

Nevada County Special Education
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address: 400 Hoover Ln.
Nevada City, CA , 95959-2944

Principal: Eli Gallup, Associate Superintendent of
Special Education

Phone: (530) 265-0611

Grade Span:

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 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.

About This School

Eli Gallup, Associate Superintendent of Special Education

📍 Principal, Nevada County Special Education

About Our School

No message.

Contact

Nevada County Special Education
400 Hoover Ln.
Nevada City, CA 95959-2944

Phone: [\(530\) 265-0611](tel:5302650611)

Email: egallup@nevco.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Nevada County Office of Education
Phone Number	(530) 265-0611
Superintendent	Lay, Scott
Email Address	slay@nevco.org
Website	www.nevco.org

School Contact Information (School Year 2022–23)

School Name	Nevada County Special Education
Street	400 Hoover Ln.
City, State, Zip	Nevada City, CA , 95959-2944
Phone Number	(530) 265-0611
Principal	Eli Gallup, Associate Superintendent of Special Education
Email Address	cbrunt@nevco.org
Website	www.nevco.org
County-District-School (CDS) Code	29102986077226

Last updated: 1/31/23

School Description and Mission Statement (School Year 2022–23)

Nevada County Superintendent of Schools, Special Education Services Department provides regionalized services to students throughout Nevada County. We are a team of 80+ equity-minded educational leaders, comprised of the following sub-groups: Administration, Leadership Team, Case Managers/Education Specialists, Related Service Providers, Registered Behavior Technicians, Paraeducators, and Administrative Support Staff. Our dedicated team members are highly trained professionals, who are committed to helping each student find purpose and success throughout their individualized learning journeys.

Beginning with our Early Start/Infant Program, we serve students from birth through eight grade, through our regionalized services. Currently, we operate 10 classrooms throughout Nevada County, implementing a variety of evidence-based practices and services based upon each child's Individualized Education Plan (IEP). Additionally, we provide Designated Instruction and Services (DIS) to students in grades preschool-12th grade, as identified through the IEP.

Our 10 classrooms are designed to best support students with a variety of disabilities such as autism, emotional deficits, cognitive and/or multiple disabilities. Students participate in general education environments to the greatest extent possible, based upon their current identified areas of need. Students may also receive services such as Adapted Physical Education, Educationally Related Mental Health Services, Occupational Therapy, Behavior Intervention, Speech and language, Vision, Deaf and Hard of Hearing, and Orthopedic Impairment Services.

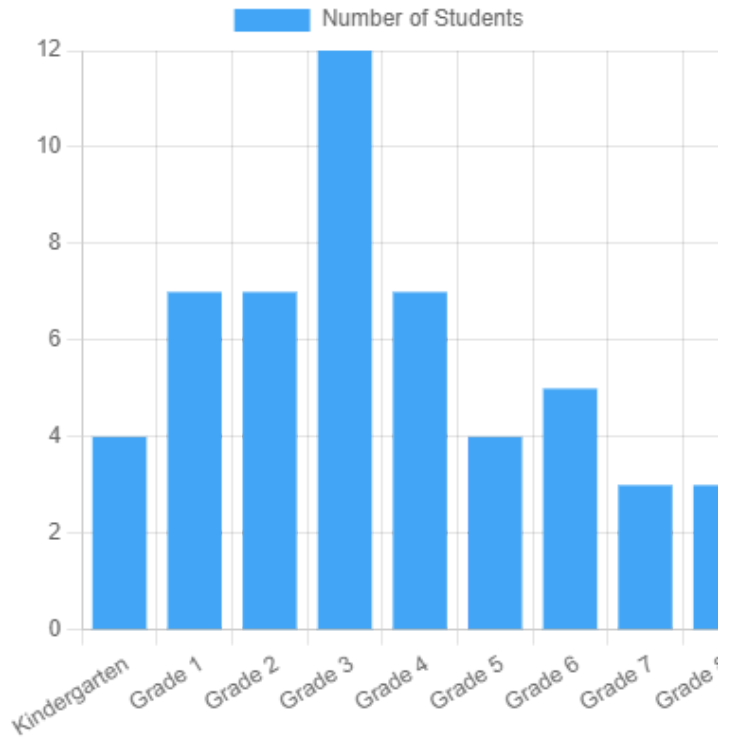
In addition to our 10 classrooms, we are proud to offer a comprehensive Early Start/Infant Program, supporting students and families from birth to the age of three. These services are provided in the child's natural environments, and additional supports are provided at our center-based site in Nevada City. Additionally, we support one of county's alternative education sites, by providing Specialized Academic Services to students by a Resource Specialist Teacher.

