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California Department of Education
School Accountability Report Card
Reported Using Data from the 20&1–22 School Year
Published During 2022–23

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Northern California Preparatory School

Address: 6046 Lemon Hill Ave. Sacramento, CA 95824   **Phone:** (916) 383-6222
Principal: Daneen Johnson, MS   **Grade Span:** 6th-12th

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 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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

➢ For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

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.

Throughout this document the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.

About This School

School Contact Information – Most Recent Year

School Name	Northern California Preparatory School
Street	6046 Lemon Hill Ave
City, State, Zip	Sacramento, CA 95824
Phone Number	916-383-6222
Principal	Daneen Johnson, MS
E-mail Address	djohnson@ncpsschool.com
Web Site	www.ncpsschool.com
County-District-School (CDS) Code	34674397085590

School Description and Mission Statement – Most Recent Year

The Northern California Preparatory School, fully accredited by the Western Association of Schools and Colleges as well as the California Department of Education, is a highly specialized school serving students with mild to moderate autism, spectrum disabilities, learning disabilities, and emotional disabilities.

The NCPS campus is located in South Sacramento on a spacious 5 acres with a self contained Independent Living Skills Program for certificate track students and a spacious 10,000 sq ft facility for the diploma track students. In this nurturing educational and therapeutic environment, students are able to succeed both academically and socially. All teachers are credentialed by the state of California and class sizes are kept small to ensure an optimal learning environment.

NCPS offers different ability levels to students with learning differences. The programs, courses of study and instructional methods are based on educational research and curricular standards. This provides students the opportunity to learn and achieve their fullest potential while experiencing success.

NCPS standards-based curriculum follows state and district guidelines. Lessons integrate participation by students in a small group setting. Emphasis is placed on how the lesson connects and relates to the world around them. Research shows that students with learning disabilities require explicit instruction in learning how to learn. Therefore students are taught organization, time-management, note-taking, and test-taking strategies.

NCPS focuses on our student's future as well as their present levels of academic success. Throughout the course of study at NCPS, students are being prepared to enter various post graduation environments such as community college, universities or the work force. Every year Seniors tour local colleges, meet with college counselors and plan the transition to college life.

NCPS also offers high school aged students opportunities to gain valuable vocational training through enriched curriculum, career awareness and exploration, pre-employment skills and work experiences. Students 16 years and older may participate in paid on-campus employment.

The NCPS Autism Program is designed for students with mild-moderate cognitive delays and challenges with social communication. This integrated educational and therapeutic program utilizes ABA techniques to promote academics, independent living skills, social and emotional development and socially appropriate communication skills. NCPS will focus on implementing interventions that are practical, successful and accessible.

NCPS also provides on-site support services including individual therapy, group therapy, social skills training, social development groups, speech and language therapy, occupational therapy, functional behavior analysis and behavior support plans.

Student Enrollment by Grade Level (School Year 20&1–22)

Grade Level	Number of Students
Kindergarten	x
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	3
Grade 8	0
Ungraded Elementary	0
Grade 9	Á
Grade 10	Áß
Grade 11	11
Grade 12	11
Ungraded Secondary	15
Total Enrollment	Í 2

Student Enrollment by Student Group (School Year 20&1–22)

Student Group	Percent of Total Enrollment
Black or African American	Á6
American Indian or Alaska Native	2
Asian	H
Filipino	G
Hispanic or Latino	6
Native Hawaiian or Pacific Islander	0
White	H6
Two or More Races	0
Socioeconomically Disadvantaged	DPC
English Learners	0
Students with Disabilities	Í2
Foster Youth	1

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

Teacher Credentials

Teachers	School 2019–20	School 2020–&1	School 20&1–22	District 20&1–22
With Full Credential	5	6	8	x
Without Full Credential	3	2	1	x
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	x

Teacher Misassignments and Vacant Teacher Positions

Indicator	2019–20	2020–&1	20&1–22
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Core Academic Classes Taught by Highly Qualified Teachers
(School Year 20&1–22)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	x	x
High-Poverty Schools in District	x	x
Low-Poverty Schools in District	x	x

