

# North County Academy

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <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 <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).

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	North County Academy
<b>Street</b>	1640 Magnolia Ave.
<b>City, State, Zip</b>	Carlsbad, CA, 92008
<b>Phone Number</b>	760-547-2800
<b>Principal</b>	Stephen Gotowala
<b>E-mail Address</b>	stephen.gotowala@sdcoe.net
<b>Web Site</b>	www.sdcoe.net/nca
<b>CDS Code</b>	37-10371-1996545

District Contact Information	
District Name	San Diego County Office of Education
Phone Number	858-292-3500
Superintendent	Dr. Paul Gothold
E-mail Address	superintendent@sdcoe.net
Web Site	www.sdcoe.net

### School Description and Mission Statement (School Year 2017-18)

North County Academy (NCA) is a San Diego County Office of Education supplementary education program. The purpose of this program is to offer services designed to meet the academic and therapeutic needs of students with mental-health needs. The school serves students with Individual Education Plans from kindergarten through 12th grade. The goal of the school is to help students acquire the skills needed to re-integrate into a more comprehensive and less restrictive setting.

NCA staff is composed of a team of professionals who care about students and strive to create a positive environment for students struggling with significant mental health needs.

The program has a four-pronged focus:

1. **Academics:** NCA provides instruction and core curriculum that ensures that students remain on track with learning and credits. Our California-licensed special and general education teachers strive to provide engaging, rigorous, and relevant instruction to all students. NCA is WASC-accredited and provides “a-g” courses.
2. **Therapy:** NCA’s licensed therapists are on site every school day throughout the day and collaborate frequently with administration, teachers, and support staff. Therapists are available to support students in crisis as events arise during the school day. NCA’s therapists are trained to implement an array of research-based therapeutic approaches and are skilled at assessing which approach is most appropriate based on the student’s goals and needs.
3. **Environmental Supports:** NCA is on its own campus with many trained staff members. This allows the staff to implement environmental supports a comprehensive campus may struggle to provide. A few examples of the environmental supports provided at NCA are small class sizes, individualized adult attention to students’ emotional needs, and 100 percent student supervision.
4. **Positive Behavior Supports:** NCA’s staff members are trained in the theory and practice of positive behavioral interventions and supports, applied behavior analysis, and the principles of behavior. Positive incentives, privileges, research-based behavioral interventions and a caring authoritative approach are regularly implemented by staff with the intent of shaping positive student behaviors.

#### Core Values

1. North County Academy is a program that provides research-based therapeutic, academic, and behavioral strategies to facilitate positive and lasting change in students.
2. All students who attend North County Academy are entitled to engaging, relevant, and rigorous instruction.
3. The ultimate goal of North County Academy is to enable students to transition to their districts of residence by acquiring the skills necessary to permit their success in an authentic school setting.
4. The collaborative spirit and teamwork of NCA staff ensures that students who attend have a greater chance of attaining behavioral, academic, and therapeutic success.

**Student Enrollment by Grade Level (School Year 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	2
Grade 1	3
Grade 2	5
Grade 3	4
Grade 4	7
Grade 5	4
Grade 6	5
Grade 7	3
Grade 8	5
Grade 9	7
Grade 10	11
Grade 11	14
Grade 12	20
<b>Total Enrollment</b>	<b>90</b>

**Student Enrollment by Group (School Year 2016-17)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	6.7
American Indian or Alaska Native	0
Asian	3.3
Filipino	0
Hispanic or Latino	38.9
Native Hawaiian or Pacific Islander	0
White	44.4
Two or More Races	6.7
Socioeconomically Disadvantaged	43.3
English Learners	20
Students with Disabilities	100
Foster Youth	6.7

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	11.0	10	11.0	
<b>Without Full Credential</b>	0	1	0	
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

**Year and month in which data were collected:** July 2016

All textbooks and teaching materials used for instructional purposes at NCA align with state standards and frameworks.

For grades 6 through 12, textbooks align with the San Diego County Office of Education's most recent adoption list.

