juvenile Hall Staffing (instructor and aide)</b> Staff the Juvenile Hall class with a teacher and one Instructional Aide to ensure optimal support is given to unduplicated students and those with exceptional needs.	Three years	Yes	LCFF \$127,271 Federal \$76,179		\$203,450.00	\$231,693.14
1.8	<b>Fitness and After school programs</b>	Three years	Yes	LCFF \$52,265		\$76,721.00	\$68,021.58

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Employ an 0.80 FTE fitness coach and staff for the after school program to help provide enrichment and support for all students but principally directed to unduplicated students and students with exceptional needs.			Other State \$24,456			
1.9	<p><b>New Camille Creek Facility</b> In addition to the other priorities that are included in Goals 1 and 2 of the LCAP that are related to the new Camille Creek facility, JCCS also prioritizes the need to identify and secure recreation space for our new school.</p> <p>Debt service for the new Camille Creek Facility. This action is split between LCAP Goal 1 and Goal 2 (see action #9) with a dollar value of \$292,500 in each goal.</p>	Three years	No		LCFF \$292,500	\$292,500.00	\$

## Goal 2

To assist our students to develop a plan and the skills to successfully enter the workforce or pursue further education or training. (LCFF Priorities 1, 2, 4, 5, 7, 8)

### Rationale

Our students arrive to us with a schoolwide average of 4th/5th grade levels in reading comprehension and math. In order for our students to have a wide variety of options in post high school pursuits, we will put in place the academic interventions which will help them not only progress but have the motivation to do so. Based on the

analysis of state and local data, including feedback from stakeholders on local program data, JCCS needs to continue to strengthen the academic program provided to students. JCCS maintains a strong attendance rate for alternative education programs and, anecdotally, administrators have observed fewer students needing the refocus room. To date, the attendance rate is at 85% which is an improvement for students as compared to the attendance at their previous schools. The last iteration of the CA School Dashboard in 2019 however, shows that "All Students" scored at the Red performance level on College and Career Readiness indicator. In addition, 55% of students did not meet their growth goal in ELA and 54% of students did not meet their math growth goals during the 2020-2021 school year.

The program has identified the following areas needing significant improvement based on review of local performance:

- 1) Continue to accelerate students' reading and math progress.
- 2) Use multiple data points for instructional and programmatic decision making; engage students in goal setting and help students monitor their own learning by giving them a voice and choice in content exploration and study.
- 3) Due to the low numbers who go on to college or vocational training, provide more vocational programs at the high school level.
- 4) Identify meaningful academic assessments by which teachers will guide their instruction.
- 5) Restructure math to offer a leveled program where students are assigned to courses based on skill and need
- 6) Continue to train staff on UDL and the new curriculum to ensure effective implementation and quality instruction is provided to students

The following expected annual measurable outcomes will be monitored and the aligned actions and services will be executed to ensure we meet Goal #2. The metrics described below will help JCCS determine how progress is being made toward assisting students in plan development and the skills to successfully enter the workforce or pursue further education or training. The actions were specifically selected to ensure that all staff have the ability to support students and strengthen the academic program for student success. JCCS prioritizes the following actions related to our new facility and campus to help meet Goal #2: provide two vocational/Career Technical Education programs: culinary arts, and welding & construction; expand our internship program for students to gain entry level work skills; create assessments aligned with growth; and continue our robust Arts program. We expect to see more students enrolling in CTE courses and entering the workforce or college/training program over time. We also expect to see an increase in results for our graduation rate and college/career readiness metrics.

## Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	% of students entering workforce or college/training program	This is a new metric so no data is available. JCCS will begin tracking this information and baseline data will be set based on percentage in 2021-2022	58% are engaged in workforce or workforce training  32 students have or have had work permits  20 students enrolled in CTE courses (culinary or construction)  6 students have internships	The outcome target will be set based on percentage of students entering workforce or college/training program in 2021-2022.
5	Graduation Rate - 5 year cohort	For 2019-2020: All students = 69.2% Hispanic students = 81%	N/A	5 Year Cohort: All students = >70% Hispanic students = >85%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		White students = 41.7%		White students = >43% 1 Year Cohort: All students = >70%
4	A-G courses are now offered for all students including unduplicated and those with exceptional needs. Due to the small school population, the lack of any laboratory facility, and the lack of students performing at grade level, there will be a limited A-G course metric	0 students took A-G courses in 2020-2021	0 students to date	The number of students taking A-G will be > 1 each year
4	Advanced Placement courses are now offered to all students including unduplicated and those with exceptional needs; due to the small school population and the lack of students performing at grade level there will be a limited AP metric.	0 students took an AP course or test in 2020-2021	0 students	3 students take an AP course 1 student takes an AP test
4	CAASPP ELA	2018-2019 results ELA: 11.54% of 11th grade students who took the CAASPP met or exceeded standard	No data 2020 and 2021. Students will resume CAASPP spring of 2022	Students enrolled one semester or more will improve scores by 3% in ELA
4	CAASPP Math	2018-2019 results Math: 3.84% of 11th grade students who took the CAASPP met or exceeded the standard	No data 2020 and 2021. Students will resume CAASPP spring of 2022	Students enrolled one semester or more will improve scores by 3% in Math
4	Percentage of students whose reading level on STAR	This is a new metric so no data available. Baseline will be set based on percentage of	94 students completed initial assessment. 61 students completed winter post	70% of students will meet their growth target in ELA



Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Renaissance shows growth in reading over time	students showing growth in reading in 2021-2022.	assessment. 61% showed growth in reading with 44% of students tested showing more than one year growth. 26% of students scored lower on the second assessment. 9 student showed no gain or loss.	
4	Percentage of students whose math performance on STAR Renaissance shows growth in math over time	This is a new metric so no data available. Baseline will be set based on percentage of students showing growth in math in 2021-2022.	95 students completed initial assessment. 57 students completed winter post assessment. 67% showed growth in math with 49% improving more than one grade level. 28% students scored lower on their second assessment. 3 student showed no gain or loss.	70% of students will meet their growth target in Math
4	CTE % of students enrolled in one of two Pathways	0 percent of students enrolled as program will begin in 2021-2022	20 students (20%) enrolled in CTE courses (culinary or construction)	30% students will enroll in one of two pathways
4	Percentage of students earning Workforce Certificates	This is a new metric so no data available. Baseline will be set based on the percentage of students earning workforce certificates in 2021-2022	TBD at end of year	30% of juniors and seniors will earn a workforce certificate
4	Percentage of students college ready on the Early Assessment Program (EAP)	EAP for the 2018-2019 school year: ELA: 11.54% of 11th grade students who took the CAASPP demonstrated college readiness.  Math: 3.84% of 11th grade students who took the CAASPP demonstrated college readiness.	No data 2020 and 2021. Students will resume CAASPP spring of 2022	1% growth over 2018-2019 EAP results.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	College/Career Readiness (CCR) Indicator on the CA Dashboard	Red Performance Level on Ca School Dashboard in 2019 - 0 percent of students were prepared for College or Career	TBD	Orange performance level on CA School Dashboard. 10% of seniors will graduate college/career ready
7	Access to Broad Course of Study as measured by the JCCS master calendar.	For 2020-2021: 100% of students, including unduplicated and those with exceptional needs have access to broad course of study in subject areas described in section 51210 and 51220	100% of students, including unduplicated and those with exceptional needs have access to broad course of study in subject areas described in section 51210 and 51220	100% of students, including unduplicated and those with exceptional needs have access to broad course of study in subject areas described in section 51210 and 51220
5	Maintain Middle School completion rates for students who are enrolled 90 days or longer at 95% or greater.	For 2020-2021: 100% of students completed	TBD	Maintain 100%
2	Percentage of teachers implementing the State Standards  Percentage of students provided with the required instructional materials (the program is transitioning to a digital curriculum – license will be obtained for all students).	For 2020-2021: 100% of teachers implement state standards  100% of students continue to be provided with all standards-aligned required instructional materials, including ELD.	100% of teachers implement state standards  100% of students continue to be provided with all standards-aligned required instructional materials, including ELD.	Maintain 100% teachers implementing state standards  Maintain 100% of students provided with all standards-aligned required instructional materials including ELD
4	EL Re-designated rate; EL proficiency on ELPAC	ELPAC summative testing was interrupted in the spring of 2019-2021 due to campus closures from COVID.  Only 19 out of 37 students completed the ELPAC summative and 0 students	0 redesignated students; ELPAC will be administered starting in February 2022	For students enrolled 180 days or more, 70% will advance one proficiency level on ELPAC.  Re-designate at least 20% of students enrolled 180 days or longer

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		scored an overall performance of 4 so 0 percent of students were re-designated as English proficient in 2019-2020.		

### Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	<b>Technology Coach</b> JCCS will continue to employ a 0.60 FTE Technology Coach to work with teachers and provide support on special projects for unduplicated students and those with exceptional needs. We will also continue to provide access to and provide training in using Chromebooks for all students.	Three years	Yes	LCFF \$68,224		\$68,224.00	\$67,092.46
2.2	<b>Academic curricula and interim assessments</b> JCCS strives to offer engaging and meaningful curriculum for students. Based on feedback from staff and students, we will continue to invest in contracts for Reading with Relevance and then switch to another version of Achieve 3000 programs called BeAble for ELA/ELD, Math, and academic interventions. To ensure English learners can access the CCSS and the ELD standards, they will receive English language	Three years	Yes		LCFF \$14,675	\$14,675.00	\$16,699.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>acquisition instruction via the BeAble curriculum and dedicated class time focused on language development at their proficiency levels. STAR Renaissance will be utilized to track and measure student progress in reading and math throughout the school year.</p> <p>Staff will continue to evaluate data and efficacy of ELA and Math programs and use assessment data for student intervention placement and progress monitoring purposes (costs embedded in staff expenditures).</p>						
2.3	<p><b>Professional Training Opportunities (academic focus)</b>  JCCS will continue to build the capacity of staff to help support student growth in academics through investments in staff development and ongoing professional learning opportunities. The opportunities will include but not be limited to the following: Contract for training in the Common Core, new curricula, technology, Universal Design for Learning, Multiple Tiered Systems of Support, and Data Teams to support students,</p>	Three years	Yes		LCFF \$4,025	\$4,025.00	\$3600

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>especially unduplicated and those with exceptional needs.</p> <p>Staff will be trained and supported to successfully implement a leveled math program where students are assigned classes based on needs and skills. JCCS will also provide staff training on ELD and language acquisition strategies.</p> <p>We will continue to contract with consultants to help analyze student work and plan for instructional next steps to meet students' needs. JCCS staff will work with students to set learning goals in ELA and math, SEL, and life skills utilizing our matrix of learning aspirations to track student progress.</p>						
2.5	<p><b>Access to technology and support</b> JCCS will continue to contract with GoGuardian, Nearpod, and Google Licenses. We will replace Chromebooks and hot spots class by class as needed; purchase 1-3 class sets (up to 60) to ensure all students including unduplicated students and those with exceptional needs have</p>	Three years	Yes		<p>LCFF \$2900 Other State \$10,000 Federal \$2025</p>	\$14,925.00	\$21,018.88

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	access to current, updated technology.						
<b>2.6</b>	<p><b>Internship/Mentorship programs</b> JCCS will continue to support and develop the mentorship/internship program ensuring all students, but principally directed to unduplicated students and those with exceptional needs, have access and support. We will use existing staff and community relationships to create internships for interested seniors.</p>	Three years	Yes		LCFF \$700	\$700.00	\$0
<b>2.7</b>	<p><b>Career Technology Education (CTE) and Arts programs</b> JCCS will implement CTE course in the areas determined to be of high interest: welding and cooking to ensure more academic paths are offered for unduplicated students and those with exceptional needs.</p> <p>We will also continue to provide our program-wide Nimbus Arts program and add more sessions for students, especially for unduplicated students and those with exceptional needs, as they engage more in their schooling as a</p>	Three years	Yes	LCFF \$29,725	LCFF \$50,000 Federal \$2500	\$82,225.00	\$186,304.15

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	result of participating in this program. We will also purchase necessary materials for CTE program.						
<b>2.8</b>	<b>Credit Recovery</b> JCCS will continue to contract with Edmentum for Credit Recovery to provide more support for unduplicated students and those with exceptional needs.	Three years	Yes		LCFF \$3613	\$3,613.00	\$3,362.50
<b>2.9</b>	<b>The new Camille Creek Facility</b> Debt service for the new Camille Creek Facility. This action is split between LCAP Goal 1 (see action #9) and Goal 2 with a dollar value of \$292,500 in each goal.	Three years	No		LCFF \$292,500	\$292,500.00	\$

### Goal 3

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

#### Rationale

Communication and coordination between educational agencies and child welfare regarding foster youth needs to be timely, accurate, ongoing and consistent so that the educational needs of foster can be met effectively. NCOE believes that evaluation of foster youth to identify services unique to their needs is a priority for our community. The combination of our metrics and actions presented below will help NCOE staff improve the coordination of services for foster youth across local agencies. The following metrics will help us track how successful we are with these coordination efforts and bring to light any changes or adjustments to make to our actions for continued progress and growth towards this goal.

### Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
10	Advisory Council Attendance - Measure membership attendance (5 meetings/year)	For 2020-2021: 70% of council members attended regularly	Average 80% attending	85% of council members will attend 90% meetings
10	Completion of Council Meeting Surveys - percentage of council members completing surveys	For 2020-2021: 50% of Advisory Council members completed the surveys	Surveys will be disseminated at 5th Executive Advisory Council meeting	75% of council members will complete surveys 80% of members will rate the council meetings as highly effective
10	Post Grad Data: Percent of students who qualify for graduation Percentage of students who complete the FAFSA	For 2020-2021: Foster rights have been shared with students but we do not yet have student confirmation of those who graduated 2 students (4%) completed the FAFSA	9 seniors - 5 qualify to graduate, 3 have completed FAFSA/CADAA  Will survey youth on awareness of rights by June 2022	80% of students report that they know about their Foster rights pertaining to graduation Of those students interested in attending college, 100% complete the FAFSA
10	Transition to TK-K Data: Flagging the percentage of early childhood students transitioning to TK-K	This is a new metric so no data is available. We will begin to track this information and baseline will be set based on 2021-2022 data.	NCOE - 4 students Headstart	Of all FY attending early childhood programs, flag 90% of them prior to the start of their TK-K school year
10	Training Data to Track: Percentage of agencies that attend trainings offered Effectiveness of trainings (post survey)	For 2020-2021: 35% of partner agencies and districts regularly attend the trainings  85.7% of participants rated the trainings as helpful	Countywide #2 -33 attendees % of districts/agencies = 67% 8 survey responses: effective - 13% (1) highly effective - 88% (7)  Educational Stability Training 52 attendees 36 responses % of district/agencies - 56% effective - 48% (18) very effective - 51% (19)	100% of districts and agencies participate in the countywide trainings  90% of participants will rate the trainings as effective or highly effective



## Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	<p><b>Collaboration with Partner Agencies</b> The FY Coordinator and Family Advocate positions will ensure the Foster Advisory Council has a representative from each of the Foster Serving agencies. This will increase communication, help identify gaps in services, and increase awareness of agencies' roles in serving FY students. This will contribute to educational stability and improve processes and protocols for meeting FY educational needs.</p> <p>The Title IV-E Educational Liaison will ensure the prompt transfer of educational records, support immediate enrollment, serve as the conduit of information across child welfare, probation, and school districts.</p>	Three years	No	Other State \$70,164 Federal \$63,750		\$133,914.00	\$50,679.81
3.2	<p><b>Post graduation planning</b> A 0.40 FTE Community and Family Advocate position is budgeted to support post-graduation planning with students and resource families. This position will work with schools to provide</p>	Three years	No	Other State \$18,000		\$18,000.00	\$6,552.27

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	assistance to FY post-grads (tracks seniors and juniors, works with agencies to ensure support for financial assistance, college enrollment, completing applications, etc.).								
3.3	<p><b>Council Meetings and Information and Data Sharing</b> The FY Coordinator and Title IV-E Educational Liaison will establish a process of using Foster Focus to report on periodic student improvement on identified key indicators and school stability data to the Advisory Council at least two times a year. Will survey Advisory Council annually to determine topic of interest. Will design council meetings to align with interests. Will follow up with surveys after each meeting to improve upon council structure and content. Will send out agendas at least a week in advance for members to provide input.</p> <p>Continue subscription to Foster Focus.</p>	Three years	No	Federal	\$12,750	Other State	\$2000	\$14,750.00	\$4768.15
3.4	<b>Early Childhood Connections</b>	Three years	No	Other State	\$6300	Federal	\$8500	\$14,800.00	\$6592.90

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	The FY Coordinator and Title IV-E Educational Liaison will collaborate with NCOE's Early Childhood Director to develop a process that alerts LEAs of incoming TK-K FY students from preschool programs. This increased articulation will help maintain educational stability, ensure immediate priority enrollment of students, and provide access to records.						
3.5	<b>Training Program</b> FY Coordinator will organize trainings for Child-welfare, Social Workers, Resource Families, District Liaisons and/or staff to inform on FY laws and rights and policies and procedures. Other training topics also include trauma informed practices as related to FY, post-graduation planning, and financial aid.	Three years	No	Other State \$12,602		\$12,602.00	\$4768.15

## Goal 4

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

### Rationale

NCOE will continue to implement the Countywide Expulsion Plan (LCFF Priority 9: Expelled Pupils). Community members have agreed that the actions and services for the coordination of instruction for expelled pupils with the districts in the county have been highly effective and the following metrics and actions described below will help us continue to meet this goal. Coordination activities have included a well-documented referral process, designated points of contact at all LEAs, NCOE participation in district SARB processes, regular school law meetings, and the integration of district staff (e.g. special education) into the NCOE service offerings, and compliance with all

placement change requirements for pupils with IEPs. The NCOE Community School Program continues to be a viable and sufficient educational placement option for expelled pupils in Napa County. As no districts operate community day school programs, the Community School continues to be the only publicly funded option for grades 7-12 students and continues to accommodate the possibility of serving K-6 students. It should be noted that to our knowledge, there has not been an elementary school expulsion in Napa County for many years. The following metrics and actions will help NCOE meet this goal.

### Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
9	Maintain Community School program as an option for expelled pupils. Maintain and update AB922 plan as needed.	For 2020-2021: The Community School program was maintained as an option for expelled pupils. The AB922 plan was maintained and updated as needed.	The Community School program continues to be maintained as an option for expelled pupils. The AB922 plan has been maintained and updated as needed.	Maintain AB922 plan and update as needed.

### Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	<b>Countywide Expulsion Plan</b> NCOE will continue to implement the Countywide Expulsion Plan. If program changes occur, NCOE will meet with district superintendents to revise the plan and submit to the state if revised.	Three years	No	LCFF 0	LCFF 0	\$0.00	\$0.00
4.2	<b>Coordination</b> Continue to maintain close coordination between NCOE staff and district liaison's for all referrals to the NCOE community school and independent study programs, which are the only public school options available for expelled students in Napa County. Coordination activities include a well-	Three years	No	LCFF 0	LCFF 0	\$0.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	documented referral process, designated points of contact at all LEAs, NCOE participation in district SARB processes, regular school law meetings, and the integration of district staff (e.g. special education) into the NCOE service offerings, and compliance with all placement change requirements for pupils with IEPs.						



## Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

NCOE’s adopted LCAP and budget included the final state budget act COLA in the calculation of LCFF funding and the increased and improved services requirement. NCOE is not eligible for the 65% concentration grant augmentation, nor is NCOE eligible for the Expanded Learning Opportunities Program. Engagement around ESSER funds occurred both as part of the LCAP development process along with outreach and public hearings related to the ESSER III expenditure plan. Through NCOE’s ongoing strategic plan implementation process NCOE continuously engages educational partners in discussions about how best to allocate NCOE’s resources.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

NA - NCOE is not eligible for the 65% concentration grant augmentation.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Engagement around ESSER funds occurred both as part of the LCAP development process along with outreach and public hearings related to the ESSER III expenditure plan. Through NCOE's ongoing strategic plan implementation process NCOE continuously engages educational partners in discussions about how best to allocate NCOE's resources.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

NCOE has spent over \$200,000 of the ESSER III funds to provide high quality furniture, fixtures and equipment for the new Camille Creek Community School facility to enable:

- 1) The ability to extend classroom activities to newly available outdoor spaces to allow for greater social distancing.
- 2) The ability to have flexible indoor learning environments to allow for small groupings both for social distancing and to allow for changing student groupings to address widely varying levels of academic proficiency (and learning loss) due to the pandemic and the nature of the students served by the program.
- 3) Refreshed technology to allow for continued use of new technology enhanced learning modalities implemented during the pandemic.
- 4) A fully equipped culinary classroom, maker space, and shop facility to fully engage students in CTE programs.

These additions have had a substantial positive effect not just regarding safety but in the overall quality of the school experience for our students.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

All of NCOE's plans, including the LCAP, ESSER III plan, ELO Grant plan, Educator Effectiveness Block Grant Plan, and the upcoming A-G plan are developed in alignment with NCOE's strategic plan. For instance, the needs identified and expenditures planned and made in the ESSER III Plan and the ELO plan came directly out of engagement around developing the strategic plan and the LCAP. The Educator Effectiveness Block Grant funding is being used exclusively to support one of the four pillars of NCOE's strategic plan – Strengthening Leadership and Professional Development, with the implementation committee for that strand having primary control over the allocation of the funds. The 2021-22 LCAP emphasizes the new or enhanced program offerings we are able to provide the Camille Creek students in the new facility, and funds are being dedicated to implementing those programs. The LCAP also emphasizes meeting the social and emotional needs of our students and their families, which is directly align with another one of the four pillars of NCOE's strategic plan – Support Mental Health and Wellness – and considerable resources are being dedicated to those needs from LCFF and form a Community School Partnership Program Grant. In addition, the LCAP and the ELO plan both address the need to mitigate learning loss and accelerate learning through the after school program, additional certificate staffing, and other student supports, all of which are being fully implemented.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to



reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021