

**Nevada City School of the Arts
Charter Governance Council
Meeting Agenda**

Thursday, January 26, 2023

13032 Bitney Springs Rd, Building 8 (Atrium), 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 January 5, 2023 Minutes - *See attached*

Reports

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

Discussion Items

5. Discuss YBONC & Trail Network - Guest Visit from Jet Lowe (YBONC President) - *See attached*
6. LCAP Update
7. Discuss Assembly Bill 1234 - Public Officials requirement to take Ethics Training Course - *See attached*
8. Discuss Parent Survey and Any Possible Changes - *See attached*

Action Items

9. Approve 2021-22 School Accountability Report Card (SARC) - *See attached*
10. Vote on staggering terms for existing board members

Closed Session

11. Confidential Student Discipline Matter - Case #11323
12. Employee Discipline, Dismissal or Release

Adjournment 6:30 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.

**Nevada City School of the Arts
Charter Governance Council
Meeting Minutes**

Thursday, January 5, 2023

13032 Bitney Springs Rd, Building 8 (Atrium), Nevada City, California

Call Order: 5:04 p.m.

Roll Call: LeeAnne Haglund, Lauren Hesterman, Meshawn Simmons, Meghan Archer, Trisha Zakon, Laura LeBleu, Abby Oas, Andrew Todd and Qayyuma Didomenico (Zoom)

Absent: None

Guests: Holly Pettitt, Melissa Brokenshire

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

Plaudits: Holly thanks the board for their flexibility in rescheduling last month. Danny for supporting Carrie's 5th grade class, with long-term sub support, teaching and grading. Emma and Kimberly for supporting the Aide review. Kimberly at Raven Wolf communication is strong and appreciated. Coach A for taking on boy's basketball, for being enthusiastic and having growth mindset. Irene reports that the statewide special ed task force gave many kudos to NCSA for performing so strongly and being a role model. Keith our paraprofessional, as well as our kindergarten aids for their above and beyond student support. Sarah Patton our new 1st grade teacher, off to a great start. Emily, Justin, Sam, Andrea, 1st, 2nd grades and kindergarten for taking the new Director of YRC on an inspiring tour of our school.

Action Items

1. Approve Agenda
Motion: Lauren Hesterman Seconded: Laura LeBleu
Unanimous assent

Consent Agenda

2. Approve November 17, 2022 Minutes
Motion: Meghan Archer Seconded: Abby Oas
Unanimous assent

Reports

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

Discussion Items

5. Discuss Non-Public School Creation
6. Discuss Employees as Board Members
7. Discuss Mission Statement

Action Items

8. Review and Accept 2021-22 Audited Actuals
Motion: Laura LeBleu Seconded: Trisha Zakon
Unanimous Assent
9. Approve B-6 Communication to the Council Monitoring Report
Motion: Abby Oas Seconded: Meshawn Simmons

10. Approve B-7 Council Logistical Support Monitoring Report

Motion: Trisha Zakon Seconded: Lauren Hesterman

Unanimous Assent

11. Approve B-8 Emergency School Director Succession Monitoring Report

Motion: Meshawn Simmons Seconded: Laura LeBleu

Unanimous Assent

Adjournment 6:10 p.m.

Submitted by: Meghan Archer, Board Secretary

1/5/23

Approved by the NCSA Charter Council

LeeAnne Haglund, Board Chair

Date

Meghan Archer, Board Secretary

Date



School Director FYI Report January 26, 2023

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

- Jacqui - Jacqui has done an amazing job as UC Receptionist. It's as if she has always done the job. She has been particularly great with field study help.
- Maria - Is always patient and always kind to students. She cares so deeply about them and is always looking for ways to help them even outside the home.
- Shannon C - Has worked extra hard this year to ensure her classroom is beautiful and inviting. If you get a chance, stop by her room.
- Kelly Dufour - Kelly is having an excellent first year here at NCSA. She is a wonderful team member and is always open to suggestions.
- Middle School Team - They are the strongest team I have ever worked with. The academics in middle school are pretty phenomenal and really interesting - I know our students are well prepared for high-school.
- Erin - Payroll - This is Erin's 1st full year doing payroll and she is doing a terrific job. She has created new Processes which have streamlined payroll in the business office.
- Kerin - Super supportive to the teachers in 4% and the student she works with.
- Scott Mertz for taking his wilderness class on a 3 day snowshoeing backpacking trip to Clair Tappaan.

