Nevada City School of the Arts
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Nevada City School of the Arts
Street	13032 Bitney Springs Rd.

City, State, Zip	Nevada City, CA 95959-9017
Phone Number	(530) 273-7736
Principal	Holly Ann Pettitt
Email Address	director@ncsota.org
School Website	www.ncsota.org
County-District-School (CDS) Code	29 10298 0114330

2023-24 District Contact Information

District Name	Nevada City School of the Arts
Phone Number	(530) 273-7736
Superintendent	Holly Ann Pettitt
Email Address	director@ncsota.org
District Website	www.ncsota.org

2023-24 School Description and Mission Statement

Nevada City School of the Arts (NCSA), charter #869, is a public charter school serving students in Transitional Kindergarten through eighth grade. The school is located in a forested setting approximately ten miles from Grass Valley. NCSA was first sponsored by the Nevada City School district in 1994, then sponsored by Twin Ridges Elementary District from 1996 through 2005, and is currently sponsored by the Nevada County Superintendent of Schools. The Shared vision of NCSA is to provide a rigorous academic environment, using art and equity as a lens to shape curriculum. The strong emphasis on learning through the arts means art, dance and music are woven into the curriculum to support and enhance studies and the emphasis on anti-bias and equity education helps ensure students are being exposed to historically relevant curriculum and purposeful social-emotional learning. Nevada City School of the Arts has been four times honored: as a California Distinguished School, as a California Award Recipient, as the first charter school to be awarded the National Blue Ribbon School Award, and most recently voted as Best Charter School by readers of the Parent Resource Guide, a Sierra Foothills Magazine four years in a row.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	62
Grade 1	40
Grade 2	40
Grade 3	40
Grade 4	44
Grade 5	52
Grade 6	57
Grade 7	56
Grade 8	40
Total Enrollment	431

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2%
Male	50.3%
Asian	0.2%
Hispanic or Latino	13%
Two or More Races	11.8%
White	74.7%
Homeless	0.2%
Socioeconomically Disadvantaged	48.5%
Students with Disabilities	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.

2020-21 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)	21.00	82.19	103.20	60.34	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.91	1.90	1.16	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	7.83	11.40	6.67	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	2.11	48.70	28.47	12115.80	4.41
Unknown	1.00	3.91	5.70	3.34	18854.30	6.86
Total Teaching Positions	25.50	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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School	School	District	District	State	State

	Number	Percent	Number	Percent	Number	Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.50	77.09	113.40	61.34	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	13.19	13.00	7.08	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.50	4.91	51.80	28.03	11953.10	4.28
Unknown	1.40	4.78	6.50	3.54	15831.90	5.67
Total Teaching Positions	30.50	100.00	184.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	2.00	3.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	4.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.50	1.50
Total Out-of-Field Teachers	0.50	1.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners	50	25

(a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.4	29.1

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Orton-Gillingham (Phonemic Awareness) iReady (Intervention & Assessments) Authentic Voices Literature	Yes	0%
Mathematics	iReady (Intervention & Assessments) SF Unified Math Curriculum (Pilot) 6th-8th Maneuvering the Middle	Yes	0%
Science	Teacher Created Curriculum using the NGSS Standards as a guide	Yes	0%
History-Social Science	Teacher Created Curriculum using the History and Social Science Standards as a guide	Yes	0%
Foreign Language	N/A	No	
Health	Teacher Created Curriculum following the state standards as a guide	Yes	0%
Visual and Performing Arts	Teacher Created Curriculum based on the Visual and Performing Arts Standards	Yes	0%

School Facility Conditions and Planned Improvements

Like most charter schools, our school facility is not provided by the state. We currently own our facility and the 150 acres of land on which it rests. We are continually looking for grants and additional funding from the state to renovate and upgrade our facilities when we can. We utilized the Clean Energy Proposition 39 funding to upgrade our current HVAC to be energy-efficient and installed LED lighting. We installed a natural playground area at our main building, upgraded the courtyard at our middle school campus, and we are starting the process of renovating all occupied buildings for accessibility for compliance with Americans with Disabilities Act (ADA). NCSA has a full-time Property Manager, one full-time facility maintenance coordinator crew, and two full-time custodians, who ensure our buildings are clean and who perform all needed maintenance and repair that is required on-site.

Year and month of the most recent FIT report	December 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		HVAC units are old and outdated. We are researching grants or loan opportunities to renovate
Interior:	X			

School Facility Conditions and Planned Improvements

Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Renovation is needed to comply with Americans with Disabilities Act (ADA). We are in the process of starting construction plans to upgrade our bathrooms in occupied buildings.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	There are small leaks in building 9 that are in the process of repair.
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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	67	61	51	48	47	46
Mathematics (grades 3-8 and 11)	44	43	36	33	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	289	278	96.19	3.81	60.79
Female	146	135	92.47	7.53	60.74
Male	141	141	100.00	0.00	60.28
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	38	34	89.47	10.53	47.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	35	97.22	2.78	60.00
White	215	209	97.21	2.79	63.16
English Learners	0	0	0	0	0

Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	148	143	96.62	3.38	54.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	36	87.80	12.20	22.22

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	289	277	95.85	4.15	42.96
Female	146	134	91.78	8.22	35.07
Male	141	141	100.00	0.00	49.65
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	38	34	89.47	10.53	38.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	35	97.22	2.78	37.14
White	215	208	96.74	3.26	44.71
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	148	143	96.62	3.38	41.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	36	87.80	12.20	16.67

