

# Nevada City School of the Arts

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### Admission Requirements for the University of California (UC)

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

### Admission Requirements for the California State University (CSU)

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

## 2025-26 School Contact Information

<b>School Name</b>	Nevada City School of the Arts
<b>Street</b>	13032 Bitney Springs Rd.
<b>City, State, Zip</b>	Nevada City, CA 95959-9017
<b>Phone Number</b>	(530) 273-7736
<b>Principal</b>	Holly Ann Pettitt
<b>Email Address</b>	director@ncsota.org
<b>School Website</b>	www.ncsota.org
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	29 10298 0114330

## 2025-26 District Contact Information

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

## 2025-26 School Description and Mission Statement

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

## 2025-26 School Description and Mission Statement

California Award Recipient, as the first charter school to be awarded the National Blue Ribbon School Award, was voted as Best Charter School by readers of the Parent Resource Guide, a Sierra Foothills Magazine four years in a row, and received a designation of High Performing Charter School by the CDE for the last two years.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	44
Grade 2	45
Grade 3	44
Grade 4	46
Grade 5	52
Grade 6	60
Grade 7	60
Grade 8	54
Total Enrollment	477

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	56
Male	43.8
Non-Binary	0.2
Asian	0.6
Black or African American	0.2
Filipino	0.8
Hispanic or Latino	12.6
Two or More Races	10.5
White	75.3
Socioeconomically Disadvantaged	43
Students with Disabilities	12.2

## **A. Conditions of Learning** **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.5	77.09	113.4	61.34	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4	13.19	13	7.08	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.5	4.91	51.8	28.03	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	1.4	4.78	6.5	3.54	15831.9	5.67
<b>Total Teaching Positions</b>	30.5	100	184.9	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.7	80.49	110.8	64.68	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	1	3.25	2	1.17	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.9	9.72	14.5	8.52	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2	6.5	40	23.38	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	3.8	2.24	14303.8	5.15
<b>Total Teaching Positions</b>	30.7	100	171.3	100	277698	100

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.2	74.27	112.3	58.28	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	7	3.68	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.2	14.02	19	9.88	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.5	11.68	49.4	25.65	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	4.8	2.51	13705.8	4.91
<b>Total Teaching Positions</b>	29.9	100	192.8	100	278927.1	100

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

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	1.00	0	0
<b>Misassignments</b>	3.00	2.9	4.2
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	4.00	2.9	4.2

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	1.50	2	3.5
<b>Total Out-of-Field Teachers</b>	1.50	2	3.5

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	25		
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	29.1	28.4	9.6

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2023
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	IMSE - Orton-Gillingham (Phonemic Awareness) iReady (Intervention & Assessments) Authentic Voices Literature, Simplify Writing	0%
<b>Mathematics</b>	iReady (Intervention & Assessments) SF Unified Math Curriculum (Pilot) 6th-8th Maneuvering the Middle - Currently exploring new math curriculum for the 26-27 school year.	0%
<b>Science</b>	Teacher Created Curriculum using the NGSS Standards as a guide	0%
<b>History-Social Science</b>	Teacher Created Curriculum using the History and Social Science Standards as a guide	0%
<b>Foreign Language</b>	N/A	
<b>Health</b>	Teacher Created Curriculum following the state standards as a guide	0%
<b>Visual and Performing Arts</b>	Teacher Created Curriculum based on the Visual and Performing Arts Standards	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	

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

## School Facility Conditions and Planned Improvements

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

## School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

December 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC Systems have been updated.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Renovation is needed to comply with Americans with Disabilities Act (ADA). We are in the process of starting construction plans to upgrade our bathrooms in occupied buildings.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			There are small leaks in building 9 that are in the process of repair.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

## State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	62	63	45	44	47	48
<b>Mathematics</b> (grades 3-8 and 11)	40	43	30	29	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	312	309	99.04	0.96	62.78
Female	173	170	98.27	1.73	64.12
Male	137	137	100.00	0.00	60.58
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	39	38	97.44	2.56	42.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	34	34	100.00	0.00	67.65
White	235	233	99.15	0.85	64.81
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	143	141	98.60	1.40	56.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	55	98.21	1.79	41.82

## 2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	312	309	99.04	0.96	43.04
<b>Female</b>	173	170	98.27	1.73	35.29
<b>Male</b>	137	137	100.00	0.00	51.82
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	39	38	97.44	2.56	26.32
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	34	34	100.00	0.00	50.00
<b>White</b>	235	233	99.15	0.85	44.21
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	143	141	98.60	1.40	36.17
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	56	55	98.21	1.79	16.36

## CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	45.63	57.69	--	4.76	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	105	104	99.05	0.95	57.69
<b>Female</b>	55	54	98.18	1.82	57.41
<b>Male</b>	50	50	100.00	0.00	58.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	12	12	100.00	0.00	50.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	11	100.00	0.00	63.64
<b>White</b>	82	81	98.78	1.22	58.02
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	46	45	97.83	2.17	55.56
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	13	100.00	0.00	38.46

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98	100	100	100	100
Grade 7	100	100	100	100	100
Grade 9	N/A	N/A	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

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

#### 2025-26 Opportunities for Parental Involvement

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

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	484	481	56	11.6
Female	270	268	34	12.7
Male	212	211	22	10.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	61	61	11	18.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	51	50	8	16.0
White	364	362	36	9.9
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	229	227	32	14.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	77	77	12	15.6

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

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.77	3.45	4.13	1.16	0.6	1.46	3.6	3.28	2.94

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

This table displays expulsions data.

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

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

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.13	0.00
Female	2.22	0.00
Male	6.60	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.28	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.95	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.11	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.79	0.00

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

## 2025-26 School Safety Plan

The purpose of the Nevada City School of the Arts Comprehensive School Safety Plan is to identify and respond to incidents by outlining the responsibilities and duties of the Nevada City School of the Arts and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that Nevada City School of the Arts has established guidelines and procedures to respond to incidents/hazards in an effective way. NCSOS serves as a resource to the schools in Nevada County in efforts to update their plans with best practices.

The developed guidelines and procedures for dealing with existing and potential student and school incidents, and incidents that may occur at Nevada City School of the Arts or in the outlying county are defined in the plan. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. An assessment reviewed by the NCSOS School Safety Planning Committee and the NCSOS Collaborative Safety Committee in relation to the current status of school crime committed on campus and at school related functions is completed by reviewing school discipline, suspension and expulsion data, and the California Healthy Kids Survey. Local law enforcement has been consulted (Ed. Code 39294.1) and participates on the collaborative safety team. Other local agencies, such as health care and emergency services, are consulted as needed. (Ed Code 39294.2) Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Nevada City School of the Arts regularly schedules in-service training for faculty, staff, and students. School sites conduct earthquake, fire, and intruder drills as required by California education codes.

Nevada City School of the Arts is committed to providing students with quality educational experiences in a safe and secure school environment. To implement this commitment, the Comprehensive Safe School Safety Plan was developed in accordance with the objectives of SB 187. Policies and procedures are assessed, modified, and updated on an ongoing basis to ensure that the plan is an effective and integral part of the county's efforts to provide an optimal learning environment and safe work environment for all employees and students. Our safety plan is reviewed and updated every year before March 1st.

## D. Other SARC Information Information Required in the SARC

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

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	0	6	0
1	21	3	3	0
2	21	0	6	0
3	20	3	3	0
4	22	0	6	0
5	25	0	6	0
6	19	18	0	0
Other	4	1	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		6	
1	22		6	
2	22		6	
3	22		6	
4	23		6	
5	26		6	
6	17	21		
Other	3	1		

## 2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	460

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0.1
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	0.7
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19,769	\$6,875	\$12,894	\$69,445
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	14.5	

## Fiscal Year 2024-25 Types of Services Funded

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

## Fiscal Year 2023-24 Teacher and Administrative Salaries

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

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

## Professional Development

NCSA's Professional Development centers on Social Emotional Learning and Academic Instruction. NCSA is working on implementing Responsive Classroom next year and we continue to train staff in Positive Discipline and Mindfulness for the classroom. Academically, we train all new elementary grade teachers in the IMSE Orton-Gillingham program for teaching phonics and spelling. We are currently using SFUSD and iReady math programs but are in the middle of piloting other programs to adopt next year. Science teachers utilize the Next Generation Science Standards for science and the Common Core History standards for history to guide their instruction in those subjects. We include in our budget professional development money that can be spent on workshops and training geared toward Project Based Learning, classroom management, anti-bias education, and the visual and performing arts. NCSA has begun to train teachers in the Universal Design of Learning teaching methods to help broaden teachers' ability to meet all students' needs and learning styles within the classroom so that every child may access their education. We have on-site training and allow for travel to conferences and workshops as necessary. Our teachers are supported by completing peer evaluations twice a year and have goal-setting meetings with admin that encourages internal reflection and growth, a formative process, rather than a focus on external evaluation. Resources, collaboration sessions, training, and workshops are recommended or provided based on these goals. We allow release time for teachers to collaborate in team meetings to integrate arts into the curriculum, in addition to connecting the curriculum throughout the grades.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	11	11	11