Financial Information

- Governor's Budget Breakdown - We will review at the meeting.

2023-24 LCFF Funding Factors

Grade Span	TK	K-3	4-6	7-8	9-12
2022-23 Base Grant per ADA	\$9,166	\$9,166	\$9,304	\$9,580	\$11,102
8.13% COLA	\$745	\$745	\$756	\$779	\$903
2023-24 Base Grant per ADA	\$9,911	\$9,911	\$10,060	\$10,359	\$12,005
Grade Span Adjustment	\$1,031	\$1,031	–	–	\$312
TK add-on (inclusive of COLA)	\$3,042	–	–	–	–
2023-24 Adjusted Base Grant per ADA	\$13,984	\$10,942	\$10,060	\$10,359	\$12,317
20% Supplemental Grant per ADA ¹	–	\$2,188	\$2,012	\$2,072	\$2,463
65% Concentration Grant per ADA ²	–	\$7,112	\$6,539	\$6,733	\$8,006

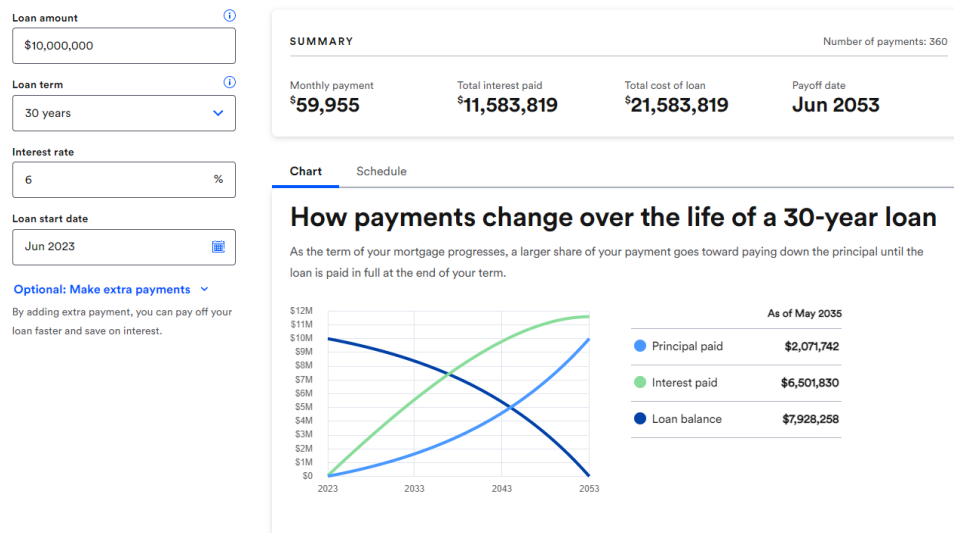
¹Maximum amount per ADA—to arrive at LEA's grant amount, multiply adjusted base grant per ADA by 20% and Unduplicated Pupil Percentage (UPP)

²Maximum amount per ADA—to arrive at LEA's grant amount, multiply adjusted base grant per ADA by 65% and UPP above 55%

Facilities Update

- The fire inspection was on 1/6/23. We did very well. Only two things were found. An exit light in B9 and the hood suppression system in B9. Al fixed the exit light on 1/9, and the kitchen was recertified 1/13/23
- Holding pond - C&D is working on a solution for our reduced storage capacity. This will be very costly and take weeks to fix. We are waiting on an estimate.
- Heat in B3 West wing is still out. Should be repaired on the 30th.
- With all the rain, water is coming from under the foundation of building eight. I am unsure how large a problem this is. The location is the stairs near the dumpsters and the music room. We are working on the problem.
- We are having some communication trouble with the solar equipment and are looking into it. Antennae needs to be mounted outside.
- Roof leaks in 9 are pretty bad. Kodiak coming soon.
- CDF Crew came and cleared between 9 and the treatment pond. They will be here again over Spring Break.

