Nevada City School of the Arts
Charter Governance Council
Meeting Agenda
Wednesday, June 18, 2025
13032 Bitney Springs Rd, Building 8 <mark>(Room 815 - Lori's Room)</mark> Nevada City, California

Call Order: 5:00 p.m.

Roll Call:

Public Forum: *Members of the public who wish to comment during the Board meeting will be limited to three (3) minutes. If an interpreter is needed for comments, they will be translated to English and the time limit shall be six (6) minutes. The Board of Directors may limit the total time for public comment to a reasonable time.*

Plaudits:

Action Items
1. Approve Agenda

Consent Agenda
2. Approve May 28, 2025 Public Hearing and Regular Meeting Minutes - S*ee attached*

Reports
3. Director's FYI Report – Holly Pettitt - *See attached*
4. Board and Committee Reports
   a. Nomination & Recruitment
   b. Finance

Discussion Items
5. August Intensive Date Discussion
6. Discuss Kocim Pakan Project Partnership Agreement *
7. Discuss NCSA & Raven Springs 2024-25 Financial Reports - *See attached*
8. Discuss Vaccination Record Verification

Action Items
9. Vote on new members of the Board
   a. Joie King: 2 year term, July 1, 2025 - June 30, 2027
   b. Brian Munn: 2 year term, July 1, 2025 - June 30, 2027
   c. Bear Thomas: 2 year term, July 1, 2025 - June 30, 2027
10. Vote on continuing board members
   a. Leeanne Haglund: 2 year term, July 1, 2025 - June 30, 2027
   b. Meshawn Simmons: 2 year term, July 1, 2025 - June 30, 2027
   c. Jon Lefebre: 2 year term, July 1, 2025 - June 30, 2027
   d. Andrew Todd: 2 year term, July 1, 2025 - June 30, 2027
   e. Jaylee McGregor: 2 year term, July 1, 2025 - June 30, 2027
11. Vote on Offices
   a. Board Chair
   b. Vice Chair
   c. Treasurer
   d. Secretary
12. Vote on Committee Chairs
   a. Finance

b. Nominations
13. Approve 2025-26 Projected Education Protection Account (EPA) Funding - *See attached*
14. Approve Declaration of Need for Fully Qualified Educators - *See attached*
15. Approve B - Global Limitations/Global Executive Constraints - *See attached*
16. Approve NCSA CA Dashboard Local Indicators for 2025-26 - *See attached*
17. Approve 2024-25 LCAP Annual Update *
18. Approve 2025-26 Local Control Accountability Plan (LCAP) - *See attached*
19. Approve B2 Financial Planning Monitoring Report - *See attached*
20. Approve 2025-26 Adopted Budget (NCSA & Raven Springs LLC) - *See attached*
21. Approve Proposed Board Meeting Dates for 2025-26 - *See attached*
22. *Approve Teaching Assignment Board Exceptions (Assessment of Adequacy of Subject-Matter Knowledge) for Katie Moorehead*
23. Approve Instructional Continuity Plan (ICP)

Closed Session

24. Conference with Real Property Negotiator (GC 54956.8)
    Property: 052-050-031
    Agency Negotiator: Holly Pettitt
25. Director Evaluation

Adjournment 7:00 p.m.

Access to Board Materials: A copy of the written materials which will be submitted to the School Board may be reviewed by any interested persons on NCSA's website along with this agenda following the posting of the agenda at least 72 hours in advance of this meeting.

Disability Access: Requests for disability-related modifications or accommodations to participate in this public meeting should be made 24 hours prior to the meeting by calling (530) 273-7736. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

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Nevada City School of the Arts
Charter Governance Council
Public Hearing Minutes
Wednesday, May 28, 2025
13032 Bitney Springs Rd, Building 8, Room 815(Lori's Room), Nevada City, California

</div>

Call Order: 4:34 p.m.

Roll Call: Lauren Hesterman, Jaylee McGregor, Elissa Spencer, Jon Lefebre, Abby Oas
Arrived at 4:40
Absent: Qayyuma Didomenico, Meshawn Simmons, LeeAnne Haglund, and Andrew Todd
Guests: Holly Pettitt, Cindy Jurado, and Melissa Brokenshire, Angie Defeyter

Public Forum: *Members of the public were invited to address the Governance Council regarding issues for future agendas. Comments were limited to 3 minutes.*

Action Items
1. Approve Agenda
   Motion: Jaylee McGregor   2nd:Elissa Spencer
   Unanimous assent

Discussion Items
2. Discuss 2025-26 DRAFT Local Control Accountability Plan

Adjournment 4:46 p.m.

Submitted by: Abby Oas, Board Secretary   5/28/25

Approved by the NCSA Charter Council

_____

LeeAnne Haglund, Board Chair   Date

_____

Abby Oas, Board Secretary   Date

Nevada City School of the Arts
Charter Governance Council
Regular Meeting Minutes
Wednesday, May 28, 2025
13032 Bitney Springs Rd, Building 8, Room 815 (Lori's Classroom), Nevada City, California

Call Order: 4:51 p.m.

Roll Call: LeeAnne Haglund, Lauren Hesterman, Jaylee McGregor, Elissa Spencer, Jon Lefeber, and Abby Oas
Absent: Qayyuma Didomenico, Meshawn Simmons and Andrew Todd
Guests: Holly Pettitt, Cindy Jurado, and Melissa Brokenshire, Angie Defeyter

Public Forum: *Members of the public were invited to address the Governance Council regarding issues for future agendas. Comments were limited to 3 minutes.*

Plaudits: Shauna Campbell TOSA, Cindy and Melissa for amazing transition with hard work. Plaudit for a smooth rehearsal for showcase including drop off and pick up at Center for the Arts. In addition to plaudits listed in Director's notes

Action Items
1. Approve Agenda
   Motion: Lauren Hesterman   2nd: Jaylee McGregor
   Unanimous assent

Consent Agenda
2. Approve May 1, 2025 Minutes
   Motion: Jon Lefeber   2nd: Elissa Spencer
   Unanimous assent

Reports
3. Director's FYI Report – Holly Pettitt
4. Board and Committee Reports
   a. Nomination & Recruitment
   b. Finance - *No meeting*

Discussion Items
5. Discuss 2025-26 DRAFT Local Control Accountability Plan - no discussion was needed
6. Discuss Proposed NCSA & Raven Springs Adopted Budget and Multi-Year Projections
7. Discuss letter received from NCBOE

Action Items
8. Approve B-4 Parent and Student Treatment Monitoring Report Summary
   Motion: Elissa Spencer 2nd: Jaylee McGregor
   Unanimous assent

9. Approve 2025-26 Psychologist & MH Salary Schedule
   Motion: Abby Oas   2nd: Lauren Hesterman
   Unanimous assent

10. Approve 2025-26 Certificated Salary Schedule (Change in Stipends)

Motion: Jaylee McGregor   2nd: Elissa Spencer
Unanimous assent

11. Approve Expanded Learning Opportunities Program (ELOP) Plan
Motion: Elissa Spencer 2nd: Jon Lefeber
Unanimous assent

12. Approve Application for Title I Program Funding (Title I, II, IV & SRSA/REAP Funding)
Lauren Hesterman moved to approve Application for Title Program Funding (Title I, II, IV & SRSA/REAP Funding) 2nd: Jaylee McGregor
Unanimous assent

13. Review & Accept 2023-24 Taxes (NCSA & Raven Springs)
Motion: Lauren Hesterman   2nd: Jaylee McGregor
Unanimous assent

14. Approve Policies:
Move: Elissa Spencer moved to approve 608 Accounting Policies & Procedures and 610 Purchasing Policies & Procurement Procedures
2nd: Jon Lefeber
Unanimous assent

15. Approve NCSOS Treasury Loan of $500,000 (in-lieu property tax correction)
Motion: Jaylee McGregor   2nd: Jon Lefeber
Unanimous assent

Discussion Items
16. Discussion: Understanding and Supporting Diverse Student Populations - Mental Health

Closed Session
17. CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION
Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9: one case.

Adjournment 6:27 p.m.

Submitted by: Abby Oas, Board Secretary   5/28/25

Approved by the NCSA Charter Council

_____
LeeAnne Haglund, Board Chair   Date

_____
Abby Oas, Board Secretary   Date

Director FYI Report
June 18, 2025

This report details highlights of the month, operational achievements and items that the Board may like to know and helps to satisfy compliance with our B-6 Communication to the Board policy as well as indicates progress toward our Ends. It is organized by the following:

1. Relevant financial information.
2. School level issues that help the board see the big picture.
3. Public events (activities and gatherings both on and off premises) of a nature that may affect the perception of the School in the community.
4. Internal and external changes like significant modifications to the normal pattern of school business.
5. Progress towards Ends Policies and LCAP

Plaudits

➢ To NCSA for completing their 31st year of operating!
➢ To all the staff returning to NCSA and holding the vision

Financial Information

➢ Next year's budget is on the agenda for approval.
➢ Grow Schools Update - will give this in person

Facilities Update

Warehouses - still working on clearing out B10 so we can lease it.

B1

➢ Move out date has been pushed back until later.
➢ The window AC stopped working on 6/4/25. Joseph found that it was a loose connection in the junction box. The AC quit again on 6/9/25. Joseph found that the switch controlling the AC was no longer working and replaced it.
➢ No interest in leasing as of yet.

B2

➢ Camera adjusted to look back up at B3

B3

➢ We installed a new ExacqVision camera on the East wing to look at the forest area. Also, a CloudEdge camera was installed in the Library. The CloudEdge camera was installed on the office Ipad. Cameras have proved quite valuable this year.

B4

➢ The landscape water system is offline. We suspect recent vandalism. The unit shows no power, but no breakers have been found tripped. Joseph traced down the voltage and repaired broken wires. It was likely vandalism. Cameras have been installed there as well.

B8

➢ 5/3/25 Twin Cities Church volunteer day.

     o This report is from Erik S. We had five adult volunteers, and many children showed up. They all rolled up their sleeves and worked hard to help us stain 4 decks at the lower campus. We were able to stain the deck around the live oak, the pavilion deck, the grandmother tree deck, and the tree fort deck, including the railings.

➢ On June 3, 2025, Kodiak inspected the roof to address the leaks in Dufour's and Danielle Y's rooms. *After a thorough investigation of the area, the crew found four punctures in the same direction as the reported leaks, along with a cold weld issue near the drain area. The crew completed the following work: the area was cleaned and dried, four PVC patches were heat-welded onto the membrane, and the cold weld was also repaired. Follow-up required: no. However, if the leaks persist, we recommend conducting a water test when school is not in session and classrooms are unoccupied.* Kodiak provided its usual report, along with photos of what was found.

B9

➢ The buzzing NEMA 1 contactor in the kitchen has been rebuilt and is now functioning properly.

➢ Gym codes have all been reset. There is no longer an NCSA code.

➢ We received a bid for the Southwest side roof of the building. Roof leaks in the East wing and the cafeteria have not been addressed at this time. It will cost a total of $100k - not sure where that money is going to come from.

Overall

➢ Pablo has moved out of building 10A. Ian has started the move out of building 7 into 10.

➢ We had a garden hose that was not turned off at the faucet, which blew a hole in it and triggered a water alarm early on a Sunday morning.

➢ Progress has been made on the cross-contamination survey. We found someone willing to do the work, but several questions have arisen that may delay the test.

   o A proposal has been made to bring us into compliance. The work will start on Monday 6/16/25.

Events
➢ Stepping Up - Huge attendance - The shuttle we use is a game changer, unfortunately, we are running out of parking. If 20 more cars had come that day, we would not have been able to park them anywhere.
➢ Graduation - Lovely as always.
➢ Showcase - a parent in the survey said we had no music program. Apparently they didn't come to showcase!
➢ Student Success Night - also incredibly well attended. Food was amazing thanks to the Nourish team.

Arts Based Choice for Education
➢ All our spots are filled and we have lengthy waitlists in every grade. We continue to have many students with IEPs applying and our Special education providers are overwhelmed. Current parents also continue to request assessments making it even harder. We are not allowed to turn students away, so the impact to our budget is significant - I believe we are at 1.2mil for services and only receive $300k total to provide those services. We **currently serve** 72 students with IEPs. Only 8 are graduating, 11 new students have IEPs (that we know about) and we already have 5 assessments pending for next year. Last year we assessed about 12 kids. We are quickly approaching 25% - that is over double the amount of students a typical school has.

Academic, Arts & Social Emotional Achievement

➢ Every 8th Grader received a diploma!
➢ Preliminary CAASPP results show that we have increased both our math and ELA scores by about 2-4%.

Safe, Respectful and Equitable Conditions for Learning and Working
➢ I will bring the B4 Staff Treatment report to the August board meeting. I am also waiting for Erin to finish all the exit interviews - there are quite a few so she hasn't had time to complete them.
➢ We met with all the returning teachers for End of Year evaluations - the meetings were all very positive and provided some excellent feedback for us.

Contributor and Collaborator to the Greater Community

➢ We are working with Rob from Heart and Soil to create an even more robust Farm to School partnership and program with Nourish and the school. We are hoping to expand his work with the elementary school and include an off-campus elective next year for 10 middle school students. More to share at the board meeting.

Nevada City School of the Arts

Budget vs. Actuals: 2024-25 - 2nd Interim Budget - FY25 P&L Classes

July 2024 - June 2025

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
Income				
8000 Revenue - State				
8011 Charter Schools General Purpose Entitlement - State Aid	2,180,773.00	2,468,366.00	-287,593.00	88.35 %
8012 Education Protection Account Entitlement	675,297.00	895,407.00	-220,110.00	75.42 %
8096 Charter Schools in Lieu of Property Taxes	1,064,592.00	1,983,835.00	-919,243.00	53.66 %
Total 8000 Revenue - State	**3,920,662.00**	**5,347,608.00**	**-1,426,946.00**	**73.32 %**
8100 Federal Revenue	422,856.05	660,051.28	-237,195.23	64.06 %
8300 Other State Revenues	1,359,064.95	1,813,991.21	-454,926.26	74.92 %
8600 Other Local Revenue	1,089,484.34	1,029,838.24	59,646.10	105.79 %
Uncategorized Revenue		100,000.00	-100,000.00	
Total Income	**$6,792,067.34**	**$8,951,488.73**	**$ -2,159,421.39**	**75.88 %**
GROSS PROFIT	**$6,792,067.34**	**$8,951,488.73**	**$ -2,159,421.39**	**75.88 %**
Expenses				
1000 Certificated Salaries	2,029,306.03	2,233,053.00	-203,746.97	90.88 %
2000 Classified Salaries	2,072,516.03	2,388,793.00	-316,276.97	86.76 %
3000 Employee Benefits	1,091,317.10	1,248,711.85	-157,394.75	87.40 %
4000 Books & Supplies	691,788.76	686,897.48	4,891.28	100.71 %
5000 Services & Other Operating Expenses	2,647,722.76	2,662,780.63	-15,057.87	99.43 %
7000 Other Outflows	12,014.65		12,014.65	
Total Expenses	**$8,544,665.33**	**$9,220,235.96**	**$ -675,570.63**	**92.67 %**
NET OPERATING INCOME	**$ -1,752,597.99**	**$ -268,747.23**	**$ -1,483,850.76**	**652.14 %**
NET INCOME	**$ -1,752,597.99**	**$ -268,747.23**	**$ -1,483,850.76**	**652.14 %**

Raven Springs LLC

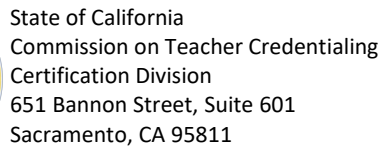## Budget vs. Actuals: 2nd Interim Budget 2024-25 - FY25 P&L

July 2024 - June 2025

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
Income				
8650 Leases & Rentals	952,232.89	954,274.71	-2,041.82	99.79 %
8660 Interest	4,144.20		4,144.20	
8900 Other Revenues/Income	612.75		612.75	
Total Income	**$956,989.84**	**$954,274.71**	**$2,715.13**	**100.28 %**
GROSS PROFIT	$956,989.84	$954,274.71	$2,715.13	100.28 %
Expenses				
4000 Business Supplies & Materials	9,537.69	17,400.00	-7,862.31	54.81 %
5000 Services & Other Operating Expenses	579,729.21	669,510.00	-89,780.79	86.59 %
7299 Contribution to NCSA		100,000.00	-100,000.00	
7438 Debt Service	116,517.14	128,280.00	-11,762.86	90.83 %
Total Expenses	**$705,784.04**	**$915,190.00**	**$ -209,405.96**	**77.12 %**
NET OPERATING INCOME	$251,205.80	$39,084.71	$212,121.09	642.72 %
NET INCOME	$251,205.80	$39,084.71	$212,121.09	642.72 %

Nevada City School of the Arts

Projected Expenditures through: June 30, 2026
For Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	951,269.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		951,269.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	951,269.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		951,269.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter:_____ District CDS Code:_____

Name of County:_____ County CDS Code:_____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made

- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ *Enclose a copy of the board agenda item*

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _____.

