

North Area Community School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 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	Craig Bradford
Email Address	cbradford@scoe.net
School Website	www.scoe.net
Grade Span	7-12
County-District-School (CDS) Code	34-10348-0106245

2025-26 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	www.scoe.net

2025-26 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

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	9
Grade 7	56
Grade 8	76
Grade 9	1
Grade 10	8
Grade 11	16
Grade 12	114
Total Enrollment	280

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.3
Male	55.7
American Indian or Alaska Native	1.1
Asian	1.8
Black or African American	22.9
Filipino	0.7
Hispanic or Latino	41.4
Native Hawaiian or Pacific Islander	1.8
Two or More Races	7.5
White	22.5
English Learners	11.4
Foster Youth	2.5
Homeless	18.2
Socioeconomically Disadvantaged	67.9
Students with Disabilities	11.8

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.

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)	1.8	37.89	91.6	63.5	234405.2	84
Intern Credential Holders Properly Assigned	0	0	9	6.23	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	12.7	8.86	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	41.41	18.8	13.08	11953.1	4.28
Unknown/Incomplete/NA	1	20.7	11.9	8.3	15831.9	5.67
Total Teaching Positions	4.8	100	144.3	100	279044.8	100

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.

2022-23 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)	1.3	30.72	69.5	52.14	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6	4.5	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	28.6	21.45	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3	69.28	20	15.02	11746.9	4.23
Unknown/Incomplete/NA	0	0	9.1	6.88	14303.8	5.15
Total Teaching Positions	4.3	100	133.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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	40	71	42.24	230039.4	100
Intern Credential Holders Properly Assigned	0	0	7.5	4.49	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	53.1	31.59	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3	60	19.9	11.88	12112.8	4.34
Unknown/Incomplete/NA	0	0	16.4	9.78	13705.8	4.91
Total Teaching Positions	5	100	168.2	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	1.00	3	3
Total Out-of-Field Teachers	2.00	3	3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

2025-26 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, a ChromeBook and instructional material in all of the core areas.

Year and month in which the data were collected

July 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 06/2016: • SpringBoard (CollegeBoard),	0
Mathematics	Adopted 06/2015: • California Math (McGraw Hill), • Integrated High School Math 1, 2, 3 (Pearson)	0
Science	Adopted 2023 Stemscopes CA NGSS	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) • United States History and Geography, Modern Times (McGraw Hill-Networks)	0

	- United States Government: Our Democracy (McGraw Hill-Networks) - Understanding Economics (McGraw Hill-Networks)	
Health	Edgenuity	0
Visual and Performing Arts	Edgenuity	0

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

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

August 2025

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).

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)		8	27	29	47	48
Mathematics (grades 3-8 and 11)		1	20	22	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	173	156	90.17	9.83	7.84
Female	73	61	83.56	16.44	6.67
Male	100	95	95.00	5.00	8.60
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	37	33	89.19	10.81	6.06
Filipino	0	0	0	0	0
Hispanic or Latino	52	45	86.54	13.46	8.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	16.67
White	57	52	91.23	8.77	5.88
English Learners	16	15	93.75	6.25	0.00
Foster Youth	--	--	--	--	--
Homeless	29	25	86.21	13.79	12.50
Military	0	0	0	0	0
Socioeconomically Disadvantaged	107	92	85.98	14.02	5.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	0.00

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	173	158	91.33	8.67	0.65
Female	73	61	83.56	16.44	0.00
Male	100	97	97.00	3.00	1.06
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	37	32	86.49	13.51	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	52	47	90.38	9.62	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	7.14
White	57	53	92.98	7.02	0.00
English Learners	16	16	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	29	26	89.66	10.34	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	107	93	86.92	13.08	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	12	6.11	12.57	4.88	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	158	133	84.18	15.82	6.11
Female	75	64	85.33	14.67	6.35
Male	83	69	83.13	16.87	5.88
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	36	31	86.11	13.89	3.23
Filipino	--	--	--	--	--
Hispanic or Latino	68	55	80.88	19.12	3.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	12	80.00	20.00	16.67
White	32	30	93.75	6.25	10.34
English Learners	21	18	85.71	14.29	0.00
Foster Youth	--	--	--	--	--
Homeless	37	31	83.78	16.22	6.45
Military	--	--	--	--	--
Socioeconomically Disadvantaged	113	91	80.53	19.47	4.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	92.86	7.14	0.00

2024-25 Career Technical Education Programs

North Area Community School offers Career Technical Education (CTE) programs aligned with the California CTE Model Curriculum Standards pursuant to Education Code Section 51226. Students may participate in the following pathways: Construction (Building and Construction Trades sector), Horticulture (Agriculture and Natural Resources sector), and Culinary Arts (Hospitality, Tourism, and Recreation sector). These programs integrate academic instruction with hands-on, career-focused learning.

