

# North County Academy

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	North County Academy
<b>Street</b>	1640 Magnolia Ave.
<b>City, State, Zip</b>	Carlsbad, CA, 92008
<b>Phone Number</b>	760-307-1226
<b>Principal</b>	Stephen Gotowala
<b>Email Address</b>	stephen.gotowala@sdcoe.net
<b>School Website</b>	<a href="https://www.sdcoe.net/student-services/special-education/Pages/north-county-">https://www.sdcoe.net/student-services/special-education/Pages/north-county-</a>
<b>County-District-School (CDS) Code</b>	37-10371-1996545

## 2021-22 District 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>District Website Address</b>	www.sdcoe.net

## 2021-22 School Overview

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.

## 2021-22 School Overview

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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	3
Grade 1	3
Grade 2	3
Grade 3	4
Grade 4	2
Grade 5	3
Grade 6	4
Grade 7	2
Grade 8	4
Grade 9	2
Grade 10	9
Grade 11	7
Grade 12	11
<b>Total Enrollment</b>	<b>57</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.8
Asian	1.8
Black or African American	5.3
Hispanic or Latino	52.6
Two or More Races	5.3
White	33.3
English Learners	21.1
Foster Youth	1.8
Homeless	5.3
Socioeconomically Disadvantaged	40.4
Students with Disabilities	100

## A. Conditions of Learning

### State Priority: Basic

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

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

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

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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

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.

Year and month in which the data were collected

Dec. 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	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	Yes	0

	<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>		
<b>Science</b>	<p>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</p> <p>DISCOVERY EDUCATION Science Techbook California Grade 6  DISCOVERY EDUCATION Science Techbook California Grade 7  DISCOVERY EDUCATION Science Techbook California Grade 8</p> <p>DISCOVERY EDUCATION Science Techbook California NGSS 2016 (HS)  DISCOVERY EDUCATION Science Techbook Biology NGSS 2016 (HS)  DISCOVERY EDUCATION Science Techbook Earth &amp; Space Science NGSS 2016 (HS)  DISCOVERY EDUCATION Science Techbook Physics NGSS 2016 (HS)  DISCOVERY EDUCATION Science Techbook Chemistry NGSS 2016 (HS)  DISCOVERY EDUCATION Science Techbook California Grades 9-12 The Living Earth</p>	Yes	0
<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>	Yes	0

	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		
<b>Foreign Language</b>	Edgenuity CA A-G Electronic/Online Curriculum	Yes	0
<b>Health</b>	Edgenuity CA A-G Electronic/Online Curriculum	Yes	0
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## 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.

**Year and month of the most recent FIT report**

May 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Carpets worn in classrooms and administration building. Stained and missing ceiling tile. Roof Leak from Mechanical Unit in Admin building
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	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 Rate**

Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

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

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	28	NT	NT	NT	NT
<b>Female</b>	11	NT	NT	NT	NT
<b>Male</b>	17	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	14	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	28	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	28	NT	NT	NT	NT
Female	11	NT	NT	NT	NT
Male	17	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	14	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	--	N/A	2.48	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	14	10	71.43	28.57	--
<b>Female</b>	--	--	--		
<b>Male</b>	--	--	--		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	10	71.43	28.57	--

## 2020-21 Career Technical Education Programs

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.

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

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	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	13.79
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

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

#### 2021-22 Opportunities for Parental Involvement

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 2021-22, six parent engagement nights with training and informational context are scheduled. NCA will continue to follow safety precautions from our previous school year and 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.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	--	--	--	41.7	52.7	24.8	9.0	8.9	9.4
Graduation Rate	--	--	--	35.8	45.1	41.3	84.5	84.2	83.6

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--

<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	--	--	--
<b>English Learners</b>	0.0	0.0	0.0
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

### 2020-21 Chronic Absenteeism by Student Group

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	72	65	25	38.5
<b>Female</b>	30	28	10	35.7
<b>Male</b>	42	37	15	40.5
<b>American Indian or Alaska Native</b>	1	0	0	0.0
<b>Asian</b>	1	1	0	0.0
<b>Black or African American</b>	3	3	2	66.7
<b>Filipino</b>	0	0	0	0.0
<b>Hispanic or Latino</b>	36	33	14	42.4
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0.0
<b>Two or More Races</b>	5	4	0	0.0
<b>White</b>	26	24	9	37.5
<b>English Learners</b>	16	15	4	26.7
<b>Foster Youth</b>	1	1	0	0.0
<b>Homeless</b>	1	1	1	100.0
<b>Socioeconomically Disadvantaged</b>	34	29	15	51.7
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0
<b>Students with Disabilities</b>	72	65	25	38.5



## C. Engagement

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	35.65	4.17	3.70	0.14	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	24.73	1.71	2.45
Expulsions	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.17	0.00
Female	3.33	0.00
Male	4.76	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.56	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.85	0.00
English Learners	12.50	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

## 2021-22 School Safety Plan

North County Academy - Emergency Procedures

Most recently reviewed date: 12/9//2021

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

## 2021-22 School Safety Plan

Consortium for Special Education, and SDCOE's Special Education department.

### D. Other SARC Information

### Information Required in the SARC

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

### 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	1		
1				
2				
3				
4				
5				
6				
Other	11	1		

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3	3	1		
4				
5				
6	3	1		
Other	8	2		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	3	1		
Other	13	2		

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	9		
Mathematics	4	8		
Science	2	7		
Social Science	5	7		

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	11		
Mathematics	2	10		
Science	4	6		
Social Science	3	14		

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	9		
Mathematics	3	8		
Science	3	4		
Social Science	5	5		

## 2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	\$53,835	\$53,835	0	\$94,159
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		11%
State			\$8,444	
Percent Difference - School Site and State	N/A	N/A	-200.0	

## 2020-21 Types of Services Funded

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

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
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		

## 2020-21 Advanced Placement (AP) Courses

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

### Percent of Students in AP Courses

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	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b>	<b>0</b>

## Professional Development

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 1:45 to 2:45 p.m. Staff development topics include academics, therapeutic approach, and behavioral training.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5



# San Diego County Office of Education

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	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>District Website Address</b>	www.sdcoe.net

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	423	222	52.48	47.52	12.44
Female	169	83	49.11	50.89	17.28
Male	254	139	54.72	45.28	9.56
American Indian or Alaska Native	--	--	--	--	--
Asian	12	9	75.00	25.00	--
Black or African American	43	27	62.79	37.21	11.11
Filipino	--	--	--	--	--
Hispanic or Latino	304	159	52.30	47.70	12.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	10	58.82	41.18	--
White	40	12	30.00	70.00	9.09
English Learners	142	76	53.52	46.48	5.33
Foster Youth	35	18	51.43	48.57	5.56
Homeless	340	238	70.00	30.00	15.65
Military	0	0	0	0	0
Socioeconomically Disadvantaged	312	177	56.73	43.27	14.53
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	133	51	38.35	61.65	2.00

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	423	211	49.88	50.12	1.91
<b>Female</b>	169	77	45.56	54.44	0.00
<b>Male</b>	254	134	52.76	47.24	2.99
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	12	8	66.67	33.33	--
<b>Black or African American</b>	43	26	60.47	39.53	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	304	151	49.67	50.33	1.33
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	17	9	52.94	47.06	--
<b>White</b>	40	12	30.00		8.33
<b>English Learners</b>	142	72	50.70	49.30	1.39
<b>Foster Youth</b>	35	16	45.71	54.29	0.00
<b>Homeless</b>	340	226	66.47	33.53	1.80
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	312	169	54.17	45.83	1.20
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	133	41	30.83	69.17	0.00