Mission Statement: We are deeply committed to providing a meaningful and individualized educational experience to each of the students within our care. Through continuous reflection within each of our learning communities, we aim to support the development of lifelong skills, helping each child develop academically, emotionally, socially, and as citizens of their classrooms and communities. We are committed to the notion that on-going, transparent, and flexible student family involvement is key to enhancing our students' lives.

Last updated: 1/31/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	4
Grade 1	7
Grade 2	7
Grade 3	12
Grade 4	7
Grade 5	4
Grade 6	5
Grade 7	3
Grade 8	3
Total Enrollment	52



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/31/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	15.40%
Male	84.60%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.90%
Black or African American	1.90%
Filipino	0.00%
Hispanic or Latino	15.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	1.90%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	40.40%
Students with Disabilities	100.00%

Student Group	Percent of Total Enrollment
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	7.70%
White	73.10%

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 Preparation and Placement (School Year 2020–21)

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)	7.50	62.78	103.20	60.34	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	1.16	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	11.40	6.67	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	48.70	28.47	12115.80	4.41
Unknown	4.50	37.22	5.70	3.34	18854.30	6.86
Total Teaching Positions	12.00	100.00	171.10	100.00	274759.10	100.00

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

Last updated: 1/31/23

Teacher Preparation and Placement (School Year 2021–22)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/31/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

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

Last updated: 1/11/23

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

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

Last updated: 1/11/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.00	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	We partner with our comprehensive school sites to ensure that students have access to textbooks and instructional materials utilized in each of the general education settings. Furthermore, our students have access to a variety of supplemental intervention packages, aimed at ensuring progress towards IEP goals. We utilize N2Y Unique Learning Curriculum, N2Y News to You Curriculum, the N2Y Life Skills Curriculum, the SIPPS Program, Learning Without Tears, Learning A to Z, IXL, Lexia, and Goal Book.	Yes	0%
Mathematics	We partner with our comprehensive school sites to ensure that students have access to textbooks and instructional materials utilized in each of the general education settings. Furthermore, our students have access to a variety of supplemental intervention packages, aimed at ensuring progress towards IEP goals. We utilize N2Y Unique Learning Curriculum, N2Y News to You Curriculum, the N2Y Life Skills Curriculum, Learning Without Tears, ALEKS, IXL, TouchMath, Houghton-Mifflin Harcourt, Journeys, GoMath, and Goal Book.	Yes	0%
Science	We partner with our comprehensive school sites to ensure that students have access to textbooks and instructional materials utilized in each of the general education settings. Furthermore, our students have access to a variety of supplemental intervention packages, aimed at ensuring progress towards IEP goals. We utilize N2Y Unique Learning Curriculum, N2Y News to You Curriculum, the N2Y Life Skills Curriculum, Learning A to Z, and Goal Book.	Yes	0%
History-Social Science	We partner with our comprehensive school sites to ensure that students have access to textbooks and instructional materials utilized in each of the general education settings. Furthermore, our students have access to a variety of supplemental intervention packages, aimed at ensuring progress towards IEP goals. We utilize N2Y Unique Learning Curriculum, N2Y News to You Curriculum, the N2Y Life Skills Curriculum, Harcourt Social Sciences, and Goal Book.	Yes	0%
Foreign Language	N/A		0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	We partner with our comprehensive school sites to ensure that students have access to textbooks and instructional materials utilized in each of the general education settings. Furthermore, our students have access to a variety of supplemental intervention packages, aimed at ensuring progress towards IEP goals. We utilize N2Y Unique Learning Curriculum, N2Y News to You Curriculum, the N2Y Life Skills Curriculum, and Goal Book.	Yes	0%
Visual and Performing Arts	We partner with our comprehensive school sites to ensure that students have access to textbooks and instructional materials utilized in each of the general education settings. Furthermore, our students have access to a variety of supplemental intervention packages, aimed at ensuring progress towards IEP goals. We utilize N2Y Unique Learning Curriculum, N2Y News to You Curriculum, the N2Y Life Skills Curriculum, and Goal Book.	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/31/23

School Facility Conditions and Planned Improvements

Nevada County Superintendent of Schools, Special Education Services Department is dedicated to ensuring that our students, student families, and staff members have access to educational learning environments that are safe, sanitary, and welcoming to all. Our center-based facility hub is rated in good condition. Additionally, NCSOS, Special Education Services Department's Maintenance Team works diligently with the maintenance teams at each LEA that serves as a host site for our district-based classrooms, ensuring that our facilities are cleaned daily and receive regular maintenance. All necessary repairs are conducted in a timely manner and all staff members are trained to implement current training protocols.