Submitted by (Superintendent, Board Secretary, or Designee):

_____ _____ _____
              Name   *Signature*   *Title*

_____ _____ _____
           Fax Number   *Telephone Number*   *Date*

_____
                                                    Mailing Address

_____
                                                    EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA_____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ *Enclose a copy of the public announcement*
Submitted by Superintendent, Director, or Designee:

_____   _____   _____
Name   *Signature*   *Title*

_____   _____   _____
Fax Number   *Telephone Number*   *Date*

_____
Mailing Address

_____
EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS
Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	_____
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____
Emergency Transitional Kindergarten (ETK)	_____

LIMITED ASSIGNMENT PERMITS
Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district

- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?   Yes   No

If no, explain._____

Does your agency participate in a Commission-approved   Yes   No
college or university internship program?

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

_____

_____

_____

If no, explain why you do not participate in an internship program.

_____

_____

School Director's Monitoring Report

Charter Governance Council Meeting: June 2025

B - Global Executive Constraint – Annual Internal Report

The School Director certifies that NCSA is in compliance with B with no exceptions.

Signed _____

The School Director must not cause or allow any practice, activity, decision, or organizational circumstance that is unlawful, imprudent, in violation of commonly accepted business, educational, and professional ethics and practices, or in violation of the NCSA charter.

Interpretation:

NCSA must have sufficient regulations, practices, and internal controls (i.e., supervision, evaluation, mentoring, training, legal consultation, discipline, complaint and grievance procedures, investigation protocols, external compliance reviews and audits) and follow all State Laws and applicable Education Codes to avoid unlawful and unethical behavior by its staff and volunteers in the performance of their duties and to swiftly remediate a violation if one should occur.

An organizational culture representative of our core values exists when we do not knowingly promote illegal violations, a hostile or harassing work environment, racist behavior or irresponsible activity. Under these conditions we will promote and model respect and personal ethics with all staff. We will not intentionally commit actions or create the conditions to violate Board Policy, State Regulations or Ed Code. When violations occur, we will take swift action to remediate a discovered condition and provide evidence that the violations were dealt with promptly and appropriately. In most cases, our Human Resources Department handles and monitors violations and, when appropriate, these will be shared with the Board of Directors in Closed Session. Evidence will be maintained by the Business Manager for future monitoring reports. We know we are in compliance with B-Global Executive Constraints – Annual Internal Report as a result of the following:

Operational Definitions:

a) Personnel Policies and Governance Policies will be reviewed and revised regularly

b) NCSA complies with legal guidelines for protecting private data.

c) The School Director and Business manager conduct an on-going review of NCSA legal obligations throughout the year at weekly meetings.

d) NCSA complies with all legal requirements for financial management and accountability of its resources at all levels.

e) NCSA's Business Manager conducts compliance and performance audits on all Title and governmental programs. These are recognized in the external audits provided below.

f) External audit findings support NCSA confidence in financial management and accountability.

g) NCSA will have policies which require all staff and volunteers to maintain the highest professional, moral, and ethical standards in interactions with students.

h) All known concerns related to employee conduct will be addressed.

Data:

a) NCSA has reviewed each policy and procedure and revised where legally required and/or to reflect NCSA practice.

b) NCSA has processes in place to protect private data, locking cabinets, secure computer files, etc).

c) The School Director regularly reviews all personnel and legal matters pertaining to school personnel and has those policies reviewed by our attorneys. The board reviews these policies at every January or February Governance Council Meeting. The list of policies was last approved at the February 2025 meeting. This year we did a comprehensive review for the charter renewal.

d) Internal audits and internal controls are reviewed with appropriate staff in the Business Office. The Director and Business and Finance Administrator continually assess the financial systems in terms of the five elements of internal control (control environment, risk assessment, control activities, information and communication monitoring). Annual training includes, but is not limited to instruction on legal compliance, NCSA Regulations, and proper internal controls (e.g. segregation of duties, reconciliations, security of assets, levels of approval, etc.). Because of these Accounting Policies & Procedures, controls and the conscientious work of all staff we continue to have clean state audits.

e) See below

f)

    (1) 2023-24 Fiscal Audit

    (2) NCSA complies with all legal compliance for financial management and accountability of its resources at the school level and with all state financial requirements for the auditing of its books. The most recent independent audit of NCSA was for July 1, 2023 to June 30, 2024. For the 9th year in a row NCSA

was found to be in compliance with no findings and/or exceptions since bringing business services in-house.

g) All staff are trained yearly in Sexual Harassment (Staff to Staff & Staff to Student), Blood Borne Pathogens, Suicide Prevention, Bullying Reporting, LGBTQ & Cultural Compentency, as well as mandated reporter training. As part of our annual requirements all staff at NCSA receive training that promotes a safe and positive workplace.

h) There have been no instances of misconduct.

2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Nevada City School of the Arts	Holly Ann Pettitt Director	director@ncsota.org (530) 273-7736 ext. 1007

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at
  https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023/2024	30.8	80.5%	6.5%	3.3%	9.8%	0.0%	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

   Rating Scale (lowest to highest):
   - 1 - Exploration and Research Phase
   - 2 - Beginning Development
   - 3 - Initial Implementation
   - 4 - Full Implementation
   - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

   Rating Scale (lowest to highest):
   - 1 - Exploration and Research Phase
   - 2 - Beginning Development
   - 3 - Initial Implementation
   - 4 - Full Implementation
   - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

    Rating Scale (lowest to highest):
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards					5	
Physical Education Model Content Standards			3			
Visual and Performing Arts					5	
World Language						N/A

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

    Rating Scale (lowest to highest):
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)
6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction
Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions
This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

  1 - Exploration and Research Phase
  2 - Beginning Development
  3 - Initial Implementation
  4 - Full Implementation
  5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The School Director sends a weekly phone call and email to update parents on what is happening at school. Teachers send out weekly and monthly updates for every classroom. On the 2025 local parent survey, parents indicated they felt very well communicated with, with 96% of parents feeling that communication is excellent. 95% of Parents reported feeling both welcome and engaged at school including economically disadvantaged parents and parents of students with disabilities. In addition, 96% would recommend NCSA to other families. All survey questions relate directly to our LCAP goals or to the school's Ends Policies, both of which drive instruction and our Strategic Plan.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

NCSA will continue to seek input from parents of unduplicated and underrepresented families by offering evening and weekend parenting classes, Parent Advisory meetings, as well as a specific Title 1 survey seeking input on how they would like to see us spend Title I funding their children generate. Parents are regularly encouraged to respond to the weekly Director's note to offer thoughts and suggestions on the daily happenings at NCSA. This coming year the parents have formed a parent support group to encourage more participation and increase overall engagement. Every year we offer multiple opportunities for parents to come to school and learn more about the programs and classes we offer.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

> Parents are invited to attend monthly Parent Advisory Meetings where the Ends Policies, strategic plan and LCAP are discussed regularly. In 25-26, NCSA will focus on identifying and encouraging more active engagement and support of parents of underrepresented families by creating a Wellness Resource Center to support family needs including counseling, and continue to offer a Parent Resource Coordinator who provides more direct communication with families and offers helpful parent resources to support parenting at home.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

> NCSA's strengths and progress in building partnerships for student outcomes comes from connecting with all stakeholders in the school community. NCSA has formed partnerships with: Families, staff, local community resources and works consistently to strengthen and maintain these partnerships. NCSA also works to make connections beyond the school community to partner with agencies within the county and beyond. Some of these partnerships includes the development of a comprehensive student wellness program that helps to coordinate care and supports between the school and local community. For example, NCSA hosts a local art therapy agency on campus (Art Space), host a local Martial Arts dojo on campus (Kuk Sul Won), collaborates with a variety of local non-profits, like Bright Futures for Youth and Club Live who provide direct services on campus.
>
> The wellness program also works with the Superintendent of Schools in Nevada County to infuse programs such as the Tobacco Use Prevention Education (TUPE) and referrals to the Nevada County Special Multidisciplinary Agency Resource Team (SMART), Youth Bicyclist of Nevada County (YBONC). NCSA works to establish and maintain connections with the local Native American tribes, specifically the Nisenan, and has established a program for developing increased cultural access and use of the land the school currently occupies.

Finally NCSA connects with local universities as part of the career development program and for recruiting interns from School Psychology and School Counseling as a method of both training and recruiting mental health professionals and developing student connections to local universities.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Areas of improvement at NCSA include: Creating more collaborations with community cultural groups including the Nisenan Tribe and LGBTQIA community groups. Continuing to develop partnerships with local art groups including the Nevada County Arts Council and The Center for the Arts in Grass Valley. NCSA also wants to partner with the Ride for Focus non-profit organization to help bring equal access to students who want to pursue biking as a wellness activity. Other areas of increased partnerships for student outcomes include partnering with the Nevada County Superintendent of Schools for improved implementation of restorative practices.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The highest number of underrepresented families identified include families from socio-economically diverse backgrounds and families of diverse ethical and cultural backgrounds. It is the hope of NCSA that through continual staff-training in the areas of equity and cultural awareness, in partnership with an anti-bias grant from the CDE, that engagement of underrepresented families will continue to improve. In 23/24 the staff at NCSA focused their efforts on developing their intercultural competence by participating in a Curriculum Representation Design course to build their culturally relevant curriculum. The teachers have begun redefining their standards aligned classroom curriculum maps by including the Learning for Justice - Social Justice Standards to their yearly plans and by creating culturally responsive units that focus on teaching from multiple perspectives and across difference. This work will continue into 25/26 and beyond. In addition, in 24/25 we trained staff in The Responsive Classroom methods to ensure student engagement is prioritized and in 25/26 we will train all instructional staff - both credentialed and classified - in Universal Design for Learning (UDL) to further support student engagement and differentiation for students based on their identified needs.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4

Practices	Rating Scale Number
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Parents satisfaction and participation is high at NCSA among underrepresented families who represent 48% of our families - our largest subgroup. 48% of survey respondents identified as being economically disadvantaged. All parents are invited to attend monthly Parent Advisory Meetings where the Ends Policies, strategic plan and LCAP are discussed regularly. In 24/25, NCSA hired a student/family engagement coordinator whose primary responsibility was to connect with parents and seek more individual and direct input on their needs and overall satisfaction with our program.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

NCSA needs to continue to grow its outreach program for under represented families. We intend to do this by:

Ensuring Open Communication Channels: Continuing to build on our already effective communication channels such as the weekly and monthly notes, utilizing social media, StopIt anonymous reporting app for students, holding community meetings, and continuing to use Parent Square to reach a wider audience ensuring that all stakeholders, including parents, students, teachers, and community members, are informed about opportunities to provide input. This may involve

Inclusivity and Accessibility: Ensuring that the process for providing input is inclusive and accessible to all community members, particularly those from marginalized or underrepresented groups. We provide translation services in Spanish for our newsletter and all-calls, host meetings at convenient times and locations and offer childcare, and we use multiple formats for feedback collection (e.g., surveys, PAG, online forums). Establishing clear feedback loops where NCSA not only gathers input but also responds to it, showing how the feedback has influenced decisions or why certain suggestions may not have been adopted. This helps maintain ongoing engagement and participation from the community.

Transparent Decision-Making Process: Increased transparency in how input is used in decision-making. This includes clearly communicating how feedback is collected, analyzed, and incorporated into decisions, and providing regular updates on the status of initiatives influenced by community input. Parents have also asked for more budget transparency which we will highlight at our Back To School Night.

Building Trust and Relationships: Fostering trust and stronger relationships between NCSA and the community by demonstrating a genuine commitment to listening and responding to input showing that feedback is valued and has a tangible impact on policies and practices. Using our weekly note to highlight parent input on the survey is one way to do this.

By focusing on these areas, NCSA aims to create a more inclusive, transparent, and effective process for seeking and utilizing input for decision-making, ultimately leading to better educational outcomes and stronger community partnerships.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Given that 196 families responded to the survey and half of those represented economically disadvantaged families, we do feel like we are making progress in engagement with underrepresented families. NCSA should utilize the Parent Resource Coordinator and the Wellness Coordinator to continue to build outreach programs and offer parent support to underrepresented families. One idea we have is to create a parent BIPOC group to offer support for one another. See above response for additional ways in which we will engage underrepresented families.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

NCSA gives the CHKS survey to parents, 6th & 7th Grade students and staff in the Fall and then gives a separate local student, parent and staff survey in the spring. On average, over 81% of 4th-8th grade students are engaged, feel safe, and are happy at school (CHKS/Student Survey 23/24). CHKS data showed the 30% of 7th grade students have felt hopelessness in the past year.

Although students reported less mental health concerns this year and 81% of middle school students reported that when they have received counseling support it has helped them, 60% of middle school students also noted that bullying/teasing is still an issue.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Growth: While students reported they understood their teachers and the school had high expectations for them, 31.5% of the respondents indicated school was mid-to high boredom and 39% felt there was no meaningful engagement in the classroom. However, approximately 75% of students want to do well in classes and want to learn the content, but they indicated it was boring. In regards to participation in activities at school, students were mixed on their involvement from not at all to very much so. A noteworthy data point was that 53% or more of the students felt like they did not have a say in helping to decide school activities and rules, say how things work, etc. There was little voice that was given on behalf of the students to the larger school community and the decisions that were made. When asked why students were harassed or bullied, students responded that it was either because of their gender or because they are LGBTQ+, or have a physical or mental disability. The data shows this affects about 20% of our students, so there is work to do here.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the results, actions which need to be implemented include opportunities for students to learn how to cope with hopelessness and chronic sadness; education around how to stop bullying, intimidation and a person's rights to a harassment free educational setting; and in reverse, the harasser needs to be educated on diversity, inclusion, and tolerance and what sexual harassment means. We are excited to introduce peer advisors for next year. These students will be trained in how to help students problem solve without asking for adult intervention unless the problem is severe. We hope that having identifiable students out at recess will help students report instances of bullying and harassment.

