

North County Academy

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School 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
School Website	https://www.sdcoe.net/student-services/special-education/Pages/north-county-
County-District-School (CDS) Code	37-10371-1996545

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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 twelve. 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 Specialized Academic Instruction and Common Core Curriculum to ensure that students remain on track with learning and credits. Our California-licensed special education strive to provide engaging, rigorous, and relevant instruction to all students. NCA is WASC-accredited and provides an option for “a-g” courses with online classes through Edgenuity.
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 a stand-alone 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 a high level of adult supervision of all students.
4. **Positive Behavioral Supports:** NCA 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.

2023-24 School Description and Mission Statement

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.

Students First / Relationships Matter / Whatever it takes

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	1
Grade 1	4
Grade 2	5
Grade 3	3
Grade 4	3
Grade 5	8
Grade 7	1
Grade 8	2
Grade 9	5
Grade 10	10
Grade 11	6
Grade 12	11
Total Enrollment	59

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39%
Male	61%
Black or African American	8.5%
Hispanic or Latino	55.9%
Two or More Races	6.8%
White	28.8%
English Learners	15.3%
Foster Youth	6.8%
Migrant	1.7%
Socioeconomically Disadvantaged	55.9%
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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.50	22.71	243.30	65.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	7.00	1.90	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.90	1.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.40	48.57	86.90	23.38	12115.80	4.41
Unknown	2.00	28.57	30.50	8.23	18854.30	6.86
Total Teaching Positions	7.00	100.00	371.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.50	28.11	250.20	62.37	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	11.30	2.82	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	5.56	11.70	2.92	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	5.56	91.90	22.91	11953.10	4.28
Unknown	5.40	60.67	36.00	8.98	15831.90	5.67
Total Teaching Positions	9.00	100.00	401.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.50
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	3.40	0.50
Total Out-of-Field Teachers	3.40	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 and each student is assigned a chromebook

Year and month in which the data were collected

Nov. 2023

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	Yes	0

	<p>PEARSON enVision Math California Common Core 2015 edition Grade 1 PEARSON enVision Math California Common Core 2015 edition Grade 2 PEARSON enVision Math California Common Core 2015 edition Grade 3 PEARSON enVision Math California Common Core 2015 edition Grade 4 PEARSON enVision Math California Common Core 2015 edition Grade 5</p> <p>Grades 6-8 Prentice Hall Mathematics Common Core Course 1 Prentice Hall Mathematics Common Core Course 2 Prentice Hall Mathematics Common Core Course 3</p> <p>High School Houghton Mifflin Math Prentice Hall Math Book 1 Prentice Hall Math Book 2 Prentice Hall Math Book 3 Prentice Hall Pre-Algebra Prentice Hall Algebra 1 2011 edition Prentice Hall Algebra 2 2011 edition Prentice Hall Geometry 2011 edition</p>		
Science	<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 & 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
History-Social Science	History-Social Science Elementary	Yes	0

	PEARSON Scott Foresman History-Social Science for California 2006 edition Grade K PEARSON Scott Foresman History-Social Science for California 2006 edition Grade 1 PEARSON Scott Foresman History-Social Science for California 2006 edition Grade 2 PEARSON Scott Foresman History-Social Science for California 2006 edition Grade 3 PEARSON Scott Foresman History-Social Science for California 2006 edition Grade 4 PEARSON Scott Foresman History-Social Science for California 2006 edition Grade 5 McGraw Hill Discovering Our Past-A History of Our World McGraw Hill Discovering Our Past-A History of the United States Prentice Hall World History (2007 California Edition) Prentice Hall United States History (2008 California Edition) Prentice Hall American Government (2006 California Edition) Pearson World History The Modern World Pearson United States History Modern America Pearson Economics Principles in Action A History of the World A History of the World Early Ages A History of the United States		
Foreign Language	Edgenuity CA A-G Electronic/Online Curriculum	Yes	0
Health	Edgenuity CA A-G Electronic/Online Curriculum	Yes	0

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

8/8/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural:	X			

School Facility Conditions and Planned Improvements

Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	0	6	52	47	47	46
Mathematics (grades 3-8 and 11)	10	0	38	36	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	28	20	71.43	28.57	5.56
Female	--	--	--	--	--
Male	19	11	57.89	42.11	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	13	12	92.31	7.69	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	11	73.33	26.67	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	28	20	71.43	28.57	5.56

2022-23 CAASPP Test Results in Math by Student Group

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

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	28	20	71.43	28.57	0.00
Female	--	--	--	--	--
Male	19	11	57.89	42.11	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	13	10	76.92	23.08	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	12	80.00	20.00	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	28	20	71.43	28.57	0.00

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	--	--	4.23	3.70	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	18	10	55.56	44.44	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	8	61.54	38.46	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	10	55.56	44.44	--

2022-23 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, filling out applications, interview skills, applying for colleges, managing a budget, etc.
- 2) Work Readiness is available to students who are interested in how to write a resume, fill out a job application, and learn interview skills. NCA's work-readiness teacher and staff member 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. Students who are on a work permit will also receive 5 elective credits per semester based on employer rating, and hours worked.
- 3) Transitional Age Youth (TAY) is an elective credit class that operates off the Transition to Independence Process (TIP) Model to offer strength-based, non-stigmatizing, future-focused services.

NCA is currently working to improve the Work Readiness program for the 2023-2024 school year.

2022-23 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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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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.

2023-24 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). Frequent updates are provided to parents via Blackboard Connect (Phone Call, Text Message and Email) For 2023-2024, there are 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, NCA Principal, School Psychologist, Lead Teacher, and Behavioral Lead. 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	--	--	30.8	24.8	18.9	18.6	9.4	7.8	8.2
Graduation Rate	--	--	15.4	41.3	52.4	48	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	13	2	15.4
Female	--	--	--
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	13	2	15.4

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	87	81	45	55.6
Female	34	31	14	45.2
Male	53	50	31	62.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	7	5	5	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	43	40	19	47.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	5	3	60.0
White	30	30	18	60.0
English Learners	11	11	2	18.2
Foster Youth	8	7	6	85.7
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	48	44	26	59.1
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	87	81	45	55.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	4.17	32.93	34.48	0.14	1.26	2.30	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	34.48	0
Female	14.71	0
Male	47.17	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	27.91	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	33.33	0
English Learners	9.09	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	39.58	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	34.48	0

2023-24 School Safety Plan

North County Academy - Emergency Procedures

Most recently reviewed date: 10/12/2023

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 crime, policies and procedures
- Bullying prevention policies and procedures

2023-24 School Safety Plan

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 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.

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
6	3	1		
Other	13	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	4	1		
Other	8	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	1	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	8	3	0	0

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		

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	5		
Mathematics	2	7		
Science	4	4		
Social Science	2	10		

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	5	0	0
Mathematics	3	8	0	0
Science	8	3	0	0
Social Science	5	5	0	0

2022-23 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	0

2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	2
Other	11.8

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$136,567	\$136,411	\$156	\$90,503
District	N/A	N/A	\$14,147	
Percent Difference - School Site and District	N/A	N/A	-195.6	-9.61%
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	-190.8	2.25%

Fiscal Year 2022-23 Types of Services Funded

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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/csl/>.

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		

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

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
- PBIS Positive Behavior Intervention and Supports

All staff development takes place every Thursday of the school year from 1:45 to 3:15 p.m. Staff development topics include Academics, therapeutic approach / trauma informed care, and behavior trainings.

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5