

# North County Academy

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### Internet Access

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

## About This School

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

Entity	Contact Information
<b>School Name</b>	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>Email Address</b>	stephen.gotowala@sdcoe.net
<b>Website</b>	www.sdcoe.net/nca
<b>County-District-School (CDS) Code</b>	37-10371-1996545

Entity	Contact Information
<b>District Name</b>	San Diego County Office of Education
<b>Phone Number</b>	858-292-3500
<b>Superintendent</b>	Dr. Paul Gothold
<b>Email Address</b>	superintendent@sdcoe.net
<b>Website</b>	www.sdcoe.net

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

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 Individualized Education Programs from kindergarten through grade 12. 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 made up 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 ensure that students remain on track with learning and credits. Our California-licensed special education 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 not be able 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% student supervision.
4. **Positive Behavioral Supports:** NCAs 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. NCA 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 NCA are entitled to engaging, relevant, and rigorous instruction.
3. The ultimate goal of NCA 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 2018-19)

Grade Level	Number of Students
Kindergarten	2
Grade 1	3
Grade 2	3
Grade 3	5
Grade 4	5
Grade 5	6
Grade 6	3
Grade 7	3
Grade 8	10
Grade 9	6
Grade 10	11
Grade 11	11
Grade 12	15
<b>Total Enrollment</b>	<b>83</b>

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

Student Group	Percent of Total Enrollment
Black or African American	6
American Indian or Alaska Native	3.6
Asian	2.4
Filipino	1.2
Hispanic or Latino	47
White	30.1
Two or More Races	8.4
Socioeconomically Disadvantaged	42.2
English Learners	19.3
Students with Disabilities	100
Foster Youth	7.2
Homeless	8.4

## A. Conditions of Learning

### State Priority: Basic

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

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

## Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	11	10	9	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

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

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

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

Year and month in which data were collected: July 2019

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	<p>Elementary</p> <p>PEARSON enVision Math California Common Core 2015 edition Grade K</p> <p>PEARSON enVision Math California Common Core 2015 edition Grade 1</p> <p>PEARSON enVision Math California Common Core 2015 edition Grade 2</p> <p>PEARSON enVision Math California Common Core 2015 edition Grade 3</p> <p>PEARSON enVision Math California Common Core 2015 edition Grade 4</p> <p>PEARSON enVision Math California Common Core 2015 edition Grade 5</p> <p>Grades 6-8</p> <p>Prentice Hall Mathematics Common Core Course 1</p> <p>Prentice Hall Mathematics Common Core Course 2</p> <p>Prentice Hall Mathematics Common Core Course 3</p> <p>High School</p> <p>Houghton Mifflin Math</p> <p>Prentice Hall Math Book 1</p> <p>Prentice Hall Math Book 2</p> <p>Prentice Hall Math Book 3</p> <p>Prentice Hall Pre-Algebra</p> <p>Prentice Hall Algebra 1 2011 edition</p> <p>Prentice Hall Algebra 2 2011 edition</p> <p>Prentice Hall Geometry 2011 edition</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	<p>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</p> <p>McGraw Hill Discovering Our Past-A History of Our World  McGraw Hill Discovering Our Past-A History of the United States</p> <p>Prentice Hall World History (2007 California Edition)  Prentice Hall United States History (2008 California Edition)  Prentice Hall American Government (2006 California Edition)</p> <p>Pearson World History The Modern World  Pearson United States History Modern America  Pearson Economics Principles in Action</p> <p>A History of the World  A History of the World Early Ages  A History of the United States</p>	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. There are no ongoing or planned improvements at this time. Maintenance needs are continually assessed and repairs are performed in a timely manner 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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Carpets worn in classrooms and administration building. Stained and missing ceiling tile.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Built-in stairway lighting at both ends of the outdoor courts needs service.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	3	21	52	54	50	50
Mathematics (grades 3-8 and 11)	12	6	44	40	38	39

