

# Napa High School

## 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 High School
<b>Street</b>	2475 Jefferson Street
<b>City, State, Zip</b>	Napa, CA 94558
<b>Phone Number</b>	(707) 253-3711
<b>Principal</b>	Ean Ainsworth
<b>Email Address</b>	mready@nvusd.org
<b>School Website</b>	<a href="https://napahigh.nvusd.org/">https://napahigh.nvusd.org/</a>
<b>County-District-School (CDS) Code</b>	28662662835601

## 2021-22 District Contact Information

<b>District Name</b>	Napa Valley Unified School District
<b>Phone Number</b>	(707) 253-3511
<b>Superintendent</b>	Dr. Rosanna Mucetti
<b>Email Address</b>	rmucetti@nvusd.org
<b>District Website Address</b>	www.nvusd.org

## 2021-22 School Overview

Napa High School is a comprehensive high school with a rich tradition serving the community for over 100 years as the flagship high school of Napa. We have a long history as an anchor in this community, serving multiple generations of Napans. Our school motto, "We Are Napa," reflects the pride that we have as the community's namesake, and for consistently providing first-rate education. We are an award-winning school with recognitions from the National Association of High School Principals as one of 25 Breaking Ranks High Schools, a California Gold Ribbon School, and a top high school in the state of California according to US News and World Report.

Our mission is growing a culture of belonging & learning at Napa High School: a culture where students, staff, and families are appreciated, treated fairly, accepted, and validated so that we can grow as learners. We believe that every member of the Napa High School Community has dignity and we demonstrate this by practicing our core values of trust, respect, and responsibility. Our goal is that every student finds a home at Napa High School, a place where the student can be both themselves and be challenged to improve their own life and skills, as well as the lives and skills of those around them. Students are connected and find their belonging through the four As: academics, activities, arts, and athletics.

Napa High School offers robust academic programming with a variety of offerings for students to meet the college and career readiness standards. Students lead and participate in numerous clubs and activities that empower, engage, and inspire connection, purpose, and service. The visual and performing arts programs at Napa High School are rich and diverse, not to mention, nationally ranked regularly giving students the opportunity to showcase their abilities on a local, national, and worldwide stage. Athletics are a staple of Napa High School tradition with years of success. Napa High School is committed to an education-based, competitive athletic program that builds character and leadership while emphasizing the principles of good sportsmanship and ethical conduct at all times.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	532
Grade 10	457
Grade 11	434
Grade 12	491
Total Enrollment	1,914

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	50
American Indian or Alaska Native	0.2
Asian	0.9
Black or African American	0.5
Filipino	0.4
Hispanic or Latino	70.3
Two or More Races	2.1
White	25.4
English Learners	16.9
Foster Youth	0.4
Homeless	1.8
Socioeconomically Disadvantaged	63.2
Students with Disabilities	13.2

## 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>

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	70.4	84.5	661.4	87.8	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	1.0	1.2	4.4	0.6	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.0	3.7	30.2	4.0	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.6	1.9	22.4	3.0	12115.8	4.4
<b>Unknown</b>	7.2	8.7	34.5	4.6	18854.3	6.9
<b>Total Teaching Positions</b>	83.3	100.0	753.2	100.0	274759.1	100.0

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.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.2
<b>Misassignments</b>	2.8
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	3.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.6
<b>Local Assignment Options</b>	1.0
<b>Total Out-of-Field Teachers</b>	1.6

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.3
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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

The State Board approves a list of core curriculum textbooks. In Napa Valley Unified, textbook adoptions are recommended by an Advisory Board of Curriculum and approved by the Board of Trustees. Literature is selected from the core, extended, and recommended state list. Videos, audiotapes, CDs, and software must meet district and digital high school guidelines. Specific subject areas and core textbooks are too numerous to mention. All students are issued standards-aligned textbooks. Please contact the school for information on instructional materials used in specific classes. Our Williams Act Compliance Report is also available for review.