In curriculum and instruction, there needs to be more Learner Driven Instruction options where the student is able to engage with their learning more rather than being lectured or dictated to. Perhaps collaborative strategies such as working on a Project based Learning activity will increase critical thinking and teamwork aspects of learning and will motivate students. We are also looking forward to our upcoming school wide training in UDL to help increase academic engagement among students.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

We use the LCAP as a measurement for broad courses of study. Currently, all NCSA students have access to the following: Orton-Gillingham curriculum, iReady for ELA and math, and authentic voices literature. We use the Simplify Writing curriculum for writing. Teachers use the State History Standards, the Learning for Justice Social Justice Standards, and the Next Generation Science Standards and the Visual and Performing Arts Standards as guides for teaching those subjects. NCSA integrates the Arts into all academics and students have access to multiple art and music classes including weekly dance and movement classes in addition to 22 different electives to choose from in middle school encompassing, art, music, dance, mountain biking, physical fitness and thriving in the outdoors. To ensure students have physical access to a broad course of study we use parent/staff surveys and the FIT review regarding safety. To determine emotional safety we use CHKS and student surveys regarding diversity and bullying, their satisfaction with all their classes, and attendance rates to determine if all students are able to access their education on a daily basis.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Students with disabilities increased their scores significantly in both reading and math on the CAASPP test. According to our surveys 97% of parents feel their child is receiving an appropriate education, our facilities are in good repair, overall student satisfaction on our local 4th - 8th grade student survey is 81%, and 83% of middle school students feel they receive a strong education. There are no differences across school sites because NCSA is one independent charter school and acts as its own LEA.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

The overall percentage of students who are chronically absent has decreased significantly 36% in 2023 to 11% in 2025 (Local Data). In addition, in 2024 75% of students who were economically disadvantaged which was reduced to 32% (Local data 2025) and students with disabilities reduced chronic absenteeism by 15% (33% to 18% Local Data 2025).

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

We will continue to focus on students with disabilities and economically disadvantaged youth in 2025/26 by giving them priority access to our counselor, by giving their parents priority access to the Parent Resources Coordinator and we will utilize our Wellness Coaches to work with chronically absent youth to build their capacity for attending school. In addition, we will be offering all chronically absent students the opportunity to participate in our after school attendance recovery & tutoring program to make up absences thereby decreasing our chronically absent rate and ensuring equal access to a broad course of study.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies					

Coordinating Instruction	1	2	3	4	5
for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

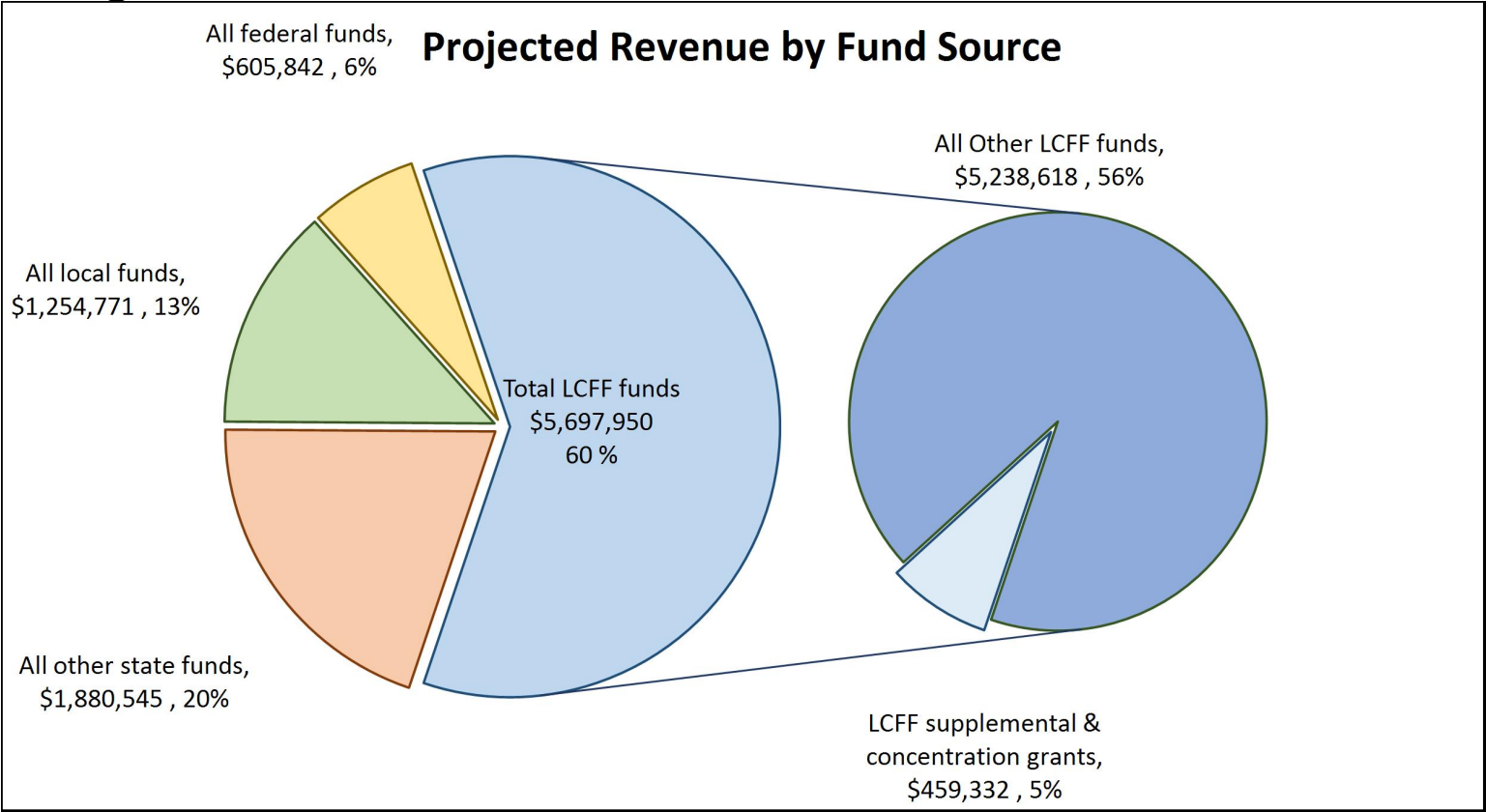| Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Nevada City School of the Arts

CDS Code: 29 10298 0114330

School Year: 2025-26

LEA contact information:

Holly Ann Pettitt

Director

director@ncsota.org

(530) 273-7736 ext. 1007

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

All federal funds, $605,842 , 6%

All Other LCFF funds, $5,238,618 , 56%

All local funds, $1,254,771 , 13%

Total LCFF funds $5,697,950 60 %

All other state funds, $1,880,545 , 20%

LCFF supplemental & concentration grants, $459,332 , 5%

This chart shows the total general purpose revenue Nevada City School of the Arts expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Nevada City School of the Arts is $9,439,109, of which $5,697,950 is Local Control Funding Formula (LCFF), $1,880,545 is other state funds, $1,254,771 is local funds, and $605,842 is federal funds. Of the $5,697,950 in LCFF Funds, $459,332 is

generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP
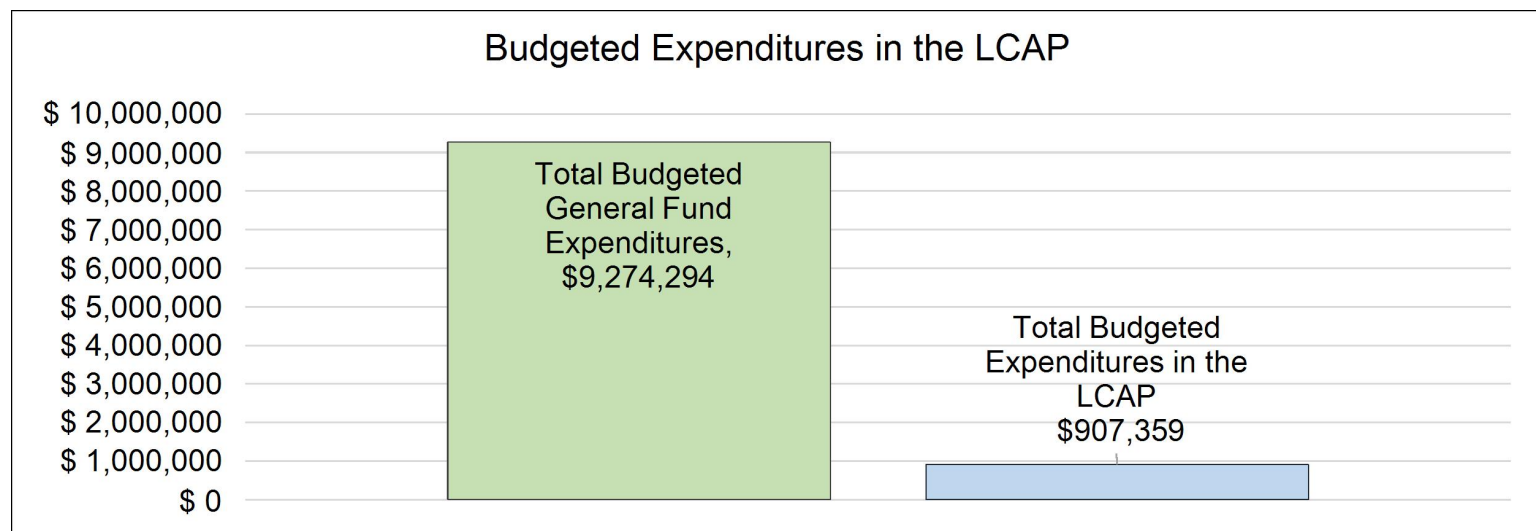
This chart provides a quick summary of how much Nevada City School of the Arts plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Nevada City School of the Arts plans to spend $9,274,294 for the 2025-26 school year. Of that amount, $907,359 is tied to actions/services in the LCAP and $8,366,935 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Nevada City School of the Arts is projecting it will receive $459,332 based on the enrollment of foster youth, English learner, and low-income students. Nevada City School of the Arts must describe how it intends to increase or improve services for high needs students in the LCAP. Nevada City School of the Arts plans to spend $702,955 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$733,717
☐ Actual Expenditures for High Needs Students in LCAP	$865,569

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000 $ 600,000 $ 700,000 $ 800,000 $ 900,000 $ 1,000,000
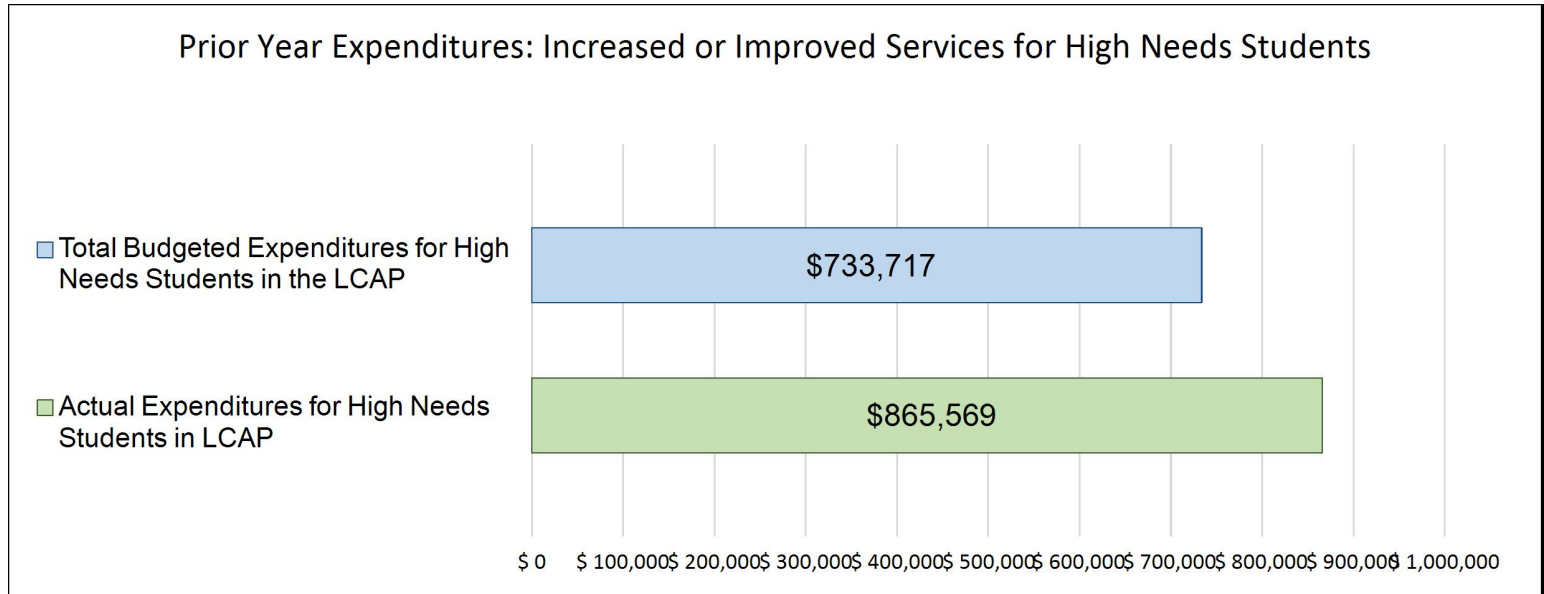
This chart compares what Nevada City School of the Arts budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Nevada City School of the Arts estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Nevada City School of the Arts's LCAP budgeted $733,717 for planned actions to increase or improve services for high needs students. Nevada City School of the Arts actually spent $865,569 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Nevada City School of the Arts	Holly Ann Pettitt Director	director@ncsota.org (530) 273-7736 ext. 1007

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Nevada City School of the Arts (NCSA) is a County-Wide Benefit Charter currently serving up to 480 pupils in Transitional Kindergarten through 8th Grade since 1994. High school metrics are not applicable. 48% of NCSA's pupils are low-income and 14% are students with disabilities. All students with disabilities participate in the general education program to the maximum extent possible. Educational services in ELA and Math are provided according to IEP goals for each student and Extended School Year is provided as appropriate. NCSA does not have over 1% of English Language Learners. 75% of the student population is white, 12% identify as two or more races, and 12% identify as Hispanic. All other ethnicities are below 1%. The demographics of NCSA mirror that of Nevada County.

NCSA operates under a Policy Governance model of leadership with the Ends Policies paving the way forward. Our Ends Policies are as follows:
Nevada City School of the Arts exists so that students, families, staff, and the greater community have:
- an arts-based choice for elementary education.
- an educational institution that facilitates academic, artistic, and social-emotional achievement.
- a collaborator and contributor to the greater community.
- a safe, respectful, and equitable conditions for learning and working.

The mission of NCSA is to nurture and inspire academic excellence through the Arts. The Arts - Music, Dance, Theater, and the Visual Arts - are crucial to the complete education of a child. Their practice, understanding and appreciation are essential to the human experience and learning itself. Research shows that the Arts in education promote brain growth and increased success in all academic areas.

The Arts, however, are more than a means to an academic end. They point a way to live a balanced and reasonable life and engender a commitment to excellence. The Arts are not simply a means; they are an end into themselves. The Arts make us human and whole.

We strive to encourage students to:
- be self-motivated, competent, lifelong learners through self-directed learning opportunities initiated and pursued through collaboration between students, parents, and teachers;
- perform and achieve as well as or better than pupils in traditional California public schools by the end of 8th grade;
- demonstrate arts-integrated learning across major subject areas;
- and provide experiences and activities which develop the whole child academically, socially, emotionally, culturally, and physically.

NCSA is committed to creating a school culture where all members of different gender identities, sexual orientations, religions, races, ethnicities, and physical and developmental abilities are welcomed, valued, and celebrated. We are dedicated to proactively identifying and addressing biases, practices, policies, and institutional barriers that perpetuate injustice and inequality in our school. Anti-racist and anti-oppressive practices will be guideposts that allow us to consistently reflect on our policies and curriculum ensuring they are promoting equity and representation for all students. In doing so, our goal is to foster the development of positive identities for all students, promote their abilities to build productive and genuine relationships with people across differences, and ensuring equal access to opportunities and achievement for all students. We want our students to be able to understand stereotypes and their counter-narratives, along with systems of oppression, and learn how to intervene and interrupt injustice when confronted with it. We believe that all our lives are enriched when communities are equitable and inclusive.

In the end we seek not so much to create artists, as to nurture an artistic attitude and practice. A life immersed in the Arts leads naturally to the successful practice of the art of living. To go into the world with tools of heart and mind able to meet any challenge, with vision and understanding of diverse perspectives sufficient to see deeply into things, with creativity, resourcefulness, honesty, courage and compassion enough for the many uncertainties of life - this is what we seek for our children, our community and our world.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

NCSA has seen some excellent progress and growth over the last 4 years.