- Melissa and I met with Charter Capital to talk about the idea of selling the property to them for the amount of our loan \$2M, and then borrowing \$8M for construction costs so we would have enough \$ to make most of the required facility improvements on our master plan. We will speak more on this at the meeting, but my initial thought is that this is probably the only way we will ever be able to make these upgrades.



School Wide Issues

- On the CHKS survey 76% of staff reported that disrespect by students towards staff was an issue. I'd like teachers to bring this up with students the next time they have a class meeting or core and ask students to share their experiences and offer solutions.
- Angie and I are working on editing the parent and student surveys for this year to get more detail on the CHKS responses that were concerning.

Events

- Read-A-Thon has earned over \$20,000
- Lockdown Drill will be held Thursday.

Arts Based Choice for Education

- Held our first Parent Info night in January - about 25 attendees and lots of tours. So far we have 101 applications.
- Continuing to offer scholarships for music lessons for the rest of the year.

Academic, Arts & Social Emotional Achievement

- Mental Health Survey Update - 32 students requested help through the survey. They responded “yes” to the question, “Do you feel it would be helpful to talk to a counselor?” 15 of the 32 already receive help from either Scott or Irene so 17 out of 151 (11%) are students who are not being seen already. Scott and the Mental Health Interns (Alexis and Isabelle) will check in with those students ASAP.
- In other news our CHKS Survey results are terrific!
 - o 78% of 6th and 77% 7th Grade students are happy to be at NCSA.
 - o 98% of staff and parents are also happy to be a part of NCSA.
 - o **76% of staff feel students are disrespectful**
 - o **86% 6th and 65% 7th** reported feeling like part of this school
 - o **84% 6th and 71% 7th** - find school to be worth their time
 - o **87% 6th and 64% 7th** feel they are treated fairly
 - o **93% 6th and 78% 7th** say they do interesting activities at school
- The Proactive Circles Training last week was fabulous! Even really experienced teachers got a lot out of it and it mostly confirmed how much we are doing right.
- Students are about halfway through their iReady assessments and it’s looking pretty great for this time of year. Very few students are below grade level (7% Math and 1% ELA), Most are approaching (this is typical) and about 25-30% are at or above.

Safe, Respectful and Equitable Conditions for Learning and Working

- **BOARD NEWS - NEW** Assembly Bill 2158-takes effect January 1, 2023; Local officials who are governing Board members of a school District, county Board of Education, or **Charter School** as of January 1, 2025, must complete the ethics training on or before January 1, 2026.
- Also, Board members should use NCSOTA emails for board business.
- Anti-Bias Curriculum Training - 12 teachers are signed up for the Spring On-line training.
- We will be sending out the School Wide Parent Survey out next month

Contributor and Collaborator to the Greater Community

- We will be hosting the Arts in Education workshop series put on by the county this June. Educators from all over the county will come here to attend workshops on how to integrate arts in their classrooms.

**Melissa Brokenshire** <businessmanager@ncsota.org>

Next NCSA Board Mtg

Jet Lowe <yboncfdn@gmail.com>

Tue, Jan 17, 2023 at 9:58 AM

To: Melissa Brokenshire <businessmanager@ncsota.org>

Hi Melissa,

Please reply with the meeting date and time.

If the NCSA board approves to complete NCSA Trail Project, Phase 2, Steve Wentz will submit an estimate. Steve and I spoke on this topic last week and has agreed to submit an estimate if the NCSA board approves. YBONC will submit a grant proposal next month, Feb 2023. This is only if BYLT can hold public easement. This is the agenda item topic.

Below is the 1963 statute information regarding recreation use on private lands in California....there are 7-8 other states because they promote and advocate recreation to benefit from economic recreation revenue.
Hiking, cycling, pot users, etc.

If BYLT holds a public trail easement, BYLT attorneys take action(s) should any filed claims or suits, not NCSA attorneys. If any recreation events are hosted on NCSA private lands, the event insurance takes action(s) should any filed claims or suits, not NCSA attorneys.