CTE program sequences are conducted directly by the Sacramento County Office of Education (SCOE) and are taught by credentialed CTE instructors. Academic and CTE teachers collaborate to align vocational instruction with core academic standards. Students with disabilities may also participate in the SCOE WorkAbility program to support job readiness and employment as part of transition planning.

CTE programs are supported by a district-level CTE Advisory Committee that includes representatives from local industry, workforce development, and postsecondary partners. The committee provides guidance on program alignment with labor market needs and industry standards. The primary district representative is the SCOE CTE Director.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	26
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	200
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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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.

2025-26 Opportunities for Parental Involvement

North Area Community School recognizes families as essential partners in student success and promotes meaningful involvement of parents and guardians in school programs and decision-making, in alignment with Title I family engagement requirements. Research demonstrates that active family engagement contributes to improved student attendance and academic achievement. Parents and guardians are encouraged to take part in the School Site Council (SSC) and the Community School Steering Committee (CSSC), where they can share input on school priorities, programs, and the allocation

2025-26 Opportunities for Parental Involvement

of Title I and supplemental funding.

The school provides family engagement activities, regular teacher check-ins, and ongoing communication to strengthen collaboration between home and school. Through partnerships with community-based organizations and nonprofit agencies, North Area Community School also connects families with additional supports, including counseling services, mentoring opportunities, college and career guidance, and referrals to community resources.

Parents and guardians who are interested in partnering with the school are encouraged to contact North Area Community School to learn more about available participation opportunities. For additional information, families may contact Principal Craig Bradford or Vice Principal Jenn Kunkle 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	23.6	26.2	20.2	28.8	27.1	24.5	8.2	8.9	8
Graduation Rate	35.5	25.2	25	30.5	34.8	36.8	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	104	26	25.0
Female	53	16	30.2
Male	51	10	19.6
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	24	9	37.5
Filipino	--	--	--
Hispanic or Latino	52	9	17.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	14	4	28.6
White	11	4	36.4
English Learners	24	5	20.8
Foster Youth	--	--	--
Homeless	45	10	22.2
Socioeconomically Disadvantaged	98	25	25.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	514	467	136	29.1
Female	242	217	61	28.1
Male	272	250	75	30.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	1	7.7
Black or African American	116	107	36	33.6
Filipino	--	--	--	--
Hispanic or Latino	226	203	58	28.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	43	38	14	36.8
White	99	90	22	24.4
English Learners	65	58	12	20.7
Foster Youth	13	13	6	46.2
Homeless	103	100	33	33.0
Socioeconomically Disadvantaged	392	357	113	31.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	55	48	14	29.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	5.84	9.97	4.93	5.45	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.12	0.02	0.25	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.84	0.00
Female	3.72	0.00
Male	7.72	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.03	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.98	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	11.63	0.00
White	9.09	0.00
English Learners	1.54	0.00
Foster Youth	15.38	0.00
Homeless	6.80	0.00
Socioeconomically Disadvantaged	6.63	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.45	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

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.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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				

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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				

2024-25 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	433.33

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.35
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$20,907	\$6,167	\$14,741	\$92,584
District	N/A	N/A	\$8,043	
Percent Difference - School Site and District	N/A	N/A	58.8	
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	27.8	

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2024-25 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	0

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

Professional Development

The Sacramento County Office of Education provides ongoing professional learning to support instructional practices that improve literacy outcomes and promote equitable access to learning for all students. School staff participate in site-based and districtwide professional development aligned to findings and recommendations from the Black Student Landscape Analysis, with an emphasis on culturally responsive instruction, inclusive classroom practices, and student engagement.

Professional development topics include literacy instruction across content areas, data review and analysis, professional learning community (PLC) collaboration, restorative classroom practices, differentiated instruction, and curriculum-aligned training in English language arts, mathematics, and social studies. These efforts are designed to strengthen instructional consistency, support academic growth, and address identified achievement gaps.

Ongoing staff learning supports the school’s goal of providing a rigorous and supportive learning environment that reflects students’ interests, experiences, and academic needs, while preparing them for graduation and postsecondary pathways.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	7	7