Curriculum, instruction, and materials are aligned to the Common Core State Standards, Next Generation State Standards, and CDE adopted standards as appropriate for each content. Science is in an adoption cycle for curriculum aligned to NGSS. A trend across content areas is the review of core and thoughtful implementation of diverse, inclusive and updated materials, particularly in English and World Language.

Year and month in which the data were collected

October 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>	Holt, Literature and Language, 2007, Grades 9-12 National Geographic: Edge Reading Writing and Language (Level A) 2011 National Geographic: Inside Rosetta Stone Inc., Rosetta Stone, grade 6-8	Yes	0%
<b>Mathematics</b>	Integrated CME Project: Math 1, 2013 Integrated CME Project: Math 2, 2013 Integrated CME Project: Math 3, 2013 Financial Algebra: Advanced Algebra with Financial Applications by Gerver Precalculus with Limits: A Graphing Approach, 2001 The Practice of Statistics Trigonometry, 8th Edition, McTeague, Cengage Calculus Early Transcendentals, Stewart, Cengage Elementary Statistics: A Step by Step Approach by Bluman, McGraw-Hill, 1997	Yes	0%
<b>Science</b>	Physics Principles and Problems, Glencoe/McGraw-Hill, 2008 Conceptual Physics, Pearson Chemistry: Matter and Change, Glencoe/McGraw-Hill, 2007 Environmental Science, AP College Physics by Etkina Chemistry, The Central Science, 11th Edition Biology AP 11th Edition Modern Biology by Towle, 2009	Yes	0%
<b>History-Social Science</b>	American Anthem-Modern American History by Ayers, De La Teja, Et. Al. Government Alive! Power, Politics, and You by Hart Economics: Principles in Action by O'Sullivan, Sheffrin, Wiggin World History Continuity and Change by Taiola, Brands, Metcalf, and Daniel American History: A Survey by Brinkley American History by Henretta A History of World Societies by McKay, Hill, Buckler, et al	Yes	0%

	World Civilizations by Stearns American Government: Roots and Reform by O'Connor Understanding Psychology Geography Alive: Region and People		
<b>Foreign Language</b>	T'es branche? 1 T'es branche? 2 T'es branche? 3 T'es branche? 4 Buen Viaje 1/2000 Buen Viaje 2/2000 Buen Viaje 3/2001 Que Chevere, Cuaderno de actividades Temas/ 2013	Yes	0%
<b>Health</b>	Glencoe Health/2001	Yes	0%
<b>Visual and Performing Arts</b>		Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>		Yes	0%

## School Facility Conditions and Planned Improvements

Napa Valley Unified School District is fortunate to have the support of the community to pass multiple school bonds for facilities improvement. The most recent bond, Measure H expenditures provided 21st-century learning opportunities including Promethean Board in each classroom and wireless devices for each student. The weight room was upgraded using community donations. Napa County Office of Education created and provided a space for engineering and robotics.

Prior to the Measure H Bond, NVUSD made facilities upgrades under the Measure M Bond. There was extensive work completed on the north and east sides of the campus with new lighting, redesigned student and faculty parking lots, and improved safety patterns for students. Napa High School provides wireless access in each classroom and in open areas. Solar Paneling was installed during the Summer of 2013 to offset electrical expenses. Additionally, during the Summer of 2013, seismic upgrade work was done to bring the school site in compliance with AB 300.

Year and month of the most recent FIT report

11/2021

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
<b>All Students</b>	409	NT	NT	NT	NT
<b>Female</b>	208	NT	NT	NT	NT
<b>Male</b>	201	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	279	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>	113	NT	NT	NT	NT
<b>English Learners</b>	53	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	24	NT	NT	NT	NT
<b>Military</b>	22	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	245	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	27	NT	NT	NT	NT
<b>Students with Disabilities</b>	46	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	409	NT	NT	NT	NT
Female	208	NT	NT	NT	NT
Male	201	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	279	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	113	NT	NT	NT	NT
English Learners	53	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	24	NT	NT	NT	NT
Military	22	NT	NT	NT	NT
Socioeconomically Disadvantaged	245	NT	NT	NT	NT
Students Receiving Migrant Education Services	27	NT	NT	NT	NT
Students with Disabilities	46	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.

