

North County Academy

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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).

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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	North County Academy
Street	1640 Magnolia Ave.
City, State, Zip	Carlsbad, CA, 92008
Phone Number	760-307-1226
Principal	Stephen Gotowala
Email Address	stephen.gotowala@sdcoe.net
Website	www.sdcoe.net/nca
County-District-School (CDS) Code	37-10371-1996545

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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:** 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. 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 2019-2020)

Grade Level	Number of Students
Kindergarten	2
Grade 1	2
Grade 2	3
Grade 3	4
Grade 4	4
Grade 5	3
Grade 6	2
Grade 7	3
Grade 9	7
Grade 10	8
Grade 11	8
Grade 12	16
Total Enrollment	62

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	6.5
Asian	1.6
Hispanic or Latino	51.6
Native Hawaiian or Pacific Islander	1.6
White	32.3
Two or More Races	4.8
Socioeconomically Disadvantaged	45.2
English Learners	19.4
Students with Disabilities	100
Foster Youth	4.8
Homeless	6.5

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	10	9	8	
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	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: July 2020

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	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 Grades 6-8 Holt McDougal Literature 6 Holt McDougal Literature 7 Holt McDougal Literature 8 High School Holt Literature & Language Arts Third Course Holt Literature & Language Arts Fourth Course Holt Literature & Language Arts Fifth Course Holt Literature & Language Arts Sixth Course	Yes	0
Mathematics	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	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	PEARSON enVision Math California Common Core 2015 edition Grade 5 Grades 6-8 Prentice Hall Mathematics Common Core Course 1 Prentice Hall Mathematics Common Core Course 2 Prentice Hall Mathematics Common Core Course 3 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		
Science	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
History-Social Science	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	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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		
Foreign Language	Edgenuity CA A-G Electronic/Online Curriculum	Yes	0

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

School Facility Conditions and Planned Improvements

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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: May 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Carpets worn in classrooms and administration building. Stained and missing ceiling tile.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Built-in stairway lighting at both ends of the outdoor courts needs service.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	21	N/A	54	N/A	50	N/A
Mathematics (grades 3-8 and 11)	6	N/A	40	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	5	N/A	34	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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 (CTE) Participation (School Year 2019-2020)

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
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	84.62
2018-19 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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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 via google drive and through our Student Information System (Synergy).

For 2020-21, six parent engagement nights with training and informational context are scheduled. Due to the COVID-19 pandemic, our parent engagement nights will be hosted via Zoom.

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 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
Dropout Rate	22.2	26.7	--	57.8	50.7	41.7	9.1	9.6	9
Graduation Rate	44.4	33.3	--	23.1	26.1	35.8	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	34.3	35.7	7.7	3.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.6	4.4	2.5
Expulsions	0	0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

North County Academy - Emergency Procedures

Most recently reviewed date: 12/10/2020

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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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	5	1			13	1						
3	5	1							3	1		
5	7	1										
6	3	1							3	1		
Other**	15	1			11	1			8	2		

*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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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+
English Language Arts	3	12			3	9			4	11		
Mathematics	3	14			4	8			2	10		
Science	3	10			2	7			4	6		
Social Science	4	12			5	7			3	14		

*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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

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	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	20.5

*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 2018-2019)

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		\$107,329.00
Percent Difference - School Site and District	N/A	N/A		-37.6
State	N/A	N/A	\$7,750	
Percent Difference - School Site and State	N/A	N/A	141.4	

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

Types of Services Funded (Fiscal Year 2019-2020)

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

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

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 2019-2020)

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		

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	35

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 Support
- 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.