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	69.89	54.44	--	--	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	90	96.77	3.23	54.44
Female	49	46	93.88	6.12	47.83
Male	44	44	100.00	0.00	61.36
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	11	11	100.00	0.00	27.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	11	91.67	8.33	63.64
White	70	68	97.14	2.86	57.35
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	47	97.92	2.08	51.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	14	87.50	12.50	21.43

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95%	92.2%	100%	92.2%	92.2%
Grade 7	94.6%	94.6	94.6%	94.6%	94.6%
Grade 9	N/A	N/A	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parent volunteers are the core of NCSA, from classroom volunteering and driving on Field Studies to serving on the Charter Governing Council as well as assisting with the two annual fundraisers that NCSA uses to support the arts program. Parents are also welcome to attend our Parent Advisory Group (PAG) meetings, held once a month, when our School Director listens to community concerns, asks for input, and updates parents on funding and new happenings at the school. The Advisory Committee also provides a mentor contact for families new to NCSA. Additional support to new families is provided through enrollment meetings, at which point families learn about all that NCSA has to offer and gain more information about their critical support and how it helps us. NCSA appreciates any and all help received from parents.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	440	437	151	34.6
Female	218	218	73	33.5
Male	220	217	77	35.5
Non-Binary	2	2	1	50.0
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	56	56	20	35.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	51	51	15	29.4
White	331	328	115	35.1
English Learners	0	0	0	0.0
Foster Youth	0	0	0	0.0
Homeless	8	8	6	75.0
Socioeconomically Disadvantaged	222	221	96	43.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	58	58	22	37.9

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	4.12	4.77	0.02	0.81	1.16	0.20	3.17	3.60
Expulsions	0.00	0.23	0.00	0.00	0.05	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.77	0
Female	2.75	0
Male	6.82	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0

	0	0
Filipino	0	0
Hispanic or Latino	5.36	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.96	0
White	5.14	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	5.86	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10.34	0

2023-24 School Safety Plan

Nevada City School of the Arts has developed a comprehensive school-wide safety and reunification plan that identifies major safety concerns as well as specific prevention and action strategies involving community and local law enforcement agencies. Working with school goals and priorities, our school maintains a safe and secure campus by fostering a positive learning environment that uses prevention strategies and emphasizes high expectations for student conduct. Members of our staff and students are also trained as part of the Federal Emergency Response Agency's (FEMA) Community Emergency Response Team (CERT) to provide critical support in an emergency.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	6		
1	19	2	2	
2	20	4		
3	20	4		
4	23		4	
5	24		4	
6	22		10	
Other	25		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	16		
1	23	6		1
2	20	8		
3	20	8		
4	16	10		
5	20	4	6	
6	16	26		
Other	38			1

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	16	0	0
1	20	8	0	0
2	20	9	0	0
3	20	8	0	0
4	18	4	6	0
5	21	3	7	0
6	16	21	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	431

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0.1
Library Media Services Staff (Paraprofessional)	
Psychologist	1.8
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	0.7
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16,196	$6,026	$10,170	$59,193
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$7,607	
Percent Difference - School Site and State	N/A	N/A	28.8	

Fiscal Year 2022-23 Types of Services Funded

Funding from the state and federal government provides for most educational services, including instructional materials, professional development, salaries, facility costs, maintenance, health services, including special education and other operational expenses. Funds are provided through the Local Control Funding Formula, Lottery, local, state and federally funded programs and grants. NCSA receives Federal Title funding to support reading and math intervention programs for struggling students, in addition to providing funds to train teachers and support the need for additional paraprofessionals for in class support to students. We are also providing a school nutrition program and received funding for reimbursement to provide students with fresh made breakfast and lunches, including afterschool snack. In 2021-22 & 2022-23 NCSA received ESSER funding (in response to COVID) to mitigate learning loss, provide mental health support and purchase additional technology for one to one devices and in class learning supports.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/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		

Professional Development

NCSA's Professional Development centers on Social Emotional Learning and Academic Instruction. NCSA is working on implementing Restorative Circles as an alternative to suspension and continues to train staff in Positive Discipline and Mindfulness for the classroom. Academically, we train all new elementary grade teachers in the Orton-Gillingham curriculum for teaching phonics and spelling. Almost all K-5 grades adopted the SFUSD open source math curriculum in 2022-2023 and the rest will do so next year. Science teachers utilize the Next Generation Science Standards for science and the Common Core History standards for history to guide their instruction in those subjects. We include in our budget professional development money that can be spent on workshops and training geared toward Project Based Learning, classroom management, anti-bias education, and the visual and performing arts. NCSA has begun to train teachers in the Universal Design of Learning teaching methods to help broaden teachers' ability to meet all students' needs and learning styles within the classroom so that every child may access their education. By the end of the 2023/24 school year all currently employed classroom teachers will have taken Curriculum Representation Design courses. Each year we send a two or more teachers to the Courageous Conversations Summit for anti-bias training. We have on-site training and allow for travel to conferences and workshops as necessary. Our teachers are supported by completing peer evaluations twice a year and have goal-setting meetings with admin that encourages internal reflection and growth, a formative process, rather than a focus on external evaluation. Resources, collaboration sessions, training, and workshops are recommended or provided based on these goals. We allow release time for teachers to collaborate in team meetings to integrate arts into the curriculum, in addition to connecting the curriculum throughout the grades.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	9	11	11