

# North Area Community School

## 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

<b>School Name</b>	North Area Community School
<b>Street</b>	4000 Pinell Street
<b>City, State, Zip</b>	Sacramento, CA 95838
<b>Phone Number</b>	(916) 228-2073
<b>Principal</b>	Craig Bradford
<b>Email Address</b>	cbradford@scoe.net
<b>School Website</b>	www.scoe.net
<b>County-District-School (CDS) Code</b>	34-10348-0106245

## 2023-24 District Contact Information

<b>District Name</b>	Sacramento County Office of Education (SCOE)
<b>Phone Number</b>	(916) 228-2500
<b>Superintendent</b>	David W. Gordon
<b>Email Address</b>	dgordon@scoe.net
<b>District Website</b>	www.scoe.net

## 2023-24 School Description and Mission Statement

### Principal's Message

North Area Community School is dedicated to helping youth reach their full potential academically, behaviorally, and socially. While the focus at North Area Community School is academic success, teachers and staff understand that before learning can occur, we must first address deeper issues that often impeded academic success. Once emotional needs are addressed, students can increase their academic competencies, earn credit, gain job skills, graduate from high school, develop self-efficacy, and transition into a post-secondary environment. In addition to providing strong social-emotional supports, the staff works with students to develop an individual success plan created to help set realistic goals they can accomplish while at our school. Our students engage in data-driven instruction designed to accelerate learning based on the student's individual strengths. We provide a small campus setting with a modified schedule that allows staff and students to forge close, trusting relationships. Each student is encouraged to participate in mentoring and extracurricular activities. Guest speakers, assemblies, field trips, vocational goal setting, career exploration/readiness, and academic tutoring are all available for our students.

North Area Community School serves students in grades 7-12, who live within school districts in the north and northwest portions of Sacramento County and may be referred by school districts, the Probation Department, or School Attendance Review Boards (SARBs). Our curriculum is aligned to California State Standards and is infused with career technical education to provide learning experiences for each student. Our goal is to address the needs of students who would benefit from a nontraditional school setting. We treat each student with dignity and respect and create an environment where students thrive. Students typically attend the school for two semesters before returning to their home district or completing their education with a high school diploma.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	1
Grade 11	89
Grade 12	51
Total Enrollment	141

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.9%
Male	51.1%
American Indian or Alaska Native	2.1%
Asian	2.1%
Black or African American	27%
Hispanic or Latino	44%
Two or More Races	7.1%
White	14.9%
English Learners	13.5%
Foster Youth	5.7%
Homeless	24.8%
Socioeconomically Disadvantaged	82.3%
Students with Disabilities	16.3%

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.50	19.41	107.70	71.67	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	9.50	6.34	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	6.10	4.10	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.20	80.59	13.60	9.10	12115.80	4.41
<b>Unknown</b>	0.00	0.00	13.10	8.77	18854.30	6.86
<b>Total Teaching Positions</b>	2.70	100.00	150.30	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.80	37.89	91.60	63.50	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	9.00	6.23	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	12.70	8.86	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.00	41.41	18.80	13.08	11953.10	4.28
<b>Unknown</b>	1.00	20.70	11.90	8.30	15831.90	5.67
<b>Total Teaching Positions</b>	4.80	100.00	144.30	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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

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	1.00
Local Assignment Options	2.20	1.00
<b>Total Out-of-Field Teachers</b>	2.20	2.00

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<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)	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

The quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school are sufficient in each of the core curriculum areas:

- Reading/Language Arts
- Mathematics
- Science
- History-Social Science
- Health
- Visual and Performing Arts

Each student is provided the appropriate textbook and instructional material in all of the core areas.

Year and month in which the data were collected

July 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Adopted 06/2016: <ul style="list-style-type: none"> <li>• SpringBoard (CollegeBoard),</li> <li>• Inside/Edge (National Geographic Learning/Cengage Learning),</li> </ul>	Yes	0
<b>Mathematics</b>	Adopted 06/2015: <ul style="list-style-type: none"> <li>• California Math (McGraw Hill),</li> <li>• Integrated High School Math 1, 2, 3 (Pearson)</li> </ul>	Yes	0
<b>Science</b>	SCOE began an NGSS Science materials adoption in the 2019-20 school year. Due to COVID 19 we were unable to complete the adoption and implementation as planned. The adoption committee will complete adoption by June 2024. Adopted 08/2008: <ul style="list-style-type: none"> <li>• Physical Science (Glencoe),</li> <li>• Earth Science (AGS),</li> <li>• Life Science (Glencoe)</li> <li>• Life Science (AGS)</li> <li>• Biology: Cycles of Life (Pearson Publishing/AGS)</li> <li>• Physical Science (Pearson Publishing/AGS)</li> <li>• Pacemaker Biology (Pearson Publishing/AGS)</li> <li>• Concepts and Challenges in Life, Earth and Physical Sciences (Pearson/AGS)</li> </ul>	Yes	0
<b>History-Social Science</b>	Adopted May 2018 <ul style="list-style-type: none"> <li>• Discovering Our Past: A History of the United States, Early Years (McGraw Hill-Networks)</li> <li>• Discovering Our Past: A History of the World, Early Ages (McGraw Hill-Networks)</li> <li>• Discovering Our Past: A History of the United States (McGraw Hill-Networks)</li> <li>• United States History and Geography (McGraw Hill-Networks)</li> </ul>	Yes	0

- United States History and Geography, Modern Times (McGraw Hill-Networks)
- United States Government: Our Democracy (McGraw Hill-Networks)
- Understanding Economics (McGraw Hill-Networks)

## School Facility Conditions and Planned Improvements

North Area Community High School consists of six student classroom areas, a multipurpose room and an administration building. A safe and clean environment is provided for students and staff by full-time SCOE maintenance and custodial personnel assigned to the site. All necessary repairs are addressed and completed promptly using a work order System. Cleaning schedules ensure proper cleaning of the site on a daily, weekly and quarterly basis. Ongoing inspections ensure the site meets or exceeds good repair standards.

