

# Napa County Community School Accountability Report Card Reported Using Data from the 2018-19 School Year Published During 2019-20

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

## **DataQuest**

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

## **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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Napa County Community
<b>Street</b>	2121 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>Website</b>	www.napacoe.org
<b>County-District-School (CDS) Code</b>	28 10280 2830099

Entity	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>Website</b>	www.napacoe.org

## School Description and Mission Statement (School Year 2019-20)

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

## Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	4
Grade 8	4
Grade 9	8
Grade 10	25
Grade 11	25
Grade 12	32
<b>Total Enrollment</b>	<b>98</b>

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
Hispanic or Latino	79.6
White	16.3
Two or More Races	3.1
Socioeconomically Disadvantaged	81.6
English Learners	24.5
Students with Disabilities	18.4
Foster Youth	2
Homeless	7.1

## 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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
<b>With Full Credential</b>	6.2	7	5	6
<b>Without Full Credential</b>	1	0	1	1
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Elements of Literature, Courses 1-5 Holt/Rinehart and Winston, 2005  Grade appropriate core curriculum novels  Expository Reading and Writing Course (ERWC), CSU 2017  Edmentum Courseware  Achieve 3000  NearPod Interactive Curriculum	Yes	0
<b>Mathematics</b>	IXL Math  Edmentum Courseware (numerous math classes available)  Algebra 1/Globe Fearon-Pacemaker, 2001  NearPod Interactive Curriculum	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<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>	Health/Globe-Fearon-Pacemaker, 2005 Steck-Vaughn Health and You/Globe Fearon, 2007 Edmentum Courseware NearPod Interactive Curriculum	Yes	0
<b>Visual and Performing Arts</b>	Students spend 5 full days at intensive interactive art studio with professional artists each year		
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		

## School Facility Conditions and Planned Improvements (Most Recent Year)

The school meets most of all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	Monthly inspection, proactive with wildlife in area
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Daily and monthly inspection
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Monthly inspection
<b>Structural:</b> Structural Damage, Roofs	Good Fair	Building roof resealed over summer.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Weekly maintenance, recent fence repair
<b>Overall Rating</b>	Good	

## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	0	13	0	12	50	50
Mathematics (grades 3-8 and 11)	0	5	0	4	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	40	39	97.50	2.50	12.82
Male	30	30	100.00	0.00	10.00
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	28	28	100.00	0.00	7.14
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	33	33	100.00	0.00	9.09
<b>English Learners</b>	16	16	100.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	39	38	97.44	2.56	5.26
<b>Male</b>	29	29	100.00	0.00	6.90
<b>Female</b>	--	--	--	--	--
<b>Black or African American</b>					
<b>American Indian or Alaska Native</b>					
<b>Asian</b>	--	--	--	--	--
<b>Filipino</b>					
<b>Hispanic or Latino</b>	27	27	100.00	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	32	32	100.00	0.00	3.13
<b>English Learners</b>	15	15	100.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### Career Technical Education Programs (School Year 2018-19)

We had a part time welding instructor and 5 completed the NCCER certification. 22 students participated and 13 completed the full course of study.

### Career Technical Education Participation (School Year 2018-19)

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	

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

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
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

## 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 for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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. Parents are notified of their child's academic and behavioral progress on a regular basis. 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.

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	21.7	17.6	20	18.9	21.8	19.3	9.7	9.1	9.6
Graduation Rate	45.7	62.7	66	50.9	60	68.4	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	22.5	22.1	17.0	19.0	18.2	14.2	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Our comprehensive School Safety Plan is revised every year. The next revision will be in March 2020. 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 two full time probation officers. 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 a a bilingual parent liaison, bilingual social worker, and bilingual interventions coordinator who work with families.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
<b>English</b>	4	23			6	13			6	14		
<b>Mathematics</b>	6	13			7	8			8	9		
<b>Science</b>	7	12			6	11			7	10		
<b>Social Science</b>	8	16			7	13			9	13		

\*Number of classes indicates how many classrooms 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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
<b>Academic Counselors*</b>	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	

Title	Number of FTE* Assigned to School
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.1
Other	

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$21,188	\$2,930.90	18,257.31	69,789.00
District	N/A	N/A	N/A	62,280.00
Percent Difference - School Site and District	N/A	N/A	N/A	11.4
State	N/A	N/A	\$7,506.64	80,680
Percent Difference - School Site and State	N/A	N/A	83.5	-14.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

1. Full time Bilingual Social Worker
2. Full time Bilingual Interventions Coordinator (MFT) who works with family and students
3. Full time SRO
4. Two dedicated probation officers
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. Part Time Social Worker/Probation Officer who runs conflict resolution and restorative justice program.
10. Provide bus passes and clothing for needy students.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$

Category	District Amount	State Average For Districts In Same Category
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	%	%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Ongoing Common Core training with an outside facilitator approximately 5 times per year  
 Regular meetings on implementation of Common Core weekly with a lead teacher. Peer observation/support/lesson planning.  
 Restorative Justice practices  
 Trauma Informed Education practices training  
 Technology training in google classroom, GoGuardian, NearPod, and IXL math program.  
 Universal Design Learning professional development ongoing  
 Safety/Emergency/Crisis training  
 Peer mentorship or Induction for new teachers