Last updated: 1/31/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2023

Overall Rating	Exemplary
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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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	22%	N/A	51%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	11%	N/A	36%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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.

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

Last updated: 1/31/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	34	18	52.94	47.06	22.22
Female	--	--	--	--	--
Male	30	17	56.67	43.33	23.53
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	25	13	52.00	48.00	23.08
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	18	52.94	47.06	22.22

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	34	18	52.94	47.06	11.11
Female	--	--	--	--	--
Male	30	17	56.67	43.33	11.76
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	25	13	52.00	48.00	7.69
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless				0	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	18	52.94	47.06	11.11

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/31/23

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	--	--	--	0	28.72	29.47

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

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

Last updated: 1/31/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/23

Career Technical Education (CTE) Programs (School Year 2021–22)

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Last updated: 1/31/23

Career Technical Education (CTE) Participation (School Year 2021–22)

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

Last updated: 1/31/23

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/31/23

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

California Physical Fitness Test Results (School Year 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	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
5					
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: 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.

Last updated: 1/31/23

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

Opportunities for Parental Involvement (School Year 2022–23)

We believe that all student family members and caregivers are vital members of our educational learning teams. Through regular communication (phone calls, emails, newsletters, and in-person conversations), our team members collect current information from those who know our students best. Additionally, we gather and analyze data from student-family surveys ahead of each IEP meeting to develop a well-rounded understanding of our students' functional, academic, and social-emotional areas of focus.

We utilize School Messenger to deliver regular updates to all student families. Additionally, the Nevada County SELPA facilitates the Community Advisory Committee (CAC), which is comprised of representatives from each LEA. The CAC meet monthly and welcomes student families and community agencies to join in these collaborative gatherings. These meetings are facilitated by our SELPA Director, Megan Lukkonen.

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 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate				32.8%	31.2%	67.1%	8.9%	9.4%	7.8%
Graduation Rate				42.7%	45.7%	25.5%	84.2%	83.6%	87.0%

Last updated: 1/31/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

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

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>.

Last updated: 1/31/23

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	59	57	37	64.9
Female	11	10	7	70.0
Male	48	47	30	63.8
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	9	9	5	55.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	3	75.0
White	44	42	28	66.7
English Learners	1	1	1	100.0
Foster Youth	1	1	1	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	24	23	15	65.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	59	57	37	64.9

Last updated: 1/31/23

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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	11.32%	0.58%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	1.59%	3.39%	0.02%	0.81%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.00%	0.07%

Note: 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.

Last updated: 1/31/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.39	0.00
Female	0.00	0.00
Male	4.17	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	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	2.27	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.17	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.39	0.00

Last updated: 1/31/23

School Safety Plan (School Year 2022–23)

Our Comprehensive School Safety Plan allows us to identify and respond to incidents by outlining the responsibilities and duties of Nevada County Superintendent of Schools, Special Education Services Department. Developing, maintaining, and practicing our site-specific plans empower our employees in an incident to respond quickly and efficiently. Each of our plans educate staff members, students, and key stakeholders of their duties before, during, and after an emergency situation. Our plans provide all stakeholders with assurance that we have established guidelines and procedures to respond to incidents and hazards in an effective manner.

Our plan is updated and reviewed annually, and includes evacuation maps, protocols, and emergency kits. It is rehearsed regularly and addresses the unique needs of our students and sites, including safe ingress and egress of students in

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.

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	7.00	3		
1				
2				
3				
4				
5				
6	3.00	2		
Other**	9.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	1.00	1		
1				
2				
3				
4				
5				
6				
Other**	6.00	6		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**	6.00	8		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* 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.

Last updated: 1/31/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.00

* 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.

Last updated: 1/31/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	2.00
Resource Specialist (non-teaching)	
Other	0.00

* 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.