All students have their own textbook in each of their classes.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>Reading/Language Arts Elementary PEARSON Reading Street Grade K 2013 edition PEARSON Reading Street Grade 1 2013 edition PEARSON Reading Street Grade 2 2013 edition PEARSON Reading Street Grade 3 2013 edition PEARSON Reading Street Grade 4 2013 edition PEARSON Reading Street Grade 5 2013 edition</p> <p>Grades 6-8 Holt McDougal Literature 6 Holt McDougal Literature 7 Holt McDougal Literature 8</p> <p>High School Holt Literature &amp; Language Arts Third Course Holt Literature &amp; Language Arts Fourth Course Holt Literature &amp; Language Arts Fifth Course Holt Literature &amp; Language Arts Sixth Course</p>	Yes	0
<b>Mathematics</b>	<p>Elementary PEARSON enVision Math California Common Core 2015 edition Grade K PEARSON enVision Math California Common Core 2015 edition Grade 1 PEARSON enVision Math California Common Core 2015 edition Grade 2 PEARSON enVision Math California Common Core 2015 edition Grade 3 PEARSON enVision Math California Common Core 2015 edition Grade 4 PEARSON enVision Math California Common Core 2015 edition Grade 5</p> <p>Grades 6-8 Prentice Hall Mathematics Common Core Course 1 Prentice Hall Mathematics Common Core Course 2 Prentice Hall Mathematics Common Core Course 3</p> <p>High School Houghton Mifflin Math Prentice Hall Math Book 1 Prentice Hall Math Book 2 Prentice Hall Math Book 3 Prentice Hall Pre-Algebra Prentice Hall Algebra 1 2011 edition Prentice Hall Algebra 2 2011 edition Prentice Hall Geometry 2011 edition</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	Science Elementary PEARSON Interactive Science 2012 edition Grade K PEARSON Interactive Science 2012 edition Grade 1 PEARSON Interactive Science 2012 edition Grade 2 PEARSON Interactive Science 2012 edition Grade 3 PEARSON Interactive Science 2012 edition Grade 4 PEARSON Interactive Science 2012 edition Grade 5  Pearson Life Science (Science Explorer) Pearson Physical Science (Science Explorer) Prentice Hall Biology Prentice Hall Earth Science Prentice Hall Conceptual Physics	Yes	0
<b>History-Social Science</b>	History-Social Science Elementary PEARSON Scott Foresman History-Social Science for California 2006 edition Grade K PEARSON Scott Foresman History-Social Science for California 2006 edition Grade 1 PEARSON Scott Foresman History-Social Science for California 2006 edition Grade 2 PEARSON Scott Foresman History-Social Science for California 2006 edition Grade 3 PEARSON Scott Foresman History-Social Science for California 2006 edition Grade 4 PEARSON Scott Foresman History-Social Science for California 2006 edition Grade 5  McGraw Hill Discovering Our Past-A History of Our World McGraw Hill Discovering Our Past-A History of the United States  Prentice Hall World History (2007 California Edition) Prentice Hall United States History (2008 California Edition) Prentice Hall American Government (2006 California Edition)  Pearson World History The Modern World Pearson United States History Modern America Pearson Economics Principles in Action  A History of the World A History of the World Early Ages A History of the United States	Yes	0
<b>Foreign Language</b>	Edgenuity CA A through G Electronic/Online Curriculum	Yes	0

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

The school meets all standards and is in exemplary condition. No ongoing or planned improvements at this time. Maintenance needs are continually assessed and repairs are performed in a timely matter by the district facilities team.

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

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

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

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: Nov. 16, 2017</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Carpets worn in classrooms and admin building, lights out (10)
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			Built-in stairway lighting at both ends of the outdoor courts needs service
<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 Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: Nov. 16, 2017</b>				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
			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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	6	20	45	51	48	48
Mathematics (grades 3-8 and 11)	6	18	40	44	36	37

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

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	53	31	58.49	20
Male	36	23	63.89	17.39
Female	17	8	47.06	28.57
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	17	11	64.71	9.09
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	12	46.15	36.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	11	55	18.18
English Learners	--	--	--	--
Students with Disabilities	52	31	59.62	20
Foster Youth	--	--	--	--

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

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



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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	53	33	62.26	18.18
Male	36	25	69.44	24
Female	17	8	47.06	0
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	17	10	58.82	10
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	16	61.54	31.25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	12	60	8.33
English Learners	--	--	--	--
Students with Disabilities	52	33	63.46	18.18
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	18	35	10	47	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## Career Technical Education Programs (School Year 2016-17)

North County Academy provides two courses geared toward preparation for work:

- 1) Independent Living Skills is an elective credit class that is taken by all students at NCA. This class focuses on life skills, but includes career assessments and inventories, resume writing, etc.
- 2) Work Experience is an elective class available to students who are interested in an internship. NCA's work-readiness counselor helps students identify an internship in the community and supports them in the position. The grade is determined by attendance and a report submitted by the employer rating the student's work performance.

## Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	50
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Parents come to the school site regularly to participate in family therapy and individualized educational plan meetings. Teachers and therapists communicate with parents regularly regarding therapeutic and academic progress.

For 2017-2018 six parent engagement nights with training and informational context are scheduled.

NCA also has a parent advisory group composed of parent volunteers, the NCA principal, the NCA vice principal, and NCA's therapeutic services manager. This team meets regularly to focus on LCAP goals and Special Education Local Plan Area Community Advisory Committee goals.

## State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	80	22.2	7.1	57.3	60.4	58.8	11.5	10.7	9.7
Graduation Rate	0	44.44	71.43	9.11	11.98	20.68	80.95	82.27	83.77

### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	80.95	57.21	87.11
Black or African American	33.33	54.84	79.19
American Indian or Alaska Native	100	66.67	80.17
Asian	0	72.22	94.42
Filipino	0	50	93.76
Hispanic or Latino	100	54.14	84.58
Native Hawaiian/Pacific Islander	0	33.33	86.57
White	100	77.27	90.99
Two or More Races	60	60	90.59
Socioeconomically Disadvantaged	72.73	55.46	85.45
English Learners	100	50.21	55.44
Students with Disabilities	80.95	57.64	63.9
Foster Youth	75	66.67	68.19

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	22.5	24.0	20.4	4.3	4.4	5.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

North County Academy -Emergency Procedures

Most recently reviewed date: Feb. 1, 2018

Each year North County Academy reviews and updates their Comprehensive School Safety Plan with all staff. The North County Academy School Safety Plan covers:

- \* Our mission statement
- \* School programs and practices
- \* Child abuse reporting procedures
- \* Disaster response procedures (including tactical information)
- \* Suspension and expulsion policies
- \* Procedures for notifying teachers about dangerous pupils
- \* Discrimination and harassment policy
- \* School-wide dress code prohibiting gang attire
- \* Safe ingress and egress (including tactical information)
- \* Safe and orderly environment
  - a. Policies and procedures on positive school climate
  - b. Assessment of the current status
    1. Component 1: School climate: People and programs
    2. Component 2: Physical environment: Place
- \* Rules and procedures on school discipline
- \* Hate crimes policed and procedures
- \* Bully prevention policies and procedures

The school safety plan is a public document and is readily available for inspection at the school site and at the county office.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	25

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

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

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	13	1							12	1		
4									6	1		
6					1	1			1	1		
Other					7	3			8	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

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

Subject	2014-15			Avg. Class Size	2015-16			Avg. Class Size	2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	8	5		5	9			3	16					
Mathematics	9	5		2	1			2	11					
Science	8	5		7	4			4	8					
Social Science	9	4		4	6			2	19					

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	8	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	1	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist	0	N/A
Other	23	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$45,181	45,181	45,181	\$73,338
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$6,574	
Percent Difference: School Site and State	N/A	N/A		

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

**Types of Services Funded (Fiscal Year 2016-17)**

County Office of Education schools are not required to display this data. (Education Code Section 41409.3).

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

**Advanced Placement (AP) Courses (School Year 2016-17)**

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

Cells with N/A values do not require data.

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

**Professional Development (Most Recent Three Years)**

Professional development and training are planned based on student academic and behavior data, the characteristics and needs of the unique student population we serve, and state mandates.

The following is a list of training provided to staff over the previous school year at NCA:

- |                                   |  |
|-----------------------------------|--|
| Multi-Tiered Systems of Support   | Zones of Regulation                            |
| Common Core Training and Coaching | Behavior De-escalation Training                |
| Trauma-Informed Care              | Engagement Strategies                          |
| Collaborative Problem Solving     | Relationship Training                          |
| Universal Design                  | Multiple Response Strategies                   |
| Curriculum-Based Measures         | Positive Behavioral Interventions and Supports |
| Data Collection                   | Principles of Behavior Training                |
| Reading Assessment                | Behavior Intervention Case Management Training |
| Reading Intervention              | IEP training                                   |
| Close Reading                     | Non-Violent Physical Intervention              |
| Social Thinking                   |  |