Although ELA CAASPP scores for all students in 2023 declined slightly (- 4.4 points on the CA Dashboard 2023), 3 out of 5 subgroups were in the green (economically disadvantaged students, students of two or more races and white students). These groups scored 25.3 points above standard.

Math CAASPP scores declined slightly (4.6 points) with Hispanic students, economically disadvantaged, and students of two or more races in the orange indicator and white students in yellow (CA Dashboard 2023). School wide our students scored 19.6 points below standard.

Students in Kinder thru 6th grades continue to score well on our 2024 local iReady assessments:

74% are at or above grade level in reading.

63% are at or above grade level in math.

6th-8th Grade students' writing scores on our local Writing By Design writing assessment went up this year from 46% of students scoring at or above grade level in 2023 to 59% in 2024.

NCSA 8th Grade California Science Test Scores (CAST 2023) were also strong with 66% of 8th grade students scoring at or above standard and economically disadvantaged students scoring at 68.43% above standard. The school met its overall goal in increasing test scores by 5% with 8th Grade growing from a baseline of 45% at or above in 2019, to 66% in 2023. Results for other subgroups were not significant.

NCSA's School Climate continues to improve. We have seen a significant decrease in our suspension rate this year - going from 4.5% of students suspended one time (2023 Dashboard) to 1.9% school wide suspensions (2024 local data). NCSA also decreased suspensions among students with disabilities from 10.3% (2023 Dashboard) to 7.7% (2024 local data). We believe this is a direct result of three things:
- hiring two you advocates whose primary responsibility is to support youth who are experiencing difficulties with behavior,
- hiring two Registered Behavior Technicians who support classrooms with behavior plan monitoring and student behavior,
- and beginning to implement a Restorative Justice Program.

Parent and Student Engagement continue to be high with 96% of parents being satisfied with our overall program, surpassing our goal of 90%. 81% of 4th-8th grade students indicate they are happy to attend NCSA which also surpassed our goal of 75%. (2024 Local Parent and Student Surveys).

Chronic Absenteeism is showing significant improvement as well, going from 36.4% on the 2023 Dashboard to 12% based on current local attendance data (5-4-24). NCSA Increased overall attendance by 4.5% this year, going from 90% in 2023 to 94.5% in 2024 (Local Data 5-4-24).

Finally, staff engagement remains high with 95% of staff feeling engaged and part decision making (23/24 Staff Survey).

Areas for Growth

Students with Disabilities continued to perform in the red and their overall scores declined by 44.8 points in ELA and 35.3 points in math (CA Dashboard 2023).

Science test scores for 5th Grade went down from 69% to 45% on the CAST (2023 California Science Test).
While the overall number of suspensions has gone down this year from 21 to 10, we are still concerned about the high percentage of students with disabilities being suspended - 50% of all suspensions are students with disabilities (5 out of 10 suspensions).

2024/25 - We have spent all of our Recovery Grant funds.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Last year, NCSA was identified as needing Differentiated Assistance due to having Red Indicators in the CA Dashboard in the following areas and within the following subgroups:

Chronic Absenteeism
- 33% of chronically absent students are students with disabilities
- 14% are Hispanic students
- 68% are white students
- 74% are Economically Disadvantaged students

The actions and metrics we created to reduce Chronic Absenteeism helped us move out of DA and into a High Performing Charter once again.

Chronic Absenteeism reduced from 34% (2023 CAD) to 11.4% (2024 CAD).

Suspension Rate Declined
- Students with Disabilities suspension rate fell from 10.3% to 7.7%. Our restorative justice program, and youth advocates supported this improvement.

Academics
- Students with Disabilities in Math and ELA fell within the Red Indicator - Math will be our main focus for next year, especially for students with disabilities. The differentiated assistance team has worked with our team and determined that the following would help support this focus:
- Create & Review math fluency graph in folders
- Create after school Math Club
- Train 8th graders to run K-3 Math games after school
- Add Math tutoring to after school program
- Give and use Math Screeners with new students
- All teachers commit to requiring fact fluency practice
- Implement math centers in upper elementary
- All teachers to utilize iReady lessons weekly
- Provide coaching by our math specialist
- Increase math instruction time
- Incentivize growth on iReady beyond paper award
- Host math olympics for middle school
- Invite parents to volunteer specifically for math fluency

- Host 3 family math nights to teach parents to play math games with their children

2024/25 - No longer in technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

Educational Partner(s)	Process for Engagement
Philosophical Approach	We believe that educational partners play a key role in identifying local needs, possible actions to address such needs, and in supporting improved student outcomes. For this reason, we strive to engage all educational partners in the process of developing and annually updating the LCAP. Additionally, we collaborate with our educational partners in a process of continual improvement, meaningful engagement, and shared decision-making in support of student success. This work included providing information in multiple formats.
Teachers/Staff	CHKS Survey, Monthly Team Meetings, Monthly Advisory Meetings, Staff Survey (May)
Parents	CHKS Survey (October) Local Parent Survey (February), Weekly Director's Note comments, Parent Advisory Group Meetings (November, January, February, March and April)
Students	CHKS Survey, Student Council Meetings (Wednesdays), Surveys (April), Small Group Discussions (weekly in SEL classes).
Leadership Team	Weekly Leadership Meeting with Administration
Special Education Team (Nevada County Chartering Authority & SELPA)	Bi-Weekly meetings with school psychologists, resource specialists, speech and language and occupational therapy providers, as well as intervention specialists and mental health counselors. Consulted directly with county SELPA director regarding metrics and outcomes. Attend the SELPA Superintendents Meeting monthly.

In response to the math proficiency needs identified by educational partners, NCSA will implement a broad goal for math that includes actions to:

- Provide professional development and coaching to support improved implementation of SFUSD Math Curriculum instructional strategies.
- Provide an after-school program for students below grade level in math that focuses on advancing math skill and proficiency, prioritizing services for students who are unduplicated pupils.
- Hire a math support teacher to assist in the 6th-8th math classroom every day and provide after school tutoring to students who are not meeting standards with priority given to economically disadvantaged youth and students with disabilities.
- Host school wide Family Math Nights and send math game ideas to parents via the monthly notes to increase parent engagement and support at home with math.

In response to the needs that educational partners identified related to Chronic Absenteeism, school connectedness, and suspension rates, NCSA will implement a broad goal that includes actions to:

- Conduct regular phone calls with families of low-income students identified as chronically absent in 23/24.
- Continue to identify students at risk for chronic absenteeism, implement case management practices to monitor students, and provide support.
- Continue to employ two Youth Advocates who will focus on restorative justice principles and practices to address the needs of low-income students.
- Provide a new student leadership program to foster increased participation of low-income students in student clubs/leadership groups and build relationships.
- Add a metric (Percent of Students Participating in a Student Club or Leadership Group) to measure the percent of low-income students participating in a student club or leadership group
- Provide professional development to school staff to support the implementation of SEL strategies to address the needs of low-income students.
- Provide attendance/academic recovery program for students experiencing Chronic Absenteeism to help recover attendance and reduce days absent.
- Establish a family resource center in order to provide families with access to community-based services that address needs related to SEL, mental health, physical health, student engagement, as well as housing and food insecurities in order to address the needs of low-income students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1: Academic Achievement - Increase achievement in English language arts, mathematics and science for all students, including unduplicated pupils and those identified as English Language Learners, economically disadvantaged students and students with disabilities who did not score at or above grade level.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Although NCSA was labeled as "green" overall in ELA on the CA Dashboard and "yellow" overall for math, our students with disabilities were in the "red" and performed well below standard in both areas. The actions for this goal will help to increase scores by focusing directly on student support and academic intervention for our unduplicated pupils.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP - ELA distance from standard for all students and students with disabilities as reported on the California Dashboard (CAD)	All students - 25.3 points above standard in ELA - Green (2023 CAD) Students with disabilities - 95.9 points below standard in ELA - Red (2023 CAD)	All students - 18.3 points above standard in ELA - Green (2024 CAD) Students with disabilities - 73.6 points below standard in ELA - Orange (2024 CAD)		Increase scores to 45 points above standard for all students (Blue) and 60 points below standard for students with disabilities (Yellow) for grades 3-8th (2026 CAD).	All students - 7 point decrease SWD - 22.3 point increase.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	CAASPP - Math distance from standard for all students and students with disabilities as reported on the California Dashboard (CAD)	All students - 19.6 points below standard in math (2023 CAD) Students with disabilities - 129.6 points below standard in math (2023 CAD)	All students - 24.7 points below standard in math (2024 CAD) Students with disabilities - 104.5 points below standard in math (2024		Increase scores to 25 points above standard for all students (Blue) and 95 points below standard for students with disabilities (Yellow) for grades 3-8th (2026 CAD).	All Students - 5.1 point decrease SWD - 25.1 point increase
1.3	% of K-6 students who score at or above grade level on the iReady reading diagnostic assessments.	74% of K-6 students scored at or above grade level on the iReady reading diagnostic assessments (2024 EOY Assessment).	72% of K-6 students scored at or above grade level on the iReady reading diagnostic assessments (2025 EOY Assessment).		80% of K-6 students will score at or above standard on the iReady Reading Diagnostic assessments (2027 EOY Assessment) .	2% decrease
1.4	% of K-6 students who score at or above grade level on the iReady math diagnostic assessments.	63% of K-6 students scored at or above grade level on the iReady math diagnostic assessments (2024 EOY Assessment).	62% of K-6 students scored at or above grade level on the iReady math diagnostic assessments (2025 EOY Assessment).		65% of K-6 students will score at or above standard on the iReady Math Diagnostic assessments (2027 EOY Assessment) .	1% decrease
1.5	% of all 6th-8th grade	59% of all 6th-8th grade students scored at or	61%of all 6th-8th grade students		70% of all 6th-8th grade students will	2% growth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students who score at or above standard on NCSA's local writing assessment.	above standard on NCSA's 2024 local writing assessment.	scored at or above standard on NCSA's 2025 local writing assessment.		score at or above standard on NCSA's 2024 local writing assessment.	
1.6	CAST - Science % of 8th grade students who score at or above standard for as reported on the (ETS.org)	66.67 % of 8th Grade students scored at or above standard on the 2023 CAST (ETS.org)	51.92% of 8th Grade students scored at or above standard on the 2024 CAST (ETS.org)		75% of 8th Grade students will score at or above standard on the 2026 CAST (ETS.org)	14.75% Decrease
1.7	CAST - Science % of 5th grade students who score at or above standard as reported on the (ETS.org)	45.10% of 5th Grade students scored at or above standard on the 2023 CAST (ETS.org).	39.21% of 5th Grade students scored at or above standard on the 2024 CAST (ETS.org).		Increase by 20% the number of 5th grade students who score at or above standard as reported on the 2026 CAST (ETS.org).	5.89% Decrease
1.8	% of 3rd grade students with disabilities that have tested at grade level on the iReady reading diagnostic (EOY Assessment)	44% of 3rd grade students with disabilities have tested at grade level on the iReady reading diagnostic (2024 EOY Assessment)	50% of 3rd grade students with disabilities have tested at grade level on the iReady reading diagnostic (2025 EOY Assessment)		65% of 3rd grade students with disabilities will test at grade level on the iReady reading diagnostic (2027 EOY Assessment)	6% Increase
1.9	% of 4th-6th grade students with disabilities that have tested at grade level on the iReady reading diagnostic (EOY Assessment)	37% of 4th-6th grade students with disabilities have tested at grade level on the iReady reading diagnostic (2024 EOY Assessment)	58% of 4th-6th grade students with disabilities have tested at grade level on the iReady reading diagnostic (2025 EOY Assessment)		65% of 4th-6th grade students with disabilities will test at grade level on the iReady reading diagnostic (2027 EOY Assessment)	21% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	% of 3rd Grade students with disabilities that have tested at grade level on the iReady math diagnostic (EOY Assessment)	11% of 3rd Grade students with disabilities tested at grade level on the iReady math diagnostic (2024 EOY Assessment)	50% of 3rd Grade students with disabilities tested at grade level on the iReady math diagnostic (2025 EOY Assessment)		40% of 3rd Grade students with disabilities will test at grade level on the iReady math diagnostic (2027 EOY Assessment)	39% increase.
1.11	% of 4th-6th grade students with disabilities that have tested at grade level on the iReady math diagnostic (EOY Assessment)	20% of 4th-6th grade students with disabilities tested at grade level on the iReady math diagnostic (2024 EOY Assessment)	20% of 4th-6th grade students with disabilities tested at grade level on the iReady math diagnostic (2024 EOY Assessment)		50% of 4th-6th grade students with disabilities will test at grade level on the iReady math diagnostic (2027 EOY Assessment)	No change
1.12	% of English Language Learners who improve on the ELPAC Test.	No Data - 22/23 (No EL students enrolled)	No Data - 23/24 (No EL students enrolled)		100% of English Language Learners will improve on the ELPAC Test (2026)	No change
1.13	% of English Language Learners who are reclassified FEP (Fluent English Proficient) on the ELPAC.	No Data 22/23 (No EL students enrolled)	No Data 23/24 (No EL students enrolled)		100% of English Language Learners will be reclassified FEP (Fluent English Proficient) on the ELPAC (2026).	No change
1.14	% of all students, including unduplicated pupils and students with disabilities, who receive broad	100% of all students, including unduplicated pupils and students with disabilities, receive broad	100% of all students, including unduplicated		Maintain 100% access as reported on the Academic Local	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	course access to standards aligned curriculum as well as art, music and movement classes every week as reported on the CAD Academic Local Indicator.	course access to standards aligned curriculum as well as art, music and movement classes every week as reported on the 2023 CAD Academic Local Indicator.	pupils and students with disabilities, receive broad course access to standards aligned curriculum as well as art, music and movement classes every week as reported on the 2024 CAD Academic Local Indicator.		Indicators on the 2026 CAD Academic Local Indicator.	
1.15	% of teachers who implement Common Core State & ELD Standards aligned curriculum as reported on the CAD Local Indicator.	100% of teachers implement Common Core State & ELD Standards aligned curriculum as reported the 2023 CAD Local Indicator.	100% of teachers implement Common Core State & ELD Standards aligned curriculum as reported the 2024 CAD Local Indicator.		Maintain 100% implementationas reported the 2026 CAD Academic Local Indicator.	No change
1.16	% of teachers who are appropriately assigned & credentialed as reported on the Teacher Assignment Monitoring Outcomes report (TAMO).	Clear 77.1% Out of field 4.9% Ineffective 13.2% Incomplete 1.6% as reported on the Teacher Assignment Monitoring Outcomes report (TAMO 21/22).	Clear 80.5% Out of field 4.9% Ineffective 9.8% Incomplete 0.0% as reported on the Teacher Assignment Monitoring Outcomes report (TAMO 23/24)		100% of teachers will be appropriately assigned & credentialed as reported on the Teacher Assignment Monitoring Outcomes report (TAMO 25/26).	3.5% Improvement in the number of teachers with clear credentials. 3.4% Improvement in the number of ineffective teachers.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						No teachers have incomplete credentials.

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall each of the planned actions (except Action 1.6) were carried out completely. Action 1.6 - The school was not able to provide math training to every math teacher - only K,1, and 2 teachers received specific math training from our math specialist.
Actions 1.1-1.5 & 1.7 were all carried out successfully as evidenced by an increase in scores for SWDs on metrics 1.1 and 1.2, and an increase in overall student scores on 1.3-1.5 and 1.8-1.11.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences:
Goal 1
Actions:
1.1 N/A
1.2 Hired additional instructional assistants and paraprofessionals to provide more support in the classrooms.
1.3 Increased statutory costs
1.4 Decreased statutory costs
1.5 No material difference
1.6 N/A
1.7 Increased training costs

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Actions 1.1 - Effective - Purchasing iReady for reading and math has allowed us to monitor and improve metrics 1.3, 1.4, and metrics 1.8-1.11. Especially with scores for students with disabilities.
1.2 - Instructional assistants and paraprofessionals are essential for student learning. There is support has helped students grow in their test scores in both math and reading (Local 2025 data and CAD 24).