Year and month of the most recent FIT report

January 2024

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			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<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).

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	33	24	24	47	46
Mathematics (grades 3-8 and 11)	0	0	17	16	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
<b>All Students</b>	55	3	5.45	94.55	--
<b>Female</b>	32	1	3.13	96.87	--
<b>Male</b>	23	2	8.70	91.30	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	15	1	6.67	93.33	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	22	2	9.09	90.91	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	12	0	0.00	100.00	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	18	1	5.56	94.44	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	47	3	6.38	93.62	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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
<b>All Students</b>	55	1	1.82	98.18	--
<b>Female</b>	32	0	0.00	100.00	--
<b>Male</b>	23	1	4.35	95.65	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	15	0	0.00	100.00	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	22	1	4.55	95.45	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	12	0	0.00	100.00	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	17	0	0.00	100.00	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	47	1	2.13	97.87	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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
<b>Science</b> (grades 5, 8 and high school)		--	5.61	5.51	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
<b>All Students</b>	21	2	9.52	90.48	--
<b>Female</b>	--	--	--	--	--
<b>Male</b>	12	1	8.33	91.67	--
<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>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	15	2	13.33	86.67	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2022-23 Career Technical Education Programs

Students at North Area Community School engage in CTE courses in Construction Technology to assist them in preparing for college and career upon transition from high school. All students are encouraged to participate in at least one of these CTE opportunities. Students also have the option of applying to participate in summer career exploration and prepping courses that are two or four weeks in length. Career Technical teachers and staff work in collaboration with the academic teachers to infuse core curriculum into their vocational instruction. Students with disabilities are enrolled in the SCOE Workability program to assist them in obtaining employment

## 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

Research shows that strong parental/guardian involvement leads to student success at school. Parents interested in partnering with the school are encouraged to contact North Area Community School for additional information regarding becoming a member of the School Site Council or participating in other school and district advisory meetings. For more information on parental involvement, contact Principal Craig Bradford at (916) 228-2073.

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	19	17.9	23.6	28.8	23.2	28.8	9.4	7.8	8.2
Graduation Rate	27.6	29.5	35.5	26	37.2	30.5	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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	110	39	35.5
<b>Female</b>	53	20	37.7
<b>Male</b>	57	19	33.3
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	26	12	46.2
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	50	14	28.0
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	16	7	43.8
<b>English Learners</b>	20	3	15.0
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	62	24	38.7
<b>Socioeconomically Disadvantaged</b>	106	38	35.8
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	18	6	33.3

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	287	240	117	48.8
Female	136	115	52	45.2
Male	151	125	65	52.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	1	33.3
Asian	9	8	3	37.5
Black or African American	78	70	28	40.0
Filipino	2	1	1	100.0
Hispanic or Latino	123	97	51	52.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	27	22	13	59.1
White	38	33	18	54.5
English Learners	39	28	14	50.0
Foster Youth	21	16	12	75.0
Homeless	84	74	33	44.6
Socioeconomically Disadvantaged	240	201	94	46.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	41	38	27	71.1

### 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	0.00	0.00	0.00	0.16	8.81	9.97	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.12	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	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	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

Last updated: February 25, 2023

Emergency preparedness manuals were developed with staff input and are accessible in each classroom and office. The manuals contain information on emergency procedures, hostage situations, natural disasters, acts of violence, and health and safety issues. The school's staff and students participate in the required evacuation practices.

The school also has "on-call" support and services of the Twin Rivers Unified School District's police force. Safety practices and procedures are reviewed and updated regularly.



## 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				
Mathematics				
Science				
Social Science				

## 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				
Mathematics				
Science				
Social Science				

## 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	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	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	470

## 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)	0.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

## 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	\$17,149	\$6,020	\$11,129	\$96,683
District	N/A	N/A	\$8,043	
Percent Difference - School Site and District	N/A	N/A	32.2	
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	37.6	

## Fiscal Year 2022-23 Types of Services Funded

The Special Education staff at SCOE provides special education services to students who attend North Area Community School. These students' needs have been identified in an Individualized Education Program (IEP) developed by a school district or a county office education program team. Students attending the North Area Community School receive special education services through the Resource Specialist Program, which is staffed by credentialed special education teachers and special education technician.

## 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
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

The Sacramento County Office of Education's education staff possesses expertise in helping students from various backgrounds reach their potential. To continuously enhance our practice, our team participates in a variety of site and district-wide professional development experiences each year. Topics include classroom restorative practices/discussion, differentiated instruction, civic engagement, project-based learning, review, analysis of data, and curriculum-specific training in English-Language Arts, mathematics, and social studies. Our goal is to provide students with a challenging learning

Professional Development

environment respectful of their interests, short and long-term goals, and needs related to graduation and post-secondary preparation. Our team’s continuous learning is integral to meeting this goal.

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		