California's Recreational Use Statute, Civil Code Section 846, which provides private landowners immunity from liability for injuries sustained by persons using their property for recreational use. The three circumstances under which statutory protection does not apply is when the land owner: has committed willful or malicious failure to warn or guard against a peril, has granted permission in exchange for a fee or compensation, or has extended an express invitation to the injured party. Property owners adjacent to public trails are also protected from liability pursuant to Public Resources Code Section 5075.4.

Cheers,
Jet Lowe
(530) 513-7852 cell

[Quoted text hidden]

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Jet Lowe
YBONC Fdn., Founder
cell (530)513-7852
<http://ybonc.org/>



Alerts & Articles

AB 2158 Extends Mandatory Ethics Training to School Officials

10.06.2022

On September 13, 2022, Governor Newsom signed AB 2158 which requires officials at school districts, county offices of education, and charter schools to complete ethics training every two years. This is the same requirement that has been in effect since 2006 for officials at cities, counties, and special districts, commonly known as “AB 1234 Training.”

Which officials must complete ethics training under AB 2158?

ATTORNEYS



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RELATED INDUSTRIES

The following officials at school districts, county offices of education, and charter schools must complete ethics training every two years:

1. All members of Brown Act covered bodies if at least one member receives any type of compensation or expense reimbursement for their work, and elected officials who receive any type of compensation or expense reimbursement for their work.
2. Employees designated by a local agency governing body to receive ethics training.
3. All school district, county board of education, and charter school governing board members, regardless of whether they receive compensation or expense reimbursement for their work.

Which ethics courses satisfy AB 2158's training requirements?

An ethics course must meet the requirements in Government Code section 53235 to satisfy the ethics training requirement. Those requirements are:

1. The course must consist of at least two hours of training on general ethics principles and ethics laws relevant to the official's public service.
2. The course must cover the core content outlined in Government Code section 53234(d) and California Code of Regulations title 2, section 18371.

Educational Agencies

Public Entities

3. The course must be developed in consultation with the Fair Political Practices Commission and the Attorney General.
4. The course provider must provide participants with proof of participation.

The Fair Political Practices Commission has published online training for local agency officials that satisfy the ethics training requirements. Local agencies or an association of local agencies may also develop ethics courses and training materials.

Will ethics presentations at conferences satisfy AB 2158's training requirements?

It depends. To satisfy the biennial training requirement, the ethics training must meet all of the requirements outlined above. Some conference presentations are not two hours, do not cover the required core content, and were not developed in consultation with the Fair Political Practices Commission and the Attorney General.

Are there record keeping requirements for the ethics training?

Yes. Under Government Code section 53235.2, local agencies must maintain training records for five years that show the dates of the training, and the entity that provided the training.

When must officials at school districts, county offices of education, and charter schools complete the initial training?

AB 2158 takes effect January 1, 2023. Local officials who are governing board members of a school district, county board of education, or charter school as of January 1, 2025, must complete the training on or before January 1, 2026. Thereafter, the training must be completed every two years. If a member's term of office ends before January 1, 2026, they do not need to complete the training.

For everyone other than governing board members, the training should be completed within one year, although the deadline is not clearly specified. New officials must complete the training within one year of the first day of service with their agency. Thereafter, the training must be completed every two years.

What should school districts, county boards of education, and charter schools be doing to prepare for the ethics training requirement?

School districts, county boards of education, and charter schools should identify the positions that require ethics training, notify incumbents of the training requirement and deadlines, and provide information on available ethics training courses.

Some positions that require training are identified by statute (e.g., governing board members, and members of Brown Act covered bodies who receive any type of compensation or expense reimbursement), and others are designated by the agency's governing board.

At least once a year, agencies must provide information to their local officials on available ethics training programs.

Do AB 2158's training requirements apply to community college districts?

It is unclear.

The ethics training requirement applies to officials of "local agencies" as defined in Government Code section 53234. The current definition of "local agency" means "a city, county, city and county, charter city, charter county, charter city and county, or special district."

