Napa High School

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

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Napa High School
Street	2475 Jefferson Street
City, State, Zip	Napa, CA 94558
Phone Number	(707) 253-3711
Principal	Ean Ainsworth
Email Address	ean_ainsworth@nvusd.org
School Website	https://napahigh.nvusd.org/
Grade Span	9-12
County-District-School (CDS) Code	28662662835601

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Napa High School is a comprehensive high school with a rich tradition serving the community of Napa for over 125 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.

2024-25 School Description and Mission Statement

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 themself 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	433
Grade 10	423
Grade 11	419
Grade 12	482
Total Enrollment	1,757

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.6
American Indian or Alaska Native	0.1
Asian	0.7
Black or African American	0.3
Filipino	0.5
Hispanic or Latino	76.8
Native Hawaiian or Pacific Islander	0.1
Two or More Races	1.8
White	19.7
English Learners	24.2
Foster Youth	0.3
Homeless	3
Migrant	9.2
Socioeconomically Disadvantaged	75.9
Students with Disabilities	13.3

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	70.40	84.50	661.40	87.82	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	1.20	4.40	0.59	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	3.67	30.20	4.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	1.92	22.40	2.98	12115.80	4.41
Unknown/Incomplete/NA	7.20	8.70	34.50	4.59	18854.30	6.86
Total Teaching Positions	83.30	100.00	753.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	64.60	82.57	647.70	88.56	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.50	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.20	1.56	13.40	1.84	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	2.55	22.50	3.08	11953.10	4.28
Unknown/Incomplete/NA	10.40	13.30	42.00	5.75	15831.90	5.67
Total Teaching Positions	78.30	100.00	731.40	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	62.60	84.18	618.90	87.87	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.86	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.60	4.96	30.00	4.27	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.90	1.21	21.20	3.02	11746.90	4.23
Unknown/Incomplete/NA	7.10	9.63	28.00	3.98	14303.80	5.15
Total Teaching Positions	74.40	100.00	704.30	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.20	0.20	1
Misassignments	2.80	1.00	2.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.00	1.20	3.6

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.60	1.00	0
Local Assignment Options	1.00	1.00	0.9
Total Out-of-Field Teachers	1.60	2.00	0.9

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.30	0	3.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.00	0	0

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

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

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	September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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%
Mathematics	Carnegie Learning High School Math Solution Integrated Math I MATHbook 4e, 2022 Carnegie Learning High School Math Solution Integrated Math II MATHbook 4e, 2022 Carnegie Learning High School Math Solution Integrated Math III MATHbook 4e, 2022 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%

Science	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%
History-Social Science	TCI: History Alive! World Connections TCI: History Alive! Pursuing American Ideals TCI: Econ Alive! The Power to Choose TCI: Government Alive! Power, Politics, and You American History: A Survey by Brinkley American History by Henretta A History of World Societies by McKay, Hill, Buckler, et al World Civilizations by Stearns American Government: Roots and Reform by O'Connor Geography Alive: Region and People	Yes	0%
Foreign Language	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%
Health	Glencoe Health/2001	Yes	0%
Visual and Performing Arts		Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

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	9/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	51	38	42	40	46	47
Mathematics (grades 3-8 and 11)	18	12	27	28	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	409	394	96.33	3.67	37.66
Female	194	189	97.42	2.58	45.74
Male	215	205	95.35	4.65	30.24
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	329	318	96.66	3.34	32.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	67	65	97.01	2.99	60.00
English Learners	93	88	94.62	5.38	10.34
Foster Youth	--	--	--	--	--
Homeless	18	17	94.44	5.56	23.53
Military	29	28	96.55	3.45	39.29
Socioeconomically Disadvantaged	312	300	96.15	3.85	30.10
Students Receiving Migrant Education Services	42	41	97.62	2.38	26.83
Students with Disabilities	50	47	94.00	6.00	4.26

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	408	393	96.32	3.68	11.76
Female	194	188	96.91	3.09	9.09
Male	214	205	95.79	4.21	14.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	329	318	96.66	3.34	7.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	67	64	95.52	4.48	31.25
English Learners	93	88	94.62	5.38	1.15
Foster Youth	--	--	--	--	--
Homeless	18	17	94.44	5.56	0.00
Military	29	28	96.55	3.45	7.14
Socioeconomically Disadvantaged	312	301	96.47	3.53	6.35
Students Receiving Migrant Education Services	42	41	97.62	2.38	7.32
Students with Disabilities	49	47	95.92	4.08	0.00