1.3 - Reading Specialist - our reading specialist serves 37 students all of whom have shown growth since working with the specialist (Local iReady data).
1.4 - Math Specialist - our math specialist serves over 40 students, at the beginning 23 students were testing in the red on iReady (2 or more grade levels below grade level)
1.5 - Afterschool tutoring has been successful in supporting ------ students throughout the year.
The school was able to increase math and reading scores of students with disabilities by 20 points and maintain the overall student scores. Because of this, the school is no longer in Differentiated Assistance.
1.6 - Math Training - Removed due to lack of funding.
1.7 - 1 math teacher was supported with BTSA training which allowed them to help students make progress on their CAASPP and iReady testing.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Removing Action 1.6 - no money allocated for this Action and we are unable to find the necessary training.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	iReady Math and Reading Diagnostic Assessment K-6.	Purchase a site license for K-6 reading and math diagnostic and instruction from iReady. By providing iReady school wide, all students benefit, but it also ensures that all students with disabilities receive the same instructional support as those without academic challenges. Metrics 1.3 & 1.4 are being used to measure the % of K-6 students who score at or above standard on the iReady ELA and Math Diagnostic assessments (CA Dashboard). This action will support students with disabilities and unduplicated pupils from moving out of the Red Indicator on the Dashboard.	$19,784.00	No
1.2	Classroom Support (General)	Provide Instructional Assistants for all classes TK-3rd grade & Middle School. This action will support students with disabilities and unduplicated pupils from moving out of the Red Indicator on the Dashboard.	$361,674.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Credentialed Reading Intervention Specialist	Provide 1 FT Credentialed Reading Specialist (Local Assignment, EC 44258.3)	$106,579.00	Yes
1.4	Credentialed Math Intervention Specialist	Provide 1 FT Credentialed Math Intervention Specialist (Local Assignment, EC 44258.3)	$109,303.00	Yes
1.5	F/T Middle School Math support/Tutor	Provide middle school math support and after school math tutoring school wide.	$52,479.00	Yes
1.7	Professional Development for Teachers	Utilize Title II funding to supporting beginning teachers with induction to clear their credential through BTSA.	$11,100.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2: Safe, Respectful, and Equitable Conditions for Learning and Working - Provide a school environment that focuses on equity, inclusion and the overall well being of all students, families and staff with a specific focus on unduplicated pupils, through targeted actions that support positive student outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

We developed this goal based on our student, staff and parent survey results from 23/24, the 2023 CHKS survey, and the 2023 CA Dashboard results on chronic absenteeism and suspension rates that indicated we needed to build more community engagement and create a more safe, inclusive and positive environment, especially for our unduplicated pupils. All of the actions are designed to increase the resources needed to support full community engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of families who feel engaged and a part of decision making; including participation in programs for unduplicated pupils and students with disabilities (Parent Survey).	Overall- No data SWD - No Data SED - No Data	No data - question was not asked on this year's survey.		90% Overall 90% SWD 90% SED (Parent Survey 2027).	N/A
2.2	% of families who feel satisfied w/ NCSA's	96% Overall 96% SWD	95% Overall 97% SWD		90% Overall 90% SWD	-1% Overall +1% SWD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	overall program (Parent Survey).	96% SED (Parent Survey 2024).	97% SED (Parent Survey 2025).		90% SED (Parent Survey 2027).	+1% SED (Parent Survey 2025)
2.3	% of families who report NCSA has an environment that is inclusive & respectful of all families (Parent Survey).	95% Overall 89% SWD 97% SED (Parent Survey 2024).	97% Overall 86% SWD 95% SED (Parent Survey 2025).		90% Overall 90% SWD 90% SED (Parent Survey 2027).	+2% Overall -3% SWD -2% SED (Parent Survey 2025).
2.4	% of staff who feel engaged and positive about working at NCSA (Staff Survey)	96% All Staff (Staff Survey 2024)	97% All Staff (Staff Survey 2025)		95% All Staff (Staff Survey 2027)	+1% Increase
2.5	% of staff who feel part of decision making (Staff Survey)	80% All Staff (Staff Survey 2024)	80% all staff feel part of decision making (Staff Survey 2024).		90% All Staff (Staff Survey 2027)	No change
2.6	% of staff who feel knowledgeable about the school Safety Plan (Staff survey)	98% All Staff (Staff Survey 2024)	98% of all staff feel knowledgeable about the school Safety Plan (Staff survey 2024)		99% All Staff (Staff Survey 2027)	No change
2.7	% of 4th-8th grade students who report overall satisfaction with school (Student Survey).	81% of students report overall satisfaction with school (2024 4th-8th Grade Survey)	80% of students report overall satisfaction with school (2025 4th-8th Grade Survey)		85% 4th-8th Grade (2027 4th-8th Grade Survey)	-1% Decrease
2.8	% of middle school students report that NCSA has an environment that is inclusive & respectful of all students (Middle School Student Survey).	90% of students report that NCSA has an environment that is inclusive & respectful of all students (2024 MS Student Survey)	90% of students report that NCSA has an environment that is inclusive & respectful of all		95% of students report that NCSA has an environment that is inclusive & respectful of all	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			students (2025 MS Student Survey)		students (2027 MS Student Survey)	
2.9	% of middle school students participating in a student club or leadership group (Local Club Data).	33% Overall Of the 33%... 7% SWD 43% SED 10% Hispanic 11% TOMR 76% White (Local Club Data 2024)	41% Overall Of the 28%... 11% SWD 45% SED 12% Hispanic 4 % TOMR 84% White (Local Club Data 2025)		Increase by 10% the amount of middle school unduplicated students who participate in clubs or leadership (Local Club Data 2027)	+8% Increase
2.10	% of Facilities in "good" repair measured by Facility Inspection Tool (FIT).	100% facilities are in "good" repair (2024 FIT).	100% facilities are in "good" repair (2024 FIT).		Maintain 100% facilities are in "good" repair (2027 FIT).	No change
2.11	% of students who are chronically absent (CAD).	34.6% of students were chronically absent (2023 CAD). SWD - Red SED - Red Hispanic - Red TOMR - Orange White - Red	11.4% of students were chronically absent (2024CAD). SWD - Orange SED - Yellow Hispanic - Yellow TOMR - Yellow White - Yellow		Reduce by 20% the number of students who are chronically absent. (2026 CAD)	- 23.2% decrease in chronic absenteeism.
2.12	Overall attendance percentage (PADC Data Report).	90.98% ADA (2023 PADC Data Report).	94.8% ADA (2024 PADC Data Report).		96% ADA based on (2026 PADC Data Report).	+4% increase in ADA
2.13	% of students who are suspended (CAD).	4.5% Overall - Orange 10.3% SWD - Red SED - Yellow	2.8% Overall - Green		Overall percentage will be reduced by 2%, the % of	-2.3% decrease in overall suspensions

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic - Yellow TOMR - Green White - Orange (2023 CAD)	7.7% SWD - Orange SED - Yellow Hispanic - Green TOMR - Yellow White - Yellow (2024 CAD)		students with disabilities will reduce by 7% and all subgroups should be in the Green (2026 CAD).	-3.4% decrease in suspensions of SWDs All subgroups stayed the same or better.
2.14	Expulsion rate % (CALPADS)	0% Expulsion rate (CALPADS 2023)	0% Expulsion rate (CALPADS 2024)		Maintain 0% Expulsion Rate (CALPADS 2026)	No change
2.15	Middle school dropout rate % (CALPADS)	0% middle school drop out rate (CALPADS 2023)	0% middle school drop out rate (CALPADS 2024)		Maintain 0% middle school drop out rate (CALPADS 2026)	No change

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions were implemented as planned and appear to be effective. Data remains consistent across the board with some small increases and/or decreases in metrics (see below). Having a counselor and youth advocate helps maintain student mental health and overall happiness at school. Tutoring/Academic Support has been effective in helping and average of 15 students per day to access their education - 75% of whom are socio-economically disadvantaged (SED) youth.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Actions:
2.1 Decreased statutory costs
2.2 Reduced daily hours supporting students.
2.3 Decreased statutory costs

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions have been effective thus far, as indicated by and increase or a maintenance of each metric with the exception of 2.7.
Metric 2.1 - Parent survey did not contain a question regarding this metric so there is no baseline data yet. The survey in 2026 will include this question.
Small increase/decrease in metrics 2.2, 2.3, 2.4 - but the data is still better than the year 3 targeted outcome.
Metrics 2.5 and 2.6 - no new data - the staff survey is different every other year, so those questions were not asked.
Metric 2.7 is still below targeted outcome and did decrease by 1%.
Metric 2.9 Increased by +8%
No change on metrics 2.8, 2.10, 2.14 and 2.15 but all are still above year 3 outcome.
Significant improvement on metrics 2.11, 2.12, 2.13, 2.14 & 2.15

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes to the goal, metrics or targeted outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide Counseling Services (General Education)	Continue to employ a full time licensed PPS to offer counseling for students in general education.	$116,776.00	Yes
2.2	Student Engagement	Continue to staff youth advocate and student engagement coordinator to assist with student engagement, discipline and restorative justice groups for unduplicated pupils.	$83,816.00	Yes
2.3	Attendance Recovery	Hire an after school tutor to support student attendance recovery and monitor student independent studies.	$45,848.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$459,332.00	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.768%	0.000%	$0.00	8.768%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Classroom Support (General) **Need:** Based on CAASPP and iReady results in math, students in all grades need extra support to make academic gains in math. Teachers need the support in the classroom to provide small group instruction.	Providing extra support in the classroom helps each student get what they need individually or in small groups. Students with disabilities (Red Indicator on the CAD) also need the extra support paraprofessionals provide in the classroom.	Metrics 1.1 - 1.5 and 1.8 - 1.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.3	**Action:** Credentialed Reading Intervention Specialist **Need:** Students with disabilities are scoring much lower on their CAASPP and ready ELA assessments than non-disable peers - they fell into the Red on the CAD. **Scope:** Schoolwide	By providing a reading interventionist school wide, all students benefit, but it also ensures that all students with disabilities receive the same instructional support as those without academic challenges (This action supports moving SWDs out of the Red Indicator in ELA on the CAD).	1.1, 1.3, 1.8, 1.9
1.4	**Action:** Credentialed Math Intervention Specialist **Need:** Students with disabilities are scoring much lower on their CAASPP and ready ELA assessments than non-disable peers. **Scope:** Schoolwide	By providing a math interventionist school wide, all students benefit, but it also ensures that all students with disabilities receive the same instructional support as those without academic challenges (This action supports moving SWDs out of the Red Indicator in math on the CAD).	1.2, 1.4, 1.10, 1.11
1.5	**Action:** F/T Middle School Math support/Tutor **Need:** Math scores are low and Chronic absenteeism is high among economically disadvantaged students and students with disabilities.	By providing a FT math support assistant for the middle school and provide after school tutoring and attendance recovery school wide, we will reduce chronic absenteeism and boost math scores on the CAASPP and iReady assessments (This action supports moving SWDs and overall chronic absenteeism out of the Red on the CAD).	1.2, 1.4, 1.10, 1.11 and 2.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.1	**Action:** Provide Counseling Services (General Education) **Need:** All students and student subgroups are in the Red or Orange Categories on the CA Dashboard for Chronic Absenteeism. Local data shows that 74% of chronically absent students are also economically disadvantaged students. 2023 CHKS data also shows that 30% of 7th grade students are having feelings of hopelessness and 86% of students who received counseling support in 23/24 said that it was helpful.(Chronic Absenteeism was RED on the CAD for 4 out of 5 subgroups). **Scope:** Schoolwide	By providing a full time school counselor we are addressing student needs for attendance, engagement and belonging and will support moving out of the Red on the CAD.	2.7, 2.8, 2.11
2.2	**Action:** Student Engagement **Need:** CHKS and local survey data indicate a need to address student engagement and bullying. **Scope:** Schoolwide	By hiring a person whose sole responsibility it is to build trusting relationships with students we expect more students to ask for social emotional support, report instances of bullying which in turn will support student engagement in the classroom. We expect bullying to decrease, suspensions to decrease, and an increase overall engagement. Further, SWDs represent the only group to fall into the Red on the CAD. This action supports moving SWDs out of the Red.	2.7, 2.8, 2.11 & 2.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	**Action:** Attendance Recovery **Need:** 74% of chronically absent students are low-income, 33% are students with disabilities,14% are Hispanic, 16% are two or more races. **Scope:**	By providing after school tutoring and academic recovery time, chronically absent students will perform better on state and local assessments, be able to recoup lost academic time and get attendance recovery to reduce chronic absenteeism. (This action supports moving both overall Chronic Absenteeism and SWDs academic scores out of the Red on the CAD).	2.11

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Not Applicable - NCSA does not receive concentration grant funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$5,238,618.00	$459,332.00	8.768%	0.000%	8.768%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$702,955.00	$65,632.00	$0.00	$138,772.00	$907,359.00	$887,575.00	$19,784.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	iReady Math and Reading Diagnostic Assessment K-6.	All	No			All Schools K-6	Ongoing	$0.00	$19,784.00		$19,784.00			$19,784.00	
1	1.2	Classroom Support (General)	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	All Schools K-3 and 6-8	Ongoing	$361,674.00	$0.00	$361,674.00				$361,674.00	
1	1.3	Credentialed Reading Intervention Specialist	Low Income	Yes	School wide	Low Income	K-5	Ongoing	$106,579.00	$0.00	$29,397.00			$77,182.00	$106,579.00	
1	1.4	Credentialed Math Intervention Specialist	Low Income	Yes	School wide	Low Income	1st-5th	Ongoing	$109,303.00	$0.00	$58,813.00			$50,490.00	$109,303.00	
1	1.5	F/T Middle School Math support/Tutor	Low Income	Yes	School wide	Low Income	6th-8th6-8	Ongoing	$52,479.00	$0.00	$52,479.00				$52,479.00	
1	1.7	Professional Development for Teachers	All	No			All Schools	Ongoing	$11,100.00	$0.00				$11,100.00	$11,100.00	
2	2.1	Provide Counseling Services (General Education)	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income		Ongoing	$116,776.00	$0.00	$116,776.00				$116,776.00	
2	2.2	Student Engagement	Low Income	Yes	School wide	Low Income		Ongoing	$83,816.00	$0.00	$83,816.00				$83,816.00	
2	2.3	Attendance Recovery	All	No				Ongoing	$45,848.00	$0.00		$45,848.00			$45,848.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$5,238,618.00	$459,332.00	8.768%	0.000%	8.768%	$702,955.00	0.000%	13.419 %	**Total:**	$702,955.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$702,955.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Classroom Support (General)	Yes	Schoolwide	Foster Youth Low Income	All Schools K-3 and 6-8	$361,674.00	
1	1.3	Credentialed Reading Intervention Specialist	Yes	Schoolwide	Low Income		$29,397.00	
1	1.4	Credentialed Math Intervention Specialist	Yes	Schoolwide	Low Income	1st-5th	$58,813.00	
1	1.5	F/T Middle School Math support/Tutor	Yes	Schoolwide	Low Income	6th-8th	$52,479.00	
2	2.1	Provide Counseling Services (General Education)	Yes	Schoolwide	Foster Youth Low Income		$116,776.00	
2	2.2	Student Engagement	Yes	Schoolwide	Low Income		$83,816.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$887,789.00	$1,014,128.27

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	iReady Math and Reading Diagnostic Assessment K-6.	No	$19,189.00	$19,189.00
1	1.2	Classroom Support (General)	Yes	$404,064.00	$535,006.00
1	1.3	Credentialed Reading Intervention Specialist	Yes	$100,688.00	$100,880.00
1	1.4	Credentialed Math Intervention Specialist	Yes	$100,421.00	$99,613.00
1	1.5	F/T Middle School Math support/Tutor	Yes	$59,799.00	$59,799.00
1	1.6	Teacher Training	No	0	0
1	1.7	Professional Development for Teachers	No	$11,160.00	$11,864.27
2	2.1	Provide Counseling Services (General Education)	Yes	$113,635.00	$113,377.00
2	2.2	Student Engagement	Yes	$44,292.00	$40,475.00
2	2.3	Attendance Recovery	Yes	$34,541.00	$33,925.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$443,559.00	$733,717.00	$865,569.00	($131,852.00)	165.430%	195.110%	29.680%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Classroom Support (General)	Yes	$404,064.00	$535,006.00	91.10%	120.61%
1	1.3	Credentialed Reading Intervention Specialist	Yes	$17,289.00	$23,698.00	3.90%	5.34%
1	1.4	Credentialed Math Intervention Specialist	Yes	$60,097.00	$59,289.00	13.55%	13.36%
1	1.5	F/T Middle School Math support/Tutor	Yes	$59,799.00	$59,799.00	13.48%	13.48%
2	2.1	Provide Counseling Services (General Education)	Yes	$113,635.00	$113,377.00	25.62%	25.56%
2	2.2	Student Engagement	Yes	$44,292.00	$40,475.00	9.99%	9.12%
2	2.3	Attendance Recovery	Yes	$34,541.00	$33,925.00	7.79%	7.64%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$5,259,621.00	$443,559.00	0%	8.433%	$865,569.00	195.110%	211.567%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
        - Actions may be grouped together for purposes of these explanations.
        - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see *Education Code* Section 52068; and

- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

    o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  - Indicate the school year to which the baseline data applies.