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

Year and month in which the data were collected: 2/2022

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			
Mathematics			
Science	NCPS Provides all students with State or LEA stand core curriculum		
History-Social Science			
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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

School Facility Conditions and Planned Improvements – Most Recent Year

The Northern California Preparatory School is located on a gated 5 acre property in South Sacramento. The outdoor area consists of a volleyball court, playing fields, basketball court, swing sets and play structure, garden area, green house and outdoor patio area. The indoor facility consists of over 12,000 square feet of usable space. This space consists of 7 classrooms, music room, OT Room, Speech Room, cafeteria, conference room, kitchen, laundry facility and staff offices.

NCPS takes great efforts to ensure that the entire campus and indoor facility are clean, safe and fully functional. NCPS ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. The indoor facility is cleaned and sanitized on a daily basis.

School Facility Good Repair Status – Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed

- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month in which the data were collected: _____2/2022_____

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x			
Interior: Interior Surfaces	x			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	x			
Electrical: Electrical	x			No repairs needed
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 – Most Recent Year

Year and month in which the data were collected: _____2/2022_____

Overall Rating	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], Science California Standards Tests); and

- The percentage of pupils 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

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2019–20	2020–&1	20&1–22	2019–20	2020–&1	20&1–22	2019–20	2020–&1	20&1–22
Science (grades 5, 8, and 10)	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC	DPC

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science
(School Year 20&1–22)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	DPC
All Students at the School	DPC
Male	DPC
Female	DPC
Black or African American	DPC
American Indian or Alaska Native	DPC
Asian	DPC
Filipino	DPC
Hispanic or Latino	DPC
Native Hawaiian or Pacific Islander	DPC
White	DPC
Two or More Races	DPC
Socioeconomically Disadvantaged	DPC
English Learners	DPC
Students with Disabilities	DPC
Students Receiving Migrant Education Services	DPC
Foster Youth	DPC

Note: Scores are not shown 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.

Career Technical Education Participation (School Year 20&1–22)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	N/A
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
20&$–2%Pupils Enrolled in Courses Required for UC/CSU Admission	0
20&$–2%Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcome

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results for Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2019–20	2020–&1	20&1–22	2019–20	2020–&1	20&1–22	2019–20	2020–21	20&1–22
English Language Arts	DPC	DPC	Maintained at each student's District Office and included in District results						DPC
Mathematics	DPC	DPC							DPC

Note: 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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 20&1–22) (if applicable)

Student Group	English Language Arts	Mathematics

	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA						
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino			Information maintained at the students district			
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						
Foster Youth						

Note: 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.

California Physical Fitness Test Results (School Year 20&1–22)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5			
7		Information maintained at the students district	
9			

Note: 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.

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 for the school district and each schoolsite

Opportunities for Parental Involvement – Most Recent Year

Research states that students are more successful in school when parents are involved in their child's education. The goal of NCPS is to continue to strengthen communication between school staff and parents to improve students' academic achievement and to provide an overall positive school environment. Parents are encouraged to participate in Open Houses, Gratuity Café, Drama Performances, Talent Shows and other school events and activities.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2019–20	2020–21	2021–22	2019–20	2020–21	2021–22	2019–20	2020–21	2021–22
Dropout Rate	2%	0%	1%	DPC	DPC	DPC	DPC	DPC	DPC
Graduation Rate	82%	10Ã	84Ã	DPC	DPC	DPC	DPC	DPC	DPC

Completion of High School Graduation Requirements – Graduating Class of 2021

Group	School	District	State
All Students	18	DPC	DPC
Black or African American	3	DPC	DPC
American Indian or Alaska Native	0	DPC	DPC
Asian	2	DPC	DPC
Filipino	0	DPC	DPC
Hispanic or Latino	1	DPC	DPC
Native Hawaiian or Pacific Islander	0	DPC	DPC
White	12	DPC	DPC
Two or More Races	0	DPC	DPC
Socioeconomically Disadvantaged	x	DPC	DPC
English Learners	1	DPC	DPC
Students with Disabilities	0	DPC	DPC
Foster Youth	0	DPC	DPC