All Students	407	315	77.40%	22.60%	44.13%
Female	207	163	78.74%	21.26%	48.47%
Male	200	152	76.00%	24.00%	39.47%
American Indian or Alaska Native	1	0	0.00%	100.00%	
Asian	2	2	100.00%	0.00%	50.00%
Black or African American	3	2	66.67%	33.33%	0.00%
Filipino	3	2	66.67%	33.33%	100.00%
Hispanic or Latino	277	209	75.45%	24.55%	33.97%

<b>Native Hawaiian or Pacific Islander</b>	0	0			
<b>Two or More Races</b>	8	7	87.50%	12.50%	42.86%
<b>White</b>	113	93	82.30%	17.70%	66.67%
<b>English Learners</b>	52	34	65.38%	34.62%	2.94%
<b>Foster Youth</b>		1	20.00%	80.00%	0.00%
<b>Homeless</b>	11	10	90.91%	9.09%	20.00%
<b>Military</b>	22	19	86.36%	13.64%	10.53%
<b>Socioeconomically Disadvantaged</b>	212	154	72.64%	27.36%	29.87%
<b>Students Receiving Migrant Education Services</b>	29	21	72.41%	27.59%	23.81%
<b>Students with Disabilities</b>	66	44	66.67%	33.33%	27.27%

\*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.

<b>All Students</b>	407	340	83.54%	16.46%	40.29%
<b>Female</b>	207	174	84.06%	15.94%	41.38%
<b>Male</b>	200	166	83.00%	17.00%	39.16%
<b>American Indian or Alaska Native</b>	1	1	100.00%	0.00%	100.00%
<b>Asian</b>	2	2	100.00%	0.00%	50.00%
<b>Black or African American</b>	3	2	66.67%	33.33%	0.00%
<b>Filipino</b>	3	3	100.00%	0.00%	33.33%
<b>Hispanic or Latino</b>	277	227	81.95%	18.05%	33.48%
<b>Native Hawaiian or Pacific Islander</b>	0	0			
<b>Two or More Races</b>	8	8	100.00%	0.00%	50.00%
<b>White</b>	113	97	85.84%	14.16%	55.67%
<b>English Learners</b>	52	33	63.46%	36.54%	3.03%
<b>Foster Youth</b>		1	20.00%	80.00%	0.00%
<b>Homeless</b>	11	10	90.91%	9.09%	30.00%
<b>Military</b>	22	21	95.45%	4.55%	38.10%
<b>Socioeconomically Disadvantaged</b>	212	174	82.08%	17.92%	33.91%
<b>Students Receiving Migrant Education Services</b>	29	20	68.97%	31.03%	30.00%
<b>Students with Disabilities</b>	66	46	69.70%	30.30%	21.74%

\*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	NT	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>	432	NT	NT	NT	NT
<b>Female</b>	222	NT	NT	NT	NT
<b>Male</b>	210	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	311	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	15	NT	NT	NT	NT
<b>White</b>	97	NT	NT	NT	NT
<b>English Learners</b>	43	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	18	NT	NT	NT	NT
<b>Military</b>	26	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	252	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	25	NT	NT	NT	NT
<b>Students with Disabilities</b>	44	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

In partnership with Napa County Office of Education, Napa High School offers a variety of Career Technology Education courses that are A-G aligned including: Engineering and Robotics, Manufacturing and Product Development, Medical Science, and Sustainable Construction. Manufacturing and Product Development as well as Medical Science are career pathways that offer certifications upon completion of the pathway.

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	460
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	28.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	37.5

## 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	97.08
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	50

## 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

Parent involvement at Napa High School continues to be at an all-time high. Our parents participate in a variety of groups to share input and expertise as well as provide for the logistical and financial support of programs. Each parent organization meets a minimum of one time per month. Our Bilingual Community Liaison is instrumental in supporting parent outreach to our Spanish speaking families. The Bilingual Community Liaison calls parents with personal invitations to participate in meetings. Our parent organizations include: Parent Club, Athletic Booster Club, Instrumental Booster Club, Choir Booster Club, English Learner Advisory Committee (ELAC), School Site Council, Spirit Leader Booster Club.