  - The baseline data must remain unchanged throughout the three-year LCAP.

    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- o   Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

    o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- ▪ The reasons for the ineffectiveness, and

- ▪ How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

  - o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

  - o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o Professional development for teachers.

    o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

    o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  ▪ Identify the action as an LREBG action;

  ▪ Include an explanation of how research supports the selected action;

  ▪ Identify the metric(s) being used to monitor the impact of the action; and

  ▪ Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

    See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

    o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

  o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

  - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

<div align="center">

Nevada City School of the Arts

School Director's Monitoring Report

Executive Limitations Policy: B-2 Financial Planning and Budgeting

Board of Directors Meeting: **June 18, 2025**

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==**I report overall compliance with this policy.**==

Signed_____, School Director

B2 - The School Director must not operate without annual and multi-year budgets and plans that address intentional and improved Ends accomplishment, along with avoidance of fiscal jeopardy.

Interpretation:

Financial planning is essential to avoid financial jeopardy. NCSA will have in place a multi-year financial projection and an annual budget crafted to ensure the fiscal success of NCSA. NCSA will also use the LCAP to address desired results in a larger context, including the social and environmental goals and the appropriate planned activities, so as to reasonably comply with the limitation policies while pursuing the desired results inspired by the Ends policies.

Operational Definitions:

a) NCSA will operate with an annual budget, multi-year projection, and LCAP updated for each fiscal year.
b) In B1.1, the board has defined "fiscal jeopardy" as those conditions that do not meet the criteria set in the Financial Conditions (B1) policy. The financial plan (budget) will be designed to meet or exceed those criteria.

Data:

a) The LCAP for 2025-2027 will be included with the June agenda packet. The adopted budget, cash flow, and multi-year projection, covering 2025/26 through 2027/28, are also in the Board Packet.
b) See B2.1 below for data about fiscal jeopardy.

B2.1a The School Director must not create plans or budgets that:

c) Risk incurring those situations or conditions described as unacceptable in the Board policy "Financial Condition and Activities."

Interpretation:

In executive limitation terminology, the multi-year projection and adopted budget, along with the

1

LCAP, are designed to guide NCSA financially, set goals, and put procedures in place that avoid the unacceptable conditions as set forth in the B1 – Financial Conditions policy. In terms of budget planning, the essential criteria are those that require sufficient enrollment, attendance, net income, liquidity, and loan requirements. The Operational Definitions for these criteria are in the B1 report dated **February 27, 2025.**

Operational Definition:

Each budget for NCSA will show planned financial conditions within the limits defined in policy B1.

Data:

Financial Condition	2025-26 Budget Projection
NCSA Surplus > $0	Projected Surplus = $164,814
Raven Springs Surplus > $250,000	Projected Surplus = $14,562
Attendance ≥ 94%	Projected Attendance = 96%
Enrollment >99%	Projected Enrollment = 99%
NCSA Cash Balance > $10,000	Projected Cash Balance = $96,842
RS Cash Balance > $0.00	Projected Cash Balance = $108,883

<mark>**FYI** - The projected surpluses are $164,814 (NCSA) and $14,562 (Raven Springs), would generally be a healthy surplus. However, to qualify for financing from Grow Schools, we need a surplus of $250,000 to $300,000. Additionally, it is worth noting that this surplus relies on leasing warehouse space at a significantly higher price per square foot.</mark>

B2.1b The School Director must not create plans or budgets that:

   d) Omit credible projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosure of planning assumptions.

Interpretation:

The School Director will plan for the success of NCSA, both in the short term and long term, by beginning with a realistic multi-year projection. Since the establishment of the LCFF Calculator, we have developed a method of projecting revenue based on historical data and trend analysis derived from numbers given to us by both the School Services of California (SSC) and the Financial Crisis and Management Assistance Team (FCMAT) Calculator. With projected revenue in place, expenses are proportionally allocated. Net revenue is projected to reflect a positive cash flow.

Operational Definition:

   a) Projections of revenues, expenses, and capital investments are based on revenue information from the state and historical data.

   b) A capital budget is prepared separately from the operational budget.

c) Cash flow projections are clearly shown on the cash flow projection sheet.

d) Assumptions made in creating the LCAP and the annual budget are based on prior year actuals that we review at 1st Interim, along with the State budget approved by the governor.

e) The Director will test the overall credibility and reasonableness of the plan, including the embedded projections and assumptions, by having the plan reviewed internally by our treasurer and externally by other knowledgeable professionals (NCSOS).

Data:

a) Revenue and expense projections are based on prior-year actuals, as well as knowledge of increases or decreases to known local revenue and expenses. State and Federal revenue is provided through the May Revision budget approval and adjusted based on apportionment details and utilizing the LCFF FCMAT Calculator.

b) A capital projects budget is being prepared for summer projects that will be separate from the operational budget. This cost will be included in the multi-year projection for debt service compliance and loan payment fulfillment. A capital improvement budget is currently being developed for the buildings and property, designed to support ADA compliance at the school. We plan to continue the completion of accessible entry into Building 3 during the summer of 2025.

c) Cash flow projections for the 2025/26 year indicate positive cash flows for each month. Projections were derived based on prior-year actuals and projected revenues from state and federal funding, along with parent donations.

d) Assumptions regarding the financials are outlined in the budget and are based on changes made by the state and federal governments, which determine funding for the fiscal year.

e) Before presenting the 2025/26 budget in this packet, we received input from our Treasurer and Nevada County Superintendent of Schools (NCSOS). Feedback from the Parent Advisory Group (PAG), teachers, staff, students, and other parent stakeholders is also sought out during the year and while building the LCAP for the 2025/26 school year.

B2.1c The School Director must not create plans or budgets that:

a) Fail to inform the board and stakeholders through NCSA's Annual Report of the impact of the proposed budget on the programs and staffing.

Interpretation:

Unlike a business, our goal is not to come away with a profit, but to spend our revenues in ways that meet students' needs while meeting federal, state, and county requirements. One of the ways we ensure excellence in education is by turning in our LCAP, budgets, and cash flow projections to NCSOS. The State also requires that we spend a minimum amount of supplemental funds from the LCFF on increasing or improving services for our unduplicated pupils (foster youth, English Learners, homeless, and low-income students). This supplemental funding is generated by these pupils and is proportionally 8.77% of our LCFF funding that has to be directed toward increasing services and support for these students.

Operational Definition

    a) We will submit our financials to NCSOS as required and report with transparency significant changes to the budget and their impact to the current programs and staff.

    b) The annual budget will include a supplemental funding amount that meets the State's requirement.

Data

    a) All of the financials have been submitted to NCSOS at each required time period – Adopted (June), 1st Interim (November), and 2nd Interim (March). We have also held staff meetings to discuss the financial impacts, including the loss of one-time funding, reductions to the statutory Cost of Living Adjustment (COLA) from the state, and increases in expenses due to inflation. We provided the staff with the opportunity to contribute ideas on cutting or shifting programs to help create a balanced budget.

    b) Our supplemental funding amount for 2025/26 is $459,332, and we are projecting to spend $702,955 toward supplemental eligible expenses to increase and improve services to unduplicated pupils. This meets and exceeds the 8.77% requirement the state requires to be spent on our unduplicated pupils (low-income, foster youth, and homeless students).

B2.1d The School Director must not create plans or budgets that:

    a) Undertake capital building projects without assurance of available funding or financing.

Interpretation:

We will not begin any capital projects without verifying through budget planning that we can afford to pay for and sustain the expense of the capital project needs and financing terms.

Operational Definition:

    a) Capital projects will be carefully planned utilizing proposals from contractors and professionals who can provide cost estimates. Before entering into financing for the capital project, we will ensure that NCSA's program will not be impacted to afford the financing payments.

Data:

We are currently engaged with an architectural firm to begin planning for capital projects for buildings 2 and 4. We are utilizing funds from the anticipated sale of the cell tower leases to cover the costs of starting this project. We are still working to build a more sustainable budget to help secure financing with Grow Schools. The partnership with Grow Schools would enable us to complete ADA-accessible parking, pathways, and safe ingress/egress for buildings 3 and 8, as well as the capital projects for buildings 2 and 4. Additionally, we have a fire safety requirement to restore one of our existing water ponds to store sufficient water for our fire hydrants in the event of a wildfire. We hope to apply for and receive the Incentives Grant for an additional 1.5 million to complete this project. We completed the HVAC renovation with Dynamic Mechanical to replace the HVAC systems in buildings 3 and 8, supporting a better learning environment for

students, improved working conditions for our staff, and reducing energy costs through the purchase of energy-efficient equipment.

NEVADA CITY SCHOOL OF THE ARTS
2025-26 Adopted Budget
Statements of Revenues, Expenditures and Changes in Fund Balance

	2022-23 Audited Actuals	2023-24 Audited Actuals	2024-25 2nd Interim Budget	2025-26 Adopted Budget	Change From Prior Budget
Enrollment	442.0	472.0	476.8	490.0	13.20
Attendance %	90.18%	94.0%	95.0%	96.0%	1.0%
Average Daily Attendance (ADA)	455.12	443.68	452.96	470.40	17.44
Unduplicated Pupil Percentage (UPP)	48.82%	47.89%	46.08%	44.27%	-1.81%
REVENUES					
Total State Aid Revenue 8000-8099	$4,070,086	$ 3,848,938	$5,347,608	$ 5,697,950	$350,342
Total Federal Revenue 8100-8299	$1,045,497	$ 1,432,773	$660,051	$ 605,842	$ (54,209)
Total Other State Revenue 8300-8599	$2,538,683	$ 2,543,595	$1,813,991	$ 1,880,545	$66,554
All Other Local Revenue 8600-8899	$643,787	$ 1,450,363	$1,029,838	$ 804,771	($225,067)
Other Revenues/Income 8900-8999	($1,818)	$495,571	$100,000	$450,000	$350,000
TOTAL REVENUES	**$8,296,235**	**$ 9,771,240**	**$8,951,489**	**$ 9,439,109**	**$ 487,620**
EXPENDITURES					
Certificated salaries	$2,125,714	$2,260,604	$2,233,054	$2,614,957	$381,903
Classified salaries and wages	$1,816,089	$2,096,080	$2,388,792	$2,237,550	($151,242)
Health benefits and statutory employer costs	$1,277,704	$1,323,134	$1,248,711	$1,276,750	$28,039
Books and supplies	$605,859	$751,740	$686,897	$593,805	($93,093)
Services	$2,342,835	$2,531,919	$2,612,243	$2,494,253	($117,990)
County oversight fees	$42,112	$50,538	$50,538	$56,980	$6,442
TOTAL OPERATING EXPENDITURES	**$8,210,314**	**$9,014,015**	**$9,220,236**	**$9,274,294**	**$54,059**
Average total expenditures per ADA					
2018-19 Capital Outlay & Project Expenses	$0	$0	$0	$0	$0
OPERATING REVENUES LESS EXPENDITURES	**$85,921**	**$ 757,225**	**($268,747)**	**$164,814**	**$433,561**
DEPRECIATION EXPENSE	$14,926	$14,926	$14,926	$14,926	$0
Audit Adjustments	$0	$0	$0	$0	$0
NET CHANGE IN FUND BALANCE	**$70,995**	**$742,299**	**($283,673)**	**$149,888**	**$433,561**
COMPONENTS OF ENDING FUND BALANCE					
Required reserve - 5% of expenditures	$410,516	$450,701	$461,012	$463,715	$2,703
Designated - Special Ed - 2% of expenditures	$164,206	$180,280	$184,405	$185,486	$1,081
Designated - JPA contingency reserve	$13,786	$13,786	$13,786	$13,786	$0
Designated - Supplemental PY Fund Balance Carryover	$0	$0	$0	$0	$0
Designated - ELOP Program Fund Balance	$188,159	$178,650	$56,796	$56,796	$0
Designated - ESSER III Fund Balance	$35,952	$0	$0	$0	$0
Designated - Title II Professional Development	$11,691	$11,744	$0	$0	$0
Designated - Restricted Lottery Fund Balance	$48,167	$10,512	$61,686	$61,686	$0
Designated - Educator Effectiveness Fund Balance	$63,411	$68,991	$0	$0	$0
Designated - Art & Music Grant Funding	$0	$0	$0	$0	$0
Designated - Learning Recovery Grant	$294,728	$0	$22,160	$22,160	$0
Designated - Child Nutrition Program	$0	$32,743	$138,857	$138,857	$0
Designated - Supply Chain Assistance Grant	$0	$0	$0	$16,414	$16,414
Designated - KIT Training Grant	$4,011	$0	$2,332	$2,332	$0
Designated - KIT Infrastructure Grant	$152,405	$0	$75,685	$75,685	$0
Designated - Classified Professional Development Grant	$0	$0	$0	$0	$0
Designated - Jog-a-Thon reserved funding	$26,204	$0	$0	$0	$0
Investment in Raven Springs LLC	$3,442,286	$3,442,286	$3,442,286	$3,442,286	$0
Undesignated/General Fund Balance	**$121,668**	**$879,096**	**$218,099**	**$647,876**	**$429,777**
Ending Fund Balance	**$4,977,190**	**$5,719,489**	**$4,677,103**	**$5,127,079**	**$449,976**
FUND BALANCE, BEGINNING OF YEAR	**$4,906,196**	**$4,977,190**	**$4,977,190**	**$4,977,190**	**$0**
Investment in Raven Springs LLC	$0	$0	$0	$0	$0
Audit Adjustment	$0	$0	$0	$0	$0
Net change (from above)	$70,995	$742,299	($283,673)	$149,888	$433,561
FUND BALANCE, END OF YEAR	**$4,977,190**	**$5,719,489**	**$4,693,518**	**$5,127,079**	**$433,561**

SUMMARY OF SIGNIFICANT CHANGES FROM PRIOR BUDGET:

REVENUES

LCFF - ADA % & TK Enrollment increase	$ 350,342	
Increased funding from Title I	$ 10,166	
Increase to Special Education funding	$ 57,345	
Decrease to Medical reimbursement	$ (100,000)	
Increase to Child Nutrition state funding	$ 29,829	
Changes to other state and federal funding	$ (1,280)	
One-Time funds (Learning Recovery, Student Support)	$ 63,994	
Decrease grant funding for kitchen	$ (112,729)	
Decrease SB740 Facilities Grant	$ (47,710)	
Decrease to AGC Fundraising revenue	$ (120,000)	
Raven Springs reimbursement for services	$ (18,995)	
Increase to field study donations	$ 26,657	
Increase surplus transfer from Raven Springs	$ 350,000	**$ 487,620**