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

Rate	School			District			State		
	2019–20	2020–&1	20&1–22	2019–20	2020–&1	20&1–22	2019–20	2020–&1	20&1–22
Suspensions	0	0	0	DPC	DPC	DPC	DPC	DPC	DPC
Expulsions	0	0	0	DPC	DPC	DPC	DPC	DPC	DPC

School Safety Plan – Most Recent Year

NCPS has participated in Safe Schools Trainings and has implemented a "Safe School Plan" to address any potential problem areas. The following items were discussed at the training:
1. Overall Positive School Climate
2. Emergency Plan - Fire
3. Emergency Plan – Natural Disaster
4. Emergency Plan – Threat to Positive School Environment
5. Reporting Child Abuse
6. Bullying
7. Wellness Plan

This plan is a work in progress as NCPS continues to see the most current information and advice from subject matter experts.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 20&1–22)

AYP Criteria	School	District	State
Made AYP Overall			
Met Participation Rate – English Language Arts			
Met Participation Rate – Mathematics			
Met Percent Proficient – English Language Arts	Available upon request		
Met Percent Proficient – Mathematics			
Met Attendance Rate			
Met Graduation Rate			

Federal Intervention Program (School Year 20&1–22)

Indicator	School	District

Program Improvement Status			
First Year of Program Improvement		Available upon request	
Year in Program Improvement			
Number of Schools Currently in Program Improvement			
Percent of Schools Currently in Program Improvement			

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2019–20 Number of Classes*			Avg. Class Size	2020–21 Number of Classes*			Avg. Class Size	2021–22 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	F€	7	x	x	7	7	x	x	Ï	7	x	x
Mathematics	F€	7	x	x	7	7	x	x	Ï	7	x	x
Science	F€	7	x	x	7	7	x	x	Ï	7	x	x
Social Science	F€	7	x	x	7	7	x	x	Ï	7	x	x

* Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	x	DPL
Counselor (Social/Behavioral or Career Development)	2	32
Library Media Teacher (librarian)	x	N/A
Library Media Services Staff (paraprofessional)	x	N/A
Psychologist	x	N/A
Social Worker	x	N/A
Nurse	x	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	x	N/A
Other	x	N/A

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

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site				
District				
Percent Difference – School Site and District		Available upon request		
State				
Percent Difference – School Site and State				

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

Teacher and Administrative Salaries (Fiscal Year 2021–22)

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)	Available upon request	
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement Courses (School Year 2021–22)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		
English		
Fine and Performing Arts		
Foreign Language	Available upon request	
Mathematics		
Science		
Social Science		
All Courses		

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

* Where there are student course enrollments.

Note: AP means Advanced Placement.

Professional Development – Most Recent Three Years

To ensure all NCPS teachers and staff are highly trained and qualified, it is essential that the staff participate in regular professional development. Although it may be an inconvenience for parents during training days, NCPS believes that in order for our teachers and staff to be as effective as possible, we must continually expand our knowledge and skills to implement the best educational practices to ensure students are provided the opportunities to improve their overall academic performance and achievement levels.

The primary focus of the NCPS staff development is for academic enhancement and providing quality programs for Autism Spectrum Students. Common Core Curriculum is the focus for the diploma track academics at NCPS. Teachers participate in trainings to better understand and teach the Common Core Curriculums. Teachers participate in after school trainings and workshops, as well as receive individualized mentoring.

The majority of the NCPS student population is Autism Spectrum related, therefore our emphasis in staff development centers around research, new behavior techniques and also teaching techniques for Autism Spectrum students. NCPS hires experts in the field to introduce new training techniques related to both behaviors and academics. Staff also attends community trainings in field of autism.

NCPS will schedule five (5) staff development days per school year. If a training should occur throughout the school year that the administrations feels is beneficial to the NCPS program, a staff development day may then be added in addition to the regularly scheduled days. Staff development days usually result in minimum days for the students and rarely result in students missing an entire day of academic instruction.