Although these parent groups are run by parents, Napa High School teachers and administrators sit on these organizations and serve as liaisons to the school. In addition to the monthly parent learning meetings, parents are invited to participate in other informational nights throughout the year: 9th-grade transition (August), Back to School Night (September), College Night (October), Curriculum Night (January), AVID nights (September, November, January, May), & ELD nights. Furthermore, the principal informally meets with parents once a month, and our Student Services Team meets with parents informally once a month.

## 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
Dropout Rate	4.9	4.7	3.3	7.6	6.6	4.9	9.0	8.9	9.4
Graduation Rate	92.5	93.5	92.6	88.3	91.0	91.5	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
All Students	457	423	92.6
Female	240	226	94.2
Male	217	197	90.8

<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	328	302	92.1
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	13	11	84.6
<b>White</b>	102	97	95.1
<b>English Learners</b>	67	52	77.6
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	34	25	73.5
<b>Socioeconomically Disadvantaged</b>	322	292	90.7
<b>Students Receiving Migrant Education Services</b>	56	48	85.7
<b>Students with Disabilities</b>	60	46	76.7

### 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>	1971	1936	208	10.7
<b>Female</b>	985	971	86	8.9
<b>Male</b>	985	964	122	12.7
<b>American Indian or Alaska Native</b>	4	4	0	0.0
<b>Asian</b>	17	17	0	0.0
<b>Black or African American</b>	12	11	1	9.1
<b>Filipino</b>	8	8	1	12.5
<b>Hispanic or Latino</b>	1384	1358	164	12.1
<b>Native Hawaiian or Pacific Islander</b>	1	1	1	100.0
<b>Two or More Races</b>	44	42	4	9.5
<b>White</b>	496	490	36	7.3
<b>English Learners</b>	341	330	63	19.1
<b>Foster Youth</b>	11	10	4	40.0
<b>Homeless</b>	42	41	12	29.3
<b>Socioeconomically Disadvantaged</b>	1266	1240	175	14.1
<b>Students Receiving Migrant Education Services</b>	167	161	23	14.3
<b>Students with Disabilities</b>	261	257	46	17.9

## 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>	2.94	0.05	3.20	0.07	3.47	0.20
<b>Expulsions</b>	0.10	0.00	0.13	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>	3.04	2.85	2.45
<b>Expulsions</b>	0.41	0.14	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.05	0.00
Female	0.00	0.00
Male	0.10	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	0.07	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	0.08	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2021-22 School Safety Plan

Napa High School revises and adopts a Comprehensive School Safety Plan (CSSP) which serves as a resource guide for all related programs and fully addresses all components of SB187. The plan includes comprehensive communication and emergency procedure protocols of which staff and students receive yearly training. The plan allows for a quick and efficient response in any emergency situation as well as strategic communication. Furthermore, all staff complete yearly training focused on mandated reporting, harassment prevention, and most recently training associated with infectious disease due to the COVID-19 pandemic. The Napa Community emphasis on safety is also evidenced by the joint Napa Valley Unified School District and City of Napa funding for a full-time School Resource Officer on campus to provide law enforcement, law-related counseling, and law-related education. Napa High School also has three campus supervisors monitoring the physical campus and engaging with students to ensure a safe physical environment.

Napa High Schools core values of trust, respect, and responsibility are in direct service of our underlying mission to build a place of belonging among our staff and students. Through the teaching of these core values, ongoing support of positive behavior and restorative responses such as conflict resolution and community circles, relationships, and the learning environment are restored. Disciplinary action runs parallel to behavior support, intervention, and restoration. Napa High School uses the NVUSD adopted Secondary Discipline Matrix to determine behavior consequences that are systematic, consistent, and equitable. Napa High works with students and families to identify a consequence that assists with restoring positive behavior on the student's part. The Administrative Team has been reorganized and the three Assistant Principals share student behavior matters. Case-load is assigned by grade level with administrators partnered with an academic counselor.