EXPENSES

Certificated Wages:		
Certificated wages step/column increases & recognized years of service	$ 206,408	
Added new position & moved classified position to certificated	$ 171,751	
Increase to wages for training & stipends - OG	$ 3,745	**$ 381,904**
Classified Wages:		
Instructional Assistant/Paraprofessionals/Student support changes & adjustments	$ (13,446)	
Adjustments to AMM & Electives Programs	$ (61,831)	
Changes to classified stipends	$ -	
Changes to Afterschool program wages	$ (26,243)	
School lunch program staff (hours/days/wages)	$ 40,881	
Adminsitrative support staff (hours/days/wages)	$ (85,625)	
Increase to facilities support wages	$ (12,644)	
Increase to custodial support	$ 7,667	**$ (151,241)**
Benefits & Statutory Costs - Above Wage Changes	**$ (62,253)**	**$ (62,253)**
Employer Paid STRS rate (16.92%) Increase from wages added above	**$ 90,291**	**$ 90,291**
Books & Supplies		
Increase for classroom supplies/curriculum	$ 18,830	
Decrease for administrative supplies - moved cafeteria to classroom	$ (65,384)	
Tech supplies for administration/office	$ 3,650	
Decrease for tech supplies for classrooms & teachers	$ (11,229)	
Decrease for facilities supplies	$ (38,960)	**$ (93,093)**
Services		
Professional development, dues & subscriptions (mostly grant funded)	$ (42,479)	
Classroom & student program services	$ 20,778	
Administrative services	$ 7,031	
Technology services	$ 7,187	
Special education program services	$ (79,928)	
No change to lease expense	$ -	
Facilities services	$ (30,579)	**$ (117,990)**
Changes in fees for County Oversight		**$ 6,442**
Total Increase or Decrease to ALL Expenses		**$ 54,060**

Total Increase/(Decrease) in Revenue	$ 487,620	
Total Increase/(Decrease) in Operational Expenses	$ 54,060	
Total Change in Revenue minus Expenses	**$ 433,559**	

NEVADA CITY SCHOOL OF THE ARTS
Multi Year Budget Projections- Four Years Ended June 30, 2029

2025-26 Adopted Budget

		Prior Budget		Current Year 1		Year 2		Year 3		Year 4
		2024-25	Adopted	2025-26		2026-27		2027-28		2028-29
Enrollment		476.0		490.0		489.0		486.0		486.0
ADA	95.39%	455.12	96.00%	470.40	96%	469.44	96%	466.56	96%	466.56
Revenue	Rates	1.07%	COLA	2.30%	COLA	3.02%	COLA	3.42%	COLA	3.31%
Local Control Funding Formula	$ 11,912	$2,357,458	$ 12,113	$2,546,702	$ 12,466	$2,620,830	$ 12,912	$2,713,985	$ 13,343	$2,804,596
4-6	$ 11,912	$1,666,145	$ 12,113	$1,699,007	$ 12,466	$1,759,594	$ 12,912	$1,822,314	$ 13,343	$1,883,023
7-8	$ 11,912	$1,236,018	$ 12,113	$1,334,380	$ 12,466	$1,350,171	$ 12,912	$1,362,456	$ 13,343	$1,407,860
TK Add On - LCFF		$87,987		$117,861		$121,418		$125,574		$129,730
Total State Aid Revenue 8000-8099		$5,347,608		$5,697,950		$5,852,013		$6,024,329		$6,225,209
Total Federal Revenue 8100-8299		660,051		605,842		605,842		605,842		605,842
Total Other State Revenue 8300-8599		1,813,991		1,880,545		1,721,802		1,725,766		1,729,306
All Other Local Revenue 8600-8899		1,029,838		804,771		656,626		647,415		648,213
Surplus from LLC		100,000		450,000	$ -	300,000	$ -	300,000	$ -	300,000
Total Revenue		8,951,489		9,439,109		9,136,283		9,303,352		9,508,570
Personnel Costs										
Certificated Salaries	381,903	2,233,054		2,614,957		2,614,957		2,650,829		2,677,783
Increases		-				70,872		26,954		(20,949)
Decreases		-			0.0%	(35,000)	0.0%		0.0%	
Total Certificated Salaries		2,233,054		2,614,957		2,650,829		2,677,783		2,656,834
Classified Salaries	(151,242)	2,388,792		2,237,550		2,237,550		2,160,147		2,224,947
Increases		-			3.0%	65,738	3.0%	64,800	3.0%	66,700
Decreases		-			0.0%	(143,141)	0.0%		0.0%	
Total Classified Salaries		2,388,792		2,237,550		2,160,147		2,224,947		2,291,647
Benefits	27.02%	1,248,711	26.31%	1,276,750	26.08%	1,254,512	26.39%	1,293,763	26.79%	1,325,743
Total Personnel Costs		5,870,557		6,129,257		6,065,488		6,196,493		6,274,223
Program Costs		69%		66%		67%		68%		68%
Books and supplies		686,897		593,805		561,607		567,107		561,607
Special education JPA services		1,115,394		1,035,466	1.0%	1,045,821	1.0%	1,056,279	1.0%	1,066,842
Other services (facilities/admin/programs)		778,349		740,287	2.0%	618,972	2.0%	580,861	2.0%	578,542
Raven Springs LLC Lease		718,500		718,500		718,500		718,500		718,500
NCSoS oversight	1.0%	50,538	1.0%	56,980	1.0%	58,520	1.0%	60,243	1.0%	62,252
Total Program Costs		3,349,678		3,145,037		3,003,420		2,982,990		2,987,742
Total Expenses		9,220,236		9,274,294		$ 9,068,908		9,179,483		$ 9,261,966
Annual Operating Surplus (Deficit)		(268,747)		164,814		67,375		123,869		246,604
Beginning Fund Balance		$ 4,977,190		$ 4,977,190		$ 5,127,079		$ 5,179,528		$ 5,288,471
Depreciation		(14,926)		(14,926)		(14,926)		(14,926)		(14,926)
Annual operating surplus (deficit) from above		(268,747)		164,814		67,375		123,869		246,604
Audit Adjustments		0		0						
Ending Fund Balance		$ 4,693,518		5,127,079		$ 5,179,528		$ 5,288,471		$ 5,520,149

RAVEN SPRINGS, LLC
Multi Year Budget Projections- Three Years Ended June 30, 2028

	Prior Budget		Current Year 1			Year 2			Year 3
	2024-25		2025-26			2026-27			2027-28
Revenue									
Leases & Rental Revenue	954,275		1,799,760			1,080,788			1,080,788
Interest & Other Local Revenue (prop tax & misc)	-		-	$	-	-	$	-	-
Local - Other (Construction Loan)	-		-	$	-	-	$	-	-
Total Revenue	**954,275**		**1,799,760**			**1,080,788**			**1,080,788**
Program Costs									
Supplies	17,400		15,900	2.0%		16,218	2.0%		16,542
Services	644,082		1,165,589	2.0%		576,061	2.0%		587,582
Property Taxes	25,429		25,429	0.0%		25,429	0.0%		25,429
Debt Service (Interest)	128,280		128,280			121,280			114,280
Total Program Costs	**815,191**		**1,335,198**			**738,988**			**743,833**
Total Expenses	**815,191**		**1,335,198**		$	**738,988**			**743,833**
Xfer Surplus to NCSA	**$100,000**		**$450,000**			**$300,000**		$	**300,000**
Annual Operating Surplus (Deficit)	**39,084**		**14,562**			**41,800**			**36,955**
Depreciation for Land & Building Values	$ 392,010		$392,010			$ 376,184			$ 366,393
Other Sources									
FINAL Net Income/(Loss)	**$ (352,926)**		**($377,448)**			**($334,384)**			**($329,438)**
Beginning Fund Balance	$ 2,566,625		$ 2,213,698			$ 1,836,250			$ 1,501,867
In-kind Contribution from NCSA	$ -		$ -			$ -			$ -
Adjustments (PY Fund Balance Corrections)									
Annual operating surplus (deficit) from above	**(352,926)**		**(377,448)**			**(334,384)**			**(329,438)**
Debt Service Ratio	**0.80**		**0.70**			**0.75**			**0.70**
Ending Fund Balance	**$ 2,213,698**		**1,836,250**			**$ 1,501,867**			**$ 1,172,428**

RAVEN SPRINGS, LLC
2025-26 Adopted Budget
Multi-Year Projection

	2022-23 Audited Actuals	2023-24 Audited Actuals	2024-25 2nd interim Budget	2025-26 Adopted Budget	Change From Prior Budget
REVENUES					
All Other Local Revenue 8600-8899	875,412	870,756	954,275	1,799,760	845,485
Other Revenues/Income 8900-8999	158	0	0	0	0
TOTAL REVENUES	$ 875,570	$ 870,756	$ 954,275	$ 1,799,760	$ 845,485
EXPENDITURES					
Classified salaries and wages	0	0	0	0	0
Health benefits and statutory employer costs	0	0	0	0	0
Supplies	27,277	9,538	17,400	15,900	(1,500)
Services	471,938	639,311	644,082	1,165,589	521,507
Property Taxes/Debt Service	148,594	109,729	153,709	153,709	0
TOTAL OPERATING EXPENDITURES	$ 647,809	$ 758,577	$ 815,191	$ 1,335,198	$ 520,007
Xfter Surplus to NCSA	0	0	100,000	450,000	350,000
OPERATING REVENUES LESS EXPENDITURES	$ 227,761	$ 112,179	$ 39,084	$ 14,562	$ (24,522)
DEPRECIATION EXPENSE	$370,222	$392,806	$385,148	$385,148	0
OTHER SOURCES - In Kind Contribution Revenue	$0	$0	$0	$0	0
NET CHANGE IN FUND BALANCE	$ (142,461)	$ (280,627)	$ (346,064)	$ (370,586)	$ (24,522)
COMPONENTS OF ENDING FUND BALANCE					
Required reserve - 5% of expenditures	31,864	37,929	40,760	66,760	26,000
Designated - Construction Projects 7% of Expenditures	0	53,100	57,063	93,464	36,400
Undesignated Fund Balance	2,558,343	2,475,597	2,122,739	2,035,817	(86,923)
Ending Fund Balance	$2,590,207	$2,410,170	$2,220,562	$2,196,040	($24,522)
FUND BALANCE, BEGINNING OF YEAR	$2,909,858	$2,767,397	$2,566,626	$2,566,626	$0
In-Kind Contribution from NCSA (Assets)	$0	$0	$0	$0	$0
Audit Adjustments	$0	$79,856	$0	$0	$0
Net change (from above)	$ (142,461)	$ (280,627)	$ (346,064)	$ (370,586)	$ (24,522)
FUND BALANCE, END OF YEAR	$2,767,397	$2,566,626	$2,220,562	$2,196,040	($24,522)

CGC Meeting Calendar
2025-26

Meeting times are: 5:00 p.m. to 6:30 p.m. unless otherwise stated

August Intensive and Board Meeting
Thursday, August 7, 2025
Approve any outstanding items for Beg. of the Year

Thursday, September 11, 2025
2023-24 Unaudited Annual Actuals & Budget Presentation

Thursday, October 9, 2025
Ends Report/Strategic Plan

Thursday, November 20, 2025
B1 Financial Condition and Activities (1st Interim Budget), B3 Asset Protection

Thursday, December 18, 2025
B6 Communication to the Council, B7 Council Logistical Support, B8 Emergency School Director Succession, 2023-24 Audited Actuals Acceptance, 2024-25 SPSA & Federal Addendum changes

Thursday, January 29, 2026
Approve School Policies, 2025-26 Calendar

Thursday, February 26, 2026
Mid Year LCAP Update (prior to 2/28), B1 Financial Condition and Activities (2nd Interim Budget), Salary Schedules

Thursday, March 26, 2026
B5 Staff Treatment and Compensation

Thursday, April 30, 2026
LCAP Review,, 2025-26 Adopted Budget Discussion, B4 Treatment Parents and Students

Wednesday, May 27, 2026 – LCAP Public Meeting & Regular Meeting
LCAP

Wednesday, June 17, 2026
LCAP Approval, B2 Planning and Financial Budgeting, 2025-26 Adopted Budget Approval

ASSESSMENT OF ADEQUACY OF SUBJECT-MATTER KNOWLEDGE

This form is to be used in assessing the adequacy of subject-matter knowledge of the subject(s) a teacher is petitioning to teach in a departmentalized setting, in kindergarten or in any of grades 1 through 12, in accordance with EC §44258.3.

Teacher: **Katie Moorehead**

Subject(s) being requested: **Reading Specialist**

Assessment Team Leader: **Holly Pettitt - Director**

Assessment Team Members: **Angie Maxson**

Subject-Matter Specialist on Team/Consulted

The assessment of the teacher's adequacy of knowledge of the subject-matter and appropriate state framework for the subject(s) being requested yielded the following:

Course of Study:

- Teaching Credential
- Orton-Gillingham Training
- California Reading Association Training
- Demystifying Dyslexia Training
- Seeing Stars - Linda Mood-Bell
- Developmental Reading Assessment Training

State Curriculum Framework(s):

- Common Core

The following methods were used to determine the adequacy of subject-matter knowledge of the petitioning teacher:

✓ Successful prior teaching of the subject

○ Successful completion of intensive professional development in the subject Review of a portfolio containing evidence of demonstrated knowledge Results of a semi-structured interview

✓ Successful completion of college or university course work in the subject

○ Passage of an examination related to the course, grade level and state framework for the subject to be taught

✓ Observation of the teacher in the subject and grade level currently being taught

○ Observation of a demonstration lesson in the subject to be taught at the grade level to be taught

NEVADA CITY SCHOOL OF THE ARTS

○ Successful prior work experience in the content area Proof of professional performance in the content area

○ Other (specify)

Based upon the assessments indicated, we recommend the following action:

APPROVAL of the teacher based upon verification of adequate knowledge at a level justifying:

✓ Clear verification

❏ Approval with professional growth/support plan

DISAPPROVAL of the petition

The panel recommends that the following elements be included in the professional growth/ support plan:

6/16/25

Assessment Team Leader's Signature   **Date**

2025-26 Instructional Continuity Plan (ICP)

This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites.

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at https://www.cde.ca.gov/re/di/or/icpguidance.asp.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Nevada City School of the Arts	Nevada City School of the Arts		

Introduction and Purpose

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 1, 2025 and adopted by Nevada City School of the Arts on June 18, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Nevada City School of the Arts will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

Short messaging service (SMS)

Phone Calls

Email

School Portal

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

The school has established contingency plans to address unforeseen events such as power outages or infrastructure damage (fire) to ensure the safety of students and staff while maintaining essential communication. In the event of such disruptions, the school will activate alternative methods of two-way communication, including the use of mobile devices, backup generators for critical systems, and communication through district emergency channels. Staff and families will be informed of procedures in advance to minimize confusion and ensure continued coordination during emergencies.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Multi-tiered Systems of Support (MTSS) integrated intervention strategies have been developed for all of our students, noting specifically those with unique and exceptional needs. Many of these supports cross over special populations while still accounting for individual needs on a case-by-case basis. Our supports are inclusive and fluid to deter student labeling and sorting. The greater the learning challenge, the greater the support provided. Supports come in many formats. They may be a one-time lesson or a long-term individualized plan developed by a team.
The school's ELD coordinator will ensure the classroom teacher has the most current language development data and strategies for growth.
Another layer of support within our MTSS is positive attendance and engagement in learning. The school site has staff dedicated to monitoring student needs. Our Attendance, participation, and engagement system has three distinct tiers of support.

Tier one level of support is for the student who is missing 5-9% of school days for any reason. Staff work to maintain an engaging climate, a positive relationship with both the student and the family, education about the impact of absences on achievement, chronic absence data monitoring, celebration of good or improved attendance, and the identification and resolution of common barriers.