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	21.02	23.03	25.38	23.70	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	471	467	99.15	0.85	22.53
Female	246	243	98.78	1.22	22.63
Male	225	224	99.56	0.44	22.42
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	333	333	100.00	0.00	14.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	121	117	96.69	3.31	43.10
English Learners	77	77	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	6.67
Military	25	25	100.00	0.00	20.00
Socioeconomically Disadvantaged	348	346	99.43	0.57	15.36
Students Receiving Migrant Education Services	46	46	100.00	0.00	6.52
Students with Disabilities	59	57	96.61	3.39	0.00

2023-24 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: Manufacturing and Product Development, Medical Science, and Sustainable Construction. Manufacturing and Product Development as well as Medical Science are career pathways that offer professional certifications upon completion of the pathway.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	409
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	44.9
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	96.55
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	38.69

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95.8	91.3	89.4	93.6	92.7

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

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), Selecting Courses 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	2.5	2.6	4.2	3.0	4.3	5.5	7.8	8.2	8.9
Graduation Rate	94.9	94.1	95.1	93.6	92.4	93.0	87.0	86.2	86.4

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	448	426	95.1
Female	236	229	97.0
Male	212	197	92.9
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	318	300	94.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	11	10	90.9
White	112	109	97.3
English Learners	107	92	86.0
Foster Youth	--	--	--
Homeless	30	27	90.0
Socioeconomically Disadvantaged	346	326	94.2
Students Receiving Migrant Education Services	61	54	88.5
Students with Disabilities	47	45	95.7

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1824	1804	401	22.2
Female	875	867	195	22.5
Male	948	936	206	22.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	2	16.7
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	1404	1389	323	23.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	35	34	5	14.7
White	354	350	67	19.1
English Learners	474	466	127	27.3
Foster Youth	--	--	--	--
Homeless	96	93	23	24.7
Socioeconomically Disadvantaged	1405	1392	332	23.9
Students Receiving Migrant Education Services	198	196	46	23.5
Students with Disabilities	243	240	84	35.0

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	3.88	5.38	6.14	3.67	3.96	4.05	3.17	3.60	3.28
Expulsions	0.16	0.16	0.16	0.13	0.06	0.07	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.14	0.16
Female	5.14	0.11
Male	7.07	0.21
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.84	0.21
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.57	0.00
White	2.82	0.00
English Learners	9.07	0.21
Foster Youth	0.00	0.00
Homeless	2.08	0.00
Socioeconomically Disadvantaged	7.47	0.21
Students Receiving Migrant Education Services	5.05	0.00
Students with Disabilities	9.88	0.82

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

2024-25 School Safety Plan

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 was reviewed, updated, and approved by the Napa High School Site Council on October 15, 2024. 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 four campus supervisors monitoring the physical campus and engaging with students to ensure a safe physical environment.

Napa High School's 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

2024-25 School Safety Plan

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 worker, school psychologist, teachers, and case managers to provide wraparound services to provide services and ongoing support with systematic tracking and monitoring of effectiveness. Additionally, the MTSS team meets with teacher grade level teams twice monthly to share out updates on students receiving support through MTSS.

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	15	31	19
Mathematics	28	13	22	25
Science	30	7	14	17
Social Science	30	6	19	22

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	15	24	24
Mathematics	29	10	19	27
Science	31	4	12	19
Social Science	30	7	18	21

2023-24 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	16	32	17
Mathematics	28	12	19	24
Science	30	4	15	14
Social Science	30	10	7	27

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	418.33

2023-24 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.3
Resource Specialist (non-teaching)	
Other	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,808	$94	$7,714	$105,881
District	N/A	N/A	$6,297	$96,897
Percent Difference - School Site and District	N/A	N/A	20.2	8.9
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-33.1	8.0

Fiscal Year 2023-24 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. 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.
6. 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.
7. 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.
8. ELD Coach Release Period to support the success and monitoring of English Language Learners
9. The support of a consultant who specializes in Culturally Relevant Teaching and Learning to support refreshing the core and culturally relevant learning strategies.

Fiscal Year 2022-23 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$63,179	$59,551
Mid-Range Teacher Salary	$88,572	$93,855
Highest Teacher Salary	$115,266	$120,219
Average Principal Salary (Elementary)	$147,747	$151,525
Average Principal Salary (Middle)	$158,298	$158,215
Average Principal Salary (High)	$161,042	$171,087
Superintendent Salary	$350,819	$300,043
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	5%	5%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	25.4

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	4
Foreign Language	5
Mathematics	2
Science	3
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	29

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 a textbook adoption and are revisiting the framework through a social justice and

Professional Development

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 creating an Ecosystem of Carino in their work with Dr. Victor Rios

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.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5