Utilizing tiered support and intervention known as multi-tiered systems of support (MTSS), Napa High supports student's academic, social, and emotional well-being in a coordinated system to support academic learning. All students receive academic, social, and emotional counseling through Counselor on the Move. The MTSS is designed to support students with ongoing appropriate and positive behaviors by increasing tiers of interventions and levels of integrated academic and behavioral support based on need. The MTSS Team at Napa High School includes school counselors, administrators, a social

## 2021-22 School Safety Plan

worker, school psychologist, teachers, and case managers to provide wraparound services to provide services and ongoing support with systematic tracking and monitoring of effectiveness.

## 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	26	23	35	18
Mathematics	27	14	33	18
Science	29	6	23	15
Social Science	27	17	22	17

## 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	27	17	29	22
Mathematics	29	9	24	26
Science	26	14	22	11
Social Science	29	9	20	24

## 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	28	14	27	26
Mathematics	29	13	21	29
Science	30	5	15	18
Social Science	30	7	18	23

## 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>	638

## 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>	3
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	1.3
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0.8
<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>	\$6,546	\$99	\$6,447	\$91,983
<b>District</b>	N/A	N/A	\$6,297	\$86,195
<b>Percent Difference - School Site and District</b>	N/A	N/A	2.4	6.5
<b>State</b>			\$8,444	\$86,376
<b>Percent Difference - School Site and State</b>	N/A	N/A	-26.8	6.3

## 2020-21 Types of Services Funded

Within the LCAP Funding structure, Napa High School now has two funding sources: base and supplemental. Base funding is used for general spending at the school, and supplemental funding is to support students who are in special populations (English Learners, Foster Youth, Homeless, etc.)

Napa High School has services within the regular day that support underperforming students based on their level of need using a variety of instructional strategies.

1. Bilingual Instructional Aides strategically supporting English Learners in A-G classes, specifically math and social science.
2. Credit recovery for students who need to make-up or improve their grade in A-G courses.
3. Tutorial program with trained tutors who are placed strategically into classrooms in math and English as well as after school.
4. Intervention and Data Coordinator to support data analysis and targeted intervention.
5. Math Coach Release Period to support Math 1 PLCs implementation of Visible Learning Strategies: prioritized learning intentions, success criteria, common formative assessments, and feedback.
6. AVID Coach Release Period to support academic college readiness strategies in the AVID elective and school-wide. AVID Professional Development to staff focused on math, digital teaching and learning, and language acquisition.
7. AVID is a four-year course continuum that supports approximately 300 students with mid to low grades and higher test scores by developing their skills in writing, inquiry, collaboration, organization, and reading.
8. English Language Development is a two-period course for English Learners who have been in the United States for less than five years. These students receive designated English language support through one period daily and integrated support through a class period focused on math, science, and social science through collaborative study groups. This course is support by bilingual tutors and a bilingual instructional aide.
9. The support of a consultant who specializes in Culturally Relevant Teaching and Learning to support refreshing the core and culturally relevant learning strategies.

## 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
<b>Beginning Teacher Salary</b>	\$57,271	\$52,562
<b>Mid-Range Teacher Salary</b>	\$80,289	\$83,575
<b>Highest Teacher Salary</b>	\$104,486	\$104,166
<b>Average Principal Salary (Elementary)</b>	\$134,871	\$131,875
<b>Average Principal Salary (Middle)</b>	\$140,027	\$137,852
<b>Average Principal Salary (High)</b>	\$152,492	\$150,626
<b>Superintendent Salary</b>	\$285,674	\$260,243
<b>Percent of Budget for Teacher Salaries</b>	36%	34%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## 2020-21 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	23.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	5
Fine and Performing Arts	3
Foreign Language	7
Mathematics	0
Science	4
Social Science	6
<b>Total AP Courses Offered</b>	26

## Professional Development

The professional development provided at the site and district level aligns to the NVUSD Strategic Plan and LCAP goals with a specific focus on supporting distance learning in the current environment. All staff has access to online professional development focused on distance learning and hybrid learning, including but not limited to Google for Education, Parent Square, Peardeck, Zoom, Trauma-Informed Care, EdPuzzle, Screencastify, the Distance Learning Playbook, and more.