Tier two level of support is focused on students who are absent between 10-19% of the school days for any reason because they are considered to have moderate chronic absence and would benefit from more individualized supports. These may come in the form of personalized early outreach by more than the classroom teacher, an offer of more support here at school, an action plan, possibly via SST-to address barriers and increase engagement through incentives and/or connection with a caring mentor.

Tier three level of support is for students missing 20% or more of school because they have severe chronic absence. Tier 3 attendance supports are even more individualized and will be coordinated between the school and an interagency response, which may result in legal intervention as a last resort.

Access to Instruction

Timeline for Access to Instruction

As required, Nevada City School of the Arts will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Established Contingency Plan for Power Outage:

In the event of a power outage, the school has a clearly defined contingency plan to maintain safety, communication, and continuity of operations:

Immediate Safety Protocols:

Staff will ensure all students remain calm and in safe locations.

Emergency lighting will activate in hallways, restrooms, and key areas to guide movement and ensure visibility.

Communication Procedures:

Two-way radios will be used by key staff for internal communication.

Cell phones and school-issued mobile hotspots will serve as backup for external communication with families and the district office.

The school will send updates via text and phone using ParentSquare.

Instructional Adjustments:

Teachers will shift to non-digital, paper-based learning activities where feasible.

Students will remain in classrooms or designated safe zones unless relocation is necessary.

Facility Operations:

The custodian and administrative team will assess the cause and duration of the outage.

Backup power sources, such as generators, will be activated to support essential systems.

Dismissal or Evacuation Decisions:

If the outage is prolonged or affects safety (e.g., HVAC systems, food services), the principal will consult with district leadership to determine if early dismissal or evacuation is necessary.

Parents/guardians will be informed promptly through available communication channels.

This contingency plan is reviewed regularly to ensure staff are trained and families are aware of procedures in case of an emergency.

Remote Instruction

Plans for remote instruction.

As required, Nevada City School of the Arts remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

In order to ensure continuity of instruction throughout the school year, teachers will provide direct instruction using a learning management system (Google Classroom) to provide materials, examples, and resources to all students.

NCSA will continue to use the current curriculum as well as additional licenses for Lexia Core and iReady to support at-home learning. Teachers will provide standards-based instruction throughout the week and follow that up with individual and group interactions that support Inquiry-Based learning opportunities.

Students collected devices and school supplies while parents/students collected/submitted school documents. In order to ensure continuity of instruction throughout this year, teachers will provide scheduled live and/or direct instruction from their classrooms using a learning management system (example: Google Classroom and Zoom) to provide materials, examples, and resources to all students. NCSA placed careful consideration on the number of siblings and at-home work schedules within a family, and teachers included office hours to address systems, processes, and learning questions from students and/or parents. Art and Music continued to be offered to all grade levels through Live Zoom classes and pre-recorded videos.

The same standards-aligned core curriculum will be used to develop distance learning lessons provided live online, recorded for reference, and offered as self-guided experiences. This will allow for a smooth transition between distance learning and face-to-face learning. The core curriculum and instructional resources utilized to ensure instructional continuity for students, whether in-person or distance learning, are the school's adopted curriculum. Core curriculum includes Math in Focus and Simplify Writing, and iReady Math and Reading, as well as Lexia Core for additional reading support. Additional materials include Khan Academy, Reflex Math. Teachers will provide standards-based first instruction throughout the week and follow that up with individual and group interactions that support Inquiry-Based learning opportunities.

Video conferencing will be used as the video software to ensure quality continuity for families, ensure all interactions are secure, and provide robust teaching tools. Additional best practices for Distance Learning will be having time to work as a group, teacher presence, active learning such as robust discussions, hands-on exercises, and collaborative work and chunking content into smaller pieces, holding 'office hours', communicating smaller group memberships, careful monitoring of time, multimedia assignment options, and flexible pacing.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

The administration will survey NCSA families to determine their equipment and internet access needs. The information from those surveys will inform our strategies to ensure accessibility for all students, including equipment and internet access.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

In order to ensure all students have equal access to TK-8, we have purchased and distributed additional Chromebook computers. When considering the availability of internet access, the school took a two-tiered approach. We have purchased 30 hotspots and would pay for a monthly service, and we allow a limited number of students to come to a designated location, dependent on the disaster location and extent, to receive in-person support.

Teachers will continually monitor and document student attendance and participation, with troubleshooting strategies implemented if any student faces distance learning challenges. Non-functioning equipment will be quickly 'traded out' for functioning equipment. Access to support will be provided to families challenged with internet accessibility. This type of troubleshooting will be coordinated through phone calls or safe distance on-site visits. The challenging efforts to ensure connectivity to all students have been met at this time. The school understands that equipment and accessibility issues are an ongoing reality and has the instructional technology staffing to maintain appropriate support. Most tech support can be provided through online chats or tutorials. In order to ensure internet safety for our students, the school will use web security filtering through the Nevada County Office of Education, as well as the school-operated GoGuardian for increased content filters while students are using personal networks.

During the school year, teachers and principals will contact families who were unable to access devices and connectivity. Materials will be prepared for pick up at the various sites. In those rare cases where contact could not be made by phone or there was an inability to pick up materials, a home visit would be done.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Nevada City School of the Arts provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

NCSA will work with local area school districts and the County Office of Education to support families in transitions to other educational institutions if necessary as a result of emergency or natural disaster.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Communication tools are important in this area! NCSA will publish a daily staff communication to share pertinent information school-wide. For school site leadership teams, we suggest emails, social media, websites, and apps you currently use to communicate; keep the communication clear, consistent, and constant. Provide critical communication in languages representative of student and family/caregiver populations. Administrative/leadership teams will confer frequently at times when important information needs to be shared with the public and with school staff. Having consistent messaging and clarity of the school's plan is critical. Site administrators will do a weekly group check-in with all staff.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

As stated earlier, in order to ensure all students have equal access to TK-8, we have purchased and will distribute additional Chromebook computers. We have purchased 30 hotspots and would pay for the monthly service.

Teachers will continually monitor and document student attendance and participation, with troubleshooting strategies implemented if any student faces distance learning challenges. Non-functioning equipment will be quickly 'traded out' for functioning equipment. Access to support will be provided to families challenged with internet accessibility. This type of troubleshooting will be coordinated through phone calls or on-site visits. The school understands that equipment and accessibility issues are an ongoing reality and has the instructional technology staffing to maintain appropriate support. Most tech support can be provided through online chats or tutorials. In order to ensure internet safety for our students, the school will use iBoss through the high school to increase content filters while students are using personal networks. Teachers and principals contact families who were unable to access devices and connectivity by phone.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

The same standards-aligned core curriculum will be used to develop distance learning lessons provided live online, recorded for reference, and offered as self-guided experiences. This will allow for a smooth transition between distance learning and face-to-face learning. The core curriculum and instructional resources utilized to ensure instructional continuity for students, whether in-person or distance learning, are the school's adopted curriculum. Core curriculum includes Math in Focus and Writing By Design, and iReady Math and Reading, as well as Lexia for additional reading support. Additional materials include Khan Academy. Teachers will provide standards-based first instruction throughout the week and follow that up with individual and group interactions that support Inquiry-Based learning opportunities.

Video Conferencing will be used to ensure quality continuity for families, ensure all interactions are secure, and provide robust teaching tools. Additional best practices for Distance Learning will be having time to work as a group, teacher presence, active learning such as robust discussions, hands-on exercises, and collaborative work and chunking content into smaller pieces, holding 'office hours', communicating smaller group memberships, careful monitoring of time, multimedia assignment options, and flexible pacing.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Multi-tiered Systems of Support (MTSS) integrated intervention strategies have been developed for all of our students, noting specifically those with unique and exceptional needs. Many of these supports cross over special populations while still accounting for individual needs on a case-by-case basis. Our supports are inclusive and fluid to deter student labeling and sorting. The greater the learning challenge, the greater the support provided. Supports come in many formats. They may be a one-time lesson or a long-term individualized plan developed by a team.

The school's ELD coordinator will ensure the classroom teacher has the most current language development data and strategies for growth.

Another layer of support within our MTSS is positive attendance and engagement in learning. The school site has staff dedicated to monitoring student needs. Our Attendance, participation, and engagement system has three distinct tiers of support.

Tier one level of support is for the student who is missing 5-9% of school days for any reason. Staff work to maintain an engaging climate, a positive relationship with both the student and the family, education about the impact of absences on achievement, chronic absence data monitoring, celebration of good or improved attendance, and the identification and resolution of common barriers.

Tier two level of support is focused on students who are absent between 10-19% of the school days for any reason because they are considered to have moderate chronic absence and would benefit from more individualized supports. These may come in the form of personalized early outreach by more than the classroom teacher, an offer of more support here at school, an action plan, possibly via SST-to address barriers and increase engagement through incentives and/or connection with a caring mentor.

Tier three level of support is for students missing 20% or more of school because they have severe chronic absence. Tier 3 attendance supports are even more individualized and will be coordinated between the school and an interagency response, which may result in legal intervention as a last resort.

Each teacher will receive information indicating students with unique needs categories (Foster, Homeless, English Language Learner, Exceptional Needs). Teachers and/or Specialists will schedule one-on-one and/or small group sessions with these students to provide necessary supplemental academic support, which will build foundational skills and address serious learning loss. As allowable, students will meet in person with their teachers or specialists (one-on-one and in small groups). This personal contact will support learning needs while further building relationships and addressing social-emotional learning (SEL) needs. NCSA understands that students must feel safe and as though they belong before they are able to access learning. Students who are more than one year behind in progress will meet at least twice weekly, while those less than one year behind will meet once weekly.

Supports and frequency of delivery will be adapted as necessary. Students with exceptional needs may also benefit from curriculum such as 'Trauma-informed Compassionate Classrooms" or "Co-regulation for young children". People experience increased anxiety around change. Social stories and a gradual release process will be incorporated in transitions for specific students. Counselors & academic specialists will support some general education teachers in distance learning and pull out one or a small group of students for emotional support or front front-loading, or reteaching as needed. Another change is having specialized credentialed staff meet families at an off-campus location for one-on-one instruction.

Social-emotional instructional support was provided throughout the entire summer by our qualified specialists to our highest need students, as a means of reducing learning loss and anxiety. Many credentialed staff have noted their roles are much more intrusive because they are virtually "in" the students' homes or participating in home visits/instruction. Positive outcomes include deeper and more meaningful conversations in many situations and more personal relationship development. These positive outcomes are beneficial as teachers create distance learning plans aligned to individualized goals. To maintain this high level of social emotional learning support the special education department works with general education teachers on strategies to implement for at-risk students. Specialized intervention and special needs curriculum, and resources are implemented as needed, starting with Universal Design Learning and English language development tools aligned within the standards-based curriculum.

We recognize that some students, particularly the Low-income English learners, foster, homeless, or those with a disability or unique needs, may experience additional mental health or social-emotional challenges during this time, due to isolation, lack of resources, or lack of support at home. The School Psychologists and Counselors will also be connecting with families (by phone, virtually, and in person) to ensure individual needs are being met. Instructional Aides will be used to ensure our students with unique needs have reliable adult relationships, through focused and intentional support time.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

NCSA will continue IEPs during remote learning, focusing on communication, adaptation, and collaboration. The school will regularly communicate with parents and students, gather assessments, and revise IEPs to reflect the new learning environment. Staff will adapt IEP goals to be achievable in a remote setting and consider using virtual accommodations. Finally, we will collaborate with IEP team members to ensure all needs are met during remote learning.

First, the school will establish clear communication channels and regular check-ins with parents and students to address concerns and provide updates on progress, conduct IEP meetings virtually, ensuring all team members can participate and have access to necessary information, and work with parents and students to revise IEP goals to be attainable within a remote learning context.

Next, staff will gather data on the student's current needs and areas of strength through assessments and IEP team input, modify IEP goals to be relevant and achievable in the remote learning setting, consider virtual accommodations like assistive technology, extended time, or modified assignments to support student learning, and utilize online tools and platforms to gather data on student progress and make adjustments to IEPs as needed.

Additionally, NCSA will provide parents with resources and training on how to support their child's learning at home, provide parents and students with access to remote learning resources, including online tools and platforms, and offer emotional support and resources for both parents and students during this challenging time.

Lastly, staff will provide regular updates on student progress and adjust IEPs as needed, clearly document all changes made to IEPs and the rationale behind those changes, and consider the need for compensatory services if students are not making adequate progress due to remote learning.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

For our English Learner population, our School Director will personally reach out to appropriate teachers to ensure they have a grasp of the curriculum to be used and provide strategies for the teacher to differentiate ELD instruction. Where appropriate, Instructional Aides will be used to specifically support those students in online environments to ensure they understand the material being presented. Information will be provided in the students' home language to provide clarity where needed, and regular monitoring by the students' primary teacher will ensure every student receives adequate and appropriate levels of support; and for all of our at risk students, opportunities will be created for them to meet in person to ensure there is a safe, healthy, learning environment available. A determination of the frequency and length of time will be made based on the situation. This may include a safe, supervised location to complete school work, obtain meals, have access to the internet, or obtain instructional or social-emotional support.

Professional Learning

Professional learning opportunities and resources utilized if the need to pivot to remote instruction and assessment arises.

A wide variety of professional development opportunities will be offered to staff, allowing them to choose those that best suit their needs. A Google Classroom / Distance Learning summer Academy offered through the county includes sessions around all content areas, implementing assessments online. Additional professional development opportunities could be offered, including a Project-Based Learning class, online training videos, web video conferencing tutorials, and Distance Learning Strategies. In addition, Professional Development for all staff around safety expectations and practices, anti-bullying training, sexual harassment prevention, suicide prevention, and Child Abuse reporting occurs throughout the school year via our SafeSchools platform.

Technological support from the school has been and will continue to be available to staff for the successful implementation of distance learning. Professional collaboration often resolves the most common tech issues, followed by site-based IT support. During the weekly site-based professional collaboration times, staff are afforded time to clarify confusions and work through challenges.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

To best support our Low-income, English learners, foster youth/homeless, and students with disabilities who may be at greater risk of learning loss, NCSA has retained Certificated and Classified Specialists including Counselor, Special Education teachers, Nurse, Mental Health, Intervention, Enrichment teachers, Instruction Assistants for teacher & student support, Classified administrative support and IT Technology support from Supplemental and/or Concentration (S & C) in addition to Special Education funds and Base LCFF funds with a primary goal of serving our unduplicated at-risk students and to close the achievement gap. The most important service the school can provide to reduce learning loss/trauma is qualified staff.

Plans to provide access back-up, water and medicines in the event of an emergency.

Each classroom maintains enough food and water for 24 hours for each student as well as a portable toilet. Medications are kept in a locked cabinet on campus for the needs of the students. Additionally, the school has back up power and maintains its own water treatment facility.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

We will offer two different drive-thru services per week. Families would choose from a mid-afternoon service at a designated time and location, or late late-afternoon/early evening service at a centrally-located area. Each distribution is of 5 breakfasts and 5 lunches per week.
We will continue this model of service even if a transition is made to hybrid education, with some students coming to school for two half days each week.
Students qualifying for free or reduced meals have had multiple points of contact for outreach to encourage families to participate in our meal program this year through the National School Lunch Program and the School Breakfast Program.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

A working group of parents, administrators, faculty, IT personnel, and student representatives will form a working group to collaborate in the development and implementation of any future changes and modifications of this ICP.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

NCSA will work with county and state partners to ensure the campus is deemed safe for repopulation. All safety infrastructure must be operational including power, water, heating and air. If necessary, County Building Inspectors should be utilized to ensure safety of facilities damaged during the emergency. Educational and support staffing must be available to return to onsite work.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Nevada City School of the Arts's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Nevada City School of the Arts's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

This Instructional Continuity Plan will be reviewed annually and updated every 5 years in collaboration with Educational Partners.