Last updated: 1/31/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/31/23

Types of Services Funded (Fiscal Year 2021–22)

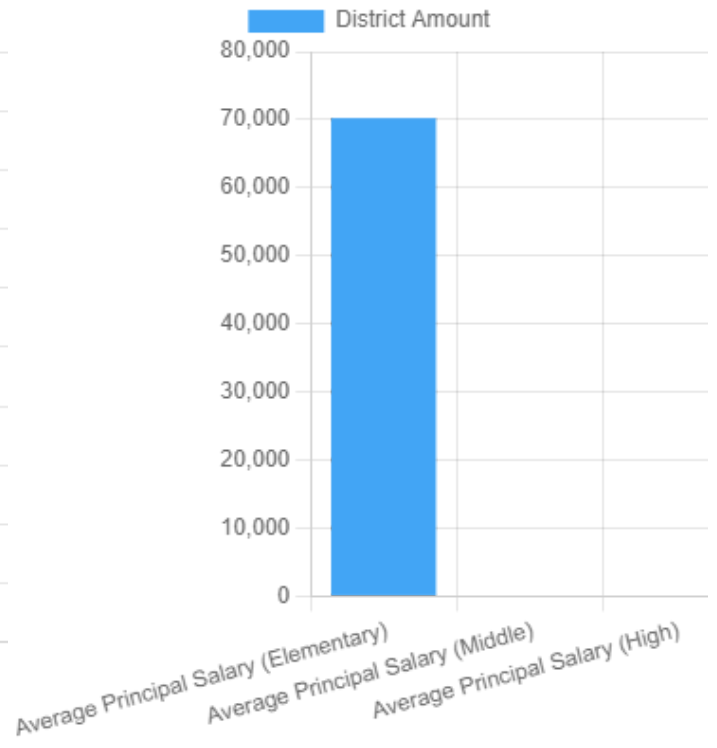
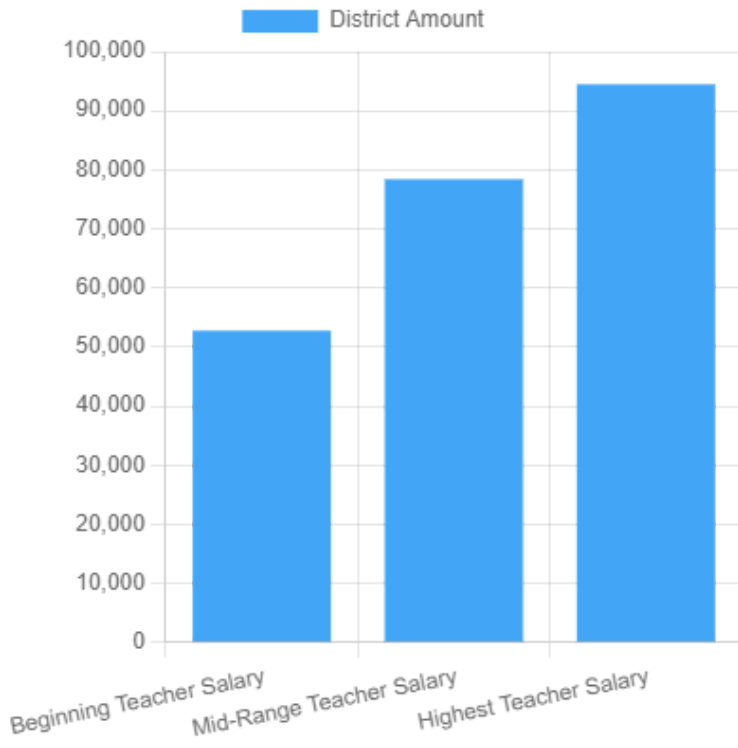
We partner with each of our referring school districts to fund a comprehensive list of services aimed at meeting each students' individualized areas of need. Students may receive a variety of Designated Instruction and Services (DIS) based upon their IEP, in addition to Specialized Academic Instruction, which is delivered by their Case Manager/Education Specialist. We deliver the following services to student throughout our county: Adapted Physical Education, Educationally Related Mental Health Services, Occupational Therapy, Behavior Intervention Services, Speech and Language, and instruction from teachers of the Visually Impaired and Deaf and Hard of Hearing. We also provide Orthopedic Instruction to support students in accessing each of their educational environments.

Last updated: 1/31/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52770.00	--
Mid-Range Teacher Salary	\$78404.00	--
Highest Teacher Salary	\$94464.00	--
Average Principal Salary (Elementary)	\$70236.00	--
Average Principal Salary (Middle)	\$0.00	--
Average Principal Salary (High)	\$0.00	--
Superintendent Salary	\$167285.00	--
Percent of Budget for Teacher Salaries	20.36%	--
Percent of Budget for Administrative Salaries	1.76%	--

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



Last updated: 2/1/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

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*	0.00%

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

Last updated: 2/1/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement		3	3

Last updated: 1/31/23