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

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

### CAASPP Test Results in ELA by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	43	35	81.40	18.60	20.59
Male	30	27	90.00	10.00	23.08
Female	13	8	61.54	38.46	12.50
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	20	16	80.00	20.00	25.00
Native Hawaiian or Pacific Islander					
White	19	15	78.95	21.05	14.29
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	15	13	86.67	13.33	15.38
<b>English Learners</b>	--	--	--	--	--
<b>Students with Disabilities</b>	41	33	80.49	19.51	21.88
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	42	37	88.10	11.90	5.56
<b>Male</b>	30	28	93.33	6.67	7.14
<b>Female</b>	12	9	75.00	25.00	0.00
<b>Black or African American</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>					
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	20	17	85.00	15.00	11.76
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	18	16	88.89	11.11	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	15	14	93.33	6.67	7.69
<b>English Learners</b>	--	--	--	--	--
<b>Students with Disabilities</b>	40	35	87.50	12.50	5.88
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--

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

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

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

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

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

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

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

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

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 Readiness is available to students who are interested in how to write a resume, fill out a job application, and learning interview skills. 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 2018-19)**

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

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	25.93
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

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

## C. Engagement

### State Priority: Parental Involvement

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

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

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

Parents come to the school site regularly to participate in family therapy and individualized education program meetings. Teachers and therapists communicate with parents regularly regarding therapeutic and academic progress. Parents/guardians have access to daily program data on their student.

For 2019-2020 six parent engagement nights with training and informational context are scheduled.

NCA also has a parent advisory group made up of parent volunteers, the NCA principal, the NCA vice principal, and NCA's therapeutic services manager. This team meets regularly to focus on Local Control and Accountability Plan 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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	7.1	22.2	26.7	58.8	57.8	50.7	9.7	9.1	9.6
Graduation Rate	71.4	44.4	33.3	20.7	23.1	26.1	83.8	82.7	83

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

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	20.4	34.3	35.7	5.8	7.7	3.7	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

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

North County Academy -Emergency Procedures

Most recently reviewed date: 12/10/19

Each year North County Academy reviews and updates its Comprehensive School Safety Plan with all staff members. 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 policies and procedures
- \* Bullying prevention policies and procedures

The school safety plan is a public document and is readily available for inspection at the school site, at the North Coastal Consortium for Special Education, and SDCOE's Special Education department.

## 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.

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

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	12	1			5	1			13	1		
3					5	1						
4	6	1										
5					7	1						
6	1	1			3	1						
Other**	8	1			15	1			11	1		

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

\*\* "Other" category is for multi-grade level classes.

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

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	3	16			3	12			3	9		
Mathematics	2	11			3	14			4	8		
Science	4	8			3	10			2	7		
Social Science	2	19			4	12			5	7		

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

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

Title	Ratio
Academic Counselors*	.0

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

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

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.0

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$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	\$7,506.64	
Percent Difference - School Site and State	N/A	N/A	145.5	

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

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

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

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

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

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 <https://www.cde.ca.gov/ds/fd/cs/>.

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

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



Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Social Science		N/A
All courses		

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

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

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 topics provided to staff over the previous school year at NCA:

- Multi-Tiered System of Supports
- Common Core training and coaching
- Trauma-informed care
- Collaborative problem solving
- Universal design
- Curriculum-based measures
- Data collection
- Reading assessment
- Reading intervention
- Close reading
- Social thinking
- Zones of regulation
- Behavior de-escalation training
- Engagement strategies
- Relationship training
- Multiple response strategies
- Positive behavioral interventions and supports
- Principles of behavior
- Behavior intervention case management
- Individualized Education Program training
- Non-Violent physical intervention
- Restorative Practices
- Trauma-informed care

All staff development takes place every Thursday of the school year from 1:15 to 2:45 p.m. Staff development topics include academics, therapeutic approach, and behavioral training.