North Area Community School
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/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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/ 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/ 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

School Name	North Area Community School
Street	4000 Pinell Street
City, State, Zip	Sacramento, CA 95838
Phone Number	(916) 228-2073
Principal	Lisa Alcalá
Email Address	lalcala@scoe.net
County-District-School (CDS) Code	34-10348-0106245

2021-22 District Contact Information

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

2021-22 School Overview

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, and transition into a post-secondary environment. Besides 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 non-traditional 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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	2
Grade 11	84
Grade 12	22
Total Enrollment	108

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3
Male	53.7
Asian	2.8
Black or African American	22.2
Filipino	1.9
Hispanic or Latino	49.1
Native Hawaiian or Pacific Islander	2.8
Two or More Races	9.3
White	10.2
English Learners	17.6
Foster Youth	5.6
Homeless	22.2
Socioeconomically Disadvantaged	83.3
Students with Disabilities	16.7

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

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

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

2019-20 Class Assignments

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

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	September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 06/2016: • SpringBoard (CollegeBoard), • Inside/Edge (National Geographic Learning/Cengage Learning), • Read 180 (Houghton Mifflin Harcourt Intervention)	Yes	0
Mathematics	Adopted 06/2015: • California Math (McGraw Hill), • Integrated High School Math 1, 2, 3 (Pearson)	Yes	0
Science	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 2022. Adopted 08/2008: • Physical Science (Glencoe), • Earth Science (AGS), • Life Science (Glencoe) • Life Science (AGS) • Biology: Cycles of Life (Pearson Publishing/AGS) • Physical Science (Pearson Publishing/AGS) • Pacemaker Biology (Pearson Publishing/AGS) • Concepts and Challenges in Life, Earth and Physical Sciences (Pearson/AGS)	Yes	0
History-Social Science	Adopted May 2018 • Discovering Our Past: A History of the United States, Early Years (McGraw Hill-Networks) • Discovering Our Past: A History of the World, Early Ages (McGraw Hill-Networks) • Discovering Our Past: A History of the United States (McGraw Hill-Networks) • United States History and Geography (McGraw Hill-Networks)	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	March 2021

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: Structural Damage, Roofs	X			
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).

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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (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
All Students	137	NT	NT	NT	NT
Female	63	NT	NT	NT	NT
Male	74	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	43	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	58	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	NT	NT	NT	NT
White	18	NT	NT	NT	NT
English Learners	11	NT	NT	NT	NT
Foster Youth	14	NT	NT	NT	NT
Homeless	102	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	121	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	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	137	NT	NT	NT	NT
Female	63	NT	NT	NT	NT
Male	74	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	43	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	58	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	NT	NT	NT	NT
White	18	NT	NT	NT	NT
English Learners	11	NT	NT	NT	NT
Foster Youth	14	NT	NT	NT	NT
Homeless	102	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	121	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	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.

Renaissance Learning Student Groups	Renaissance Learning Total Enrollment	Renaissance Learning Number Tested	Renaissance Learning Percent Tested	Renaissance Learning Percent Not Tested	Renaissance Learning Percent At or Above Grade Level
All Students	137	9	7%	93%	0.0%

*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.

Renaissance Learning Student Groups	Renaissance Learning Total Enrollment	Renaissance Learning Number Tested	Renaissance Learning Percent Tested	Renaissance Learning Percent Not Tested	Renaissance Learning Percent At or Above Grade Level
All Students	137	9	7%	93%	22%

*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
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	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
All Students	18	NT	NT	NT	NT
Female	--	NT	NT	NT	NT
Male	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	--	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	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Students at North Area Community School engage in CTE courses in Construction and Early Childhood Development to assist them in preparing for college and career upon transition from high school. All students are encouraged to participated in at least one of these CTE opportunities. 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

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	38
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	0
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

Parent 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 Lisa Alcalá or Principal Craig Bradford at (916) 228-2074.

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	14.1	8.3	19.0	20.5	18.5	28.8	9.0	8.9	9.4
Graduation Rate	29.5	28.3	27.6	31.3	27.6	26.0	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	105	29	27.6
Female	39	13	33.3
Male	66	16	24.2
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	27	7	25.9
Filipino	0	0	0.00
Hispanic or Latino	45	12	26.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	16	5	31.3
English Learners	12	3	25.0
Foster Youth	12	4	33.3
Homeless	58	19	32.8
Socioeconomically Disadvantaged	102	28	27.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	15	5	33.3

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	223	164	106	64.6
Female	98	76	48	63.2
Male	125	88	58	65.9
American Indian or Alaska Native	2	0	0	0.0
Asian	7	6	4	66.7
Black or African American	63	43	32	74.4
Filipino	2	2	2	100.0
Hispanic or Latino	95	77	45	58.4
Native Hawaiian or Pacific Islander	3	2	1	50.0
Two or More Races	16	10	6	60.0
White	32	23	16	69.6
English Learners	27	16	13	81.3
Foster Youth	16	12	9	75.0
Homeless	79	67	38	56.7
Socioeconomically Disadvantaged	196	150	96	64.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	29	22	16	72.7

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	6.67	0.00	11.53	0.16	3.47	0.20
Expulsions	0.00	0.00	0.06	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	2.49	6.24	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	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Last updated: February 26, 2021
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.

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	5	12		
Mathematics	8	6		
Science	4	9		
Social Science	6	10		

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	270

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)	0.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0
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 teach 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	$10,196	$4,633	$5,563	$96,169
District	N/A	N/A	$2,595	
Percent Difference - School Site and District	N/A	N/A	72.8	7.0
State			$8,444	
Percent Difference - School Site and State	N/A	N/A	-41.1	13.0

2020-21 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.

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
Total AP Courses Offered	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 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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Sacramento County Office of Education (SCOE)
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

District Name	Sacramento County Office of Education (SCOE)
Phone Number	(916) 228-2500
Superintendent	David W. Gordon
Email Address	Dgordon@scoe.net
District Website Address	www.scoe.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	754	43	5.70	94.30	2.33
Female	288	17	5.90	94.10	0.00
Male	466	26	5.58	94.42	3.85
American Indian or Alaska Native	--	--	--	--	--
Asian	39	3	7.69	92.31	--
Black or African American	170	6	3.53	96.47	--
Filipino	--	--	--	--	--
Hispanic or Latino	308	18	5.84	94.16	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	74	1	1.35	98.65	--
White	143	15	10.49	89.51	6.67
English Learners	99	9	9.09	90.91	--
Foster Youth	40	0	0.00	100.00	--
Homeless	250	2	0.80	99.20	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	472	11	2.33	97.67	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	179	43	24.02	75.98	2.33

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	754	47	6.23	93.77	2.13
Female	288	19	6.60	93.40	0.00
Male	466	28	6.01	93.99	3.57
American Indian or Alaska Native	--	--	--	--	--
Asian	39	3	7.69	92.31	--
Black or African American	170	6	3.53	96.47	--
Filipino	--	--	--	--	--
Hispanic or Latino	308	19	6.17	93.83	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	74	3	4.05	95.95	--
White	143	16	11.19		6.25
English Learners	99	10	10.10	89.90	--
Foster Youth	40	0	0.00	100.00	--
Homeless	250	2	0.80	99.20	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	472	12	2.54	97.46	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	179	47	26.26	73.74	2.13