Furthermore, there is targeted support by content:

1. Social science teachers are participating in UC Berkeley History Project to revisit the framework through a social justice and equity lens.
2. Science teachers are receiving training in the newly adopted curriculum: Discovery Learning.
3. ELD teachers have access to Rosetta Stone training and professional development through CABE.
4. Dual Language Immersion teachers have access to dual-language training through CABE.
5. All staff will have training on Grading for Equity with Joe Feldman during the Spring semester.

Professional development is targeted at the site level on Visible Learning strategies, specifically to provide student and teacher clarity through the development of prioritized learning intentions, success criteria, common assessments and feedback. Cohorts of PLCs are participating in ongoing professional development with Michael McDowell. The Math 1 PLC has ongoing support from an onsite coach who is using student-centered coaching strategies to impact student progress and performance. All Learning Leaders and PLC Leaders are receiving training from Michael McDowell on collective efficacy, especially using strategies within the PLC meeting to inspect our impact on student progress and performance.

Napa High teachers have access to additional professional development based on request. Advanced Placement teachers have access to College Board Professional Development through AP Summer Institutes as well as cohort meetings to analyze AP data and take next steps to address access and learning. Teachers attend AVID training twice a year focused on content-specific or skill-specific development; this year the focus will be digital teaching and learning, language acquisition, and math discourse strategies. Professional development is approved based on alignment to the NVUSD Strategic Plan and school-wide initiatives; examples of professional development this year align to needs in math and creating an inclusive culture: CMA Conference, Xito Conference, and CABE. Counselors attend training to support students with academic planning, social and emotional well-being, and college admissions.

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

## Professional Development

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5

# Napa Valley Unified School District

## 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 Valley Unified School District
<b>Phone Number</b>	(707) 253-3511
<b>Superintendent</b>	Dr. Rosanna Mucetti
<b>Email Address</b>	<a href="mailto:rmucetti@nvusd.org">rmucetti@nvusd.org</a>
<b>District Website Address</b>	<a href="http://www.nvusd.org">www.nvusd.org</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
<b>All Students</b>	8860	NT	NT	NT	NT
<b>Female</b>	4290	NT	NT	NT	NT
<b>Male</b>	4567	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	13	NT	NT	NT	NT
<b>Asian</b>	233	NT	NT	NT	NT
<b>Black or African American</b>	186	NT	NT	NT	NT
<b>Filipino</b>	594	NT	NT	NT	NT
<b>Hispanic or Latino</b>	5111	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	23	NT	NT	NT	NT
<b>Two or More Races</b>	412	NT	NT	NT	NT
<b>White</b>	2288	NT	NT	NT	NT
<b>English Learners</b>	2036	NT	NT	NT	NT
<b>Foster Youth</b>	47	NT	NT	NT	NT
<b>Homeless</b>	538	NT	NT	NT	NT
<b>Military</b>	473	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	4917	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	393	NT	NT	NT	NT
<b>Students with Disabilities</b>	1157	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
<b>All Students</b>	8859	NT	NT	NT	NT
<b>Female</b>	4290	NT	NT	NT	NT
<b>Male</b>	4566	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	13	NT	NT	NT	NT
<b>Asian</b>	233	NT	NT	NT	NT
<b>Black or African American</b>	186	NT	NT	NT	NT
<b>Filipino</b>	594	NT	NT	NT	NT
<b>Hispanic or Latino</b>	5111	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	23	NT	NT	NT	NT
<b>Two or More Races</b>	412	NT	NT	NT	NT
<b>White</b>	2287	NT	NT		NT
<b>English Learners</b>	2036	NT	NT	NT	NT
<b>Foster Youth</b>	47	NT	NT	NT	NT
<b>Homeless</b>	538	NT	NT	NT	NT
<b>Military</b>	473	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	4917	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	393	NT	NT	NT	NT
<b>Students with Disabilities</b>	1156	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.