AB 2158 has amended the definition of "local agency," effective January 1, 2023, to include "school district, county office of education, and charter school." It also amended the definition of "local agency official" to include "[a] member of the governing board of a school district, a county board of education, or the governing body of a charter school"

AB 2158 did not add "community college district" to the definition of "local agency" and "local agency official." It is unclear whether this omission was intentional, or whether the legislature intended the term "school district" to include "community college district."

Community college districts with questions regarding the application of AB 2158 should consult with an AALRR attorney for advice and guidance.

AALRR is available to assist school districts, county boards of education, and charter schools with ethics training compliance, including identifying positions that require training, updating policies, and providing in-person or remote customized training programs.

This AALRR publication is intended for informational purposes only and should not be relied upon in reaching a conclusion in a particular area of law. Applicability of the legal principles discussed may differ substantially in individual situations. Receipt of this or any other AALRR publication does not create an attorney-client relationship. The Firm is not responsible for inadvertent errors that may occur in the publishing process.

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OPEN, ETHICAL LEADERSHIP AB 1234 ETHICS COMPLIANCE TRAINING

County Counsel's Office and Nevada LAFCo announce a training session to assist local officials to comply with the requirements of Assembly Bill 1234.

Public officials are required to take an ethics training course to learn about the ethical standards required of any individual who works in government. City, County and District board members and staff who receive compensation or expense reimbursement must complete two hours of ethics training every two years. Individuals who are not required to take this training are nonetheless encouraged to attend to promote the highest standards of ethical practice in public service.

WHEN AND WHERE:

This session will be presented in person in the Board of Supervisors' Chambers and through Zoom (link to be provided after registration)

Tuesday, January 31, 2023

12 noon – 2:00 pm

PRESENTERS:

Kit Elliott, County Counsel, Nevada County.

Kit has previously served as County Counsel for Mendocino County.

David J. Ruderman, Senior Counsel for Colantuono, Highsmith & Whatley, PC.

City Attorney for Lakeport, Sonoma and Weed. Yuba LAFCo Legal Counsel, and Asst. General Council for Tahoe Forest Hospital District.

PROGRAM COST: There is no charge for this session.

To reserve a spot at this session, and to ensure your certificate is mailed to the correct office, please complete the form below and forward it to Kelly McKinley at the County Counsel's office: Kelly.McKinley@NevadaCountyCA.gov (put AB 1234 in the subject line), or mail a hard copy to: County Counsel, County of Nevada, Attn: Kelly McKinley, 950 Maidu Ave., PO Box 599002, Nevada City CA 95959-7902

If you have any questions, please call 530-265-1319 or send an email to Kelly.McKinley@NevadaCountyCA.gov

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Name: _____

Address: _____

Phone No.: _____

Agency Name & Phone: _____

E-mail address: _____

REGISTRATION DEADLINE: January 27, 2023

The curriculum for this workshop follows guidelines provided by the
Fair Political Practices Commission, as required by AB1234.

NCSA 2022-23 General Satisfaction Survey for Parents

General School Questions

The purpose of the following questions is to gain information about overall parent satisfaction with NCSA. The information provided will be studied by the school administration and the Charter Governance Council and will be used to support improvement goals for the school.

Please be clear and constructive in your comments, and offer possible solutions for any specific concerns that you may have. All information provided is anonymous, so please do not indicate your name or your child's name.

* 1. I feel welcome into the NCSA community.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree ☐ No Opinion

What specific actions of administration would make you feel more welcome than you already do?

* 2. How many years has your family been a part of the NCSA community?

☐ New ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

* 3. How well do you understand charter school funding?

☐ Very Well ☐ Somewhat ☐ Not Very Well

Comments on Funding / Suggestions for Improvement:

* 4. Do you know why NCSA asks families to contribute to the Annual Giving Campaign (AGC)?

☐ Yes ☐ No

Comments on AGC / Suggestions for Improvement:

All Annual Giving Campaign (AGC) donations go directly into the school operating budget. In analyzing our funding from the state, we have a gap of \$800 per student. Without AGC donations, NCSA would not be able to fund our academically enriching arts and music program. The AGC helps make up that difference.

* 5. Do you understand the importance of timely and regular attendance at NCSA?

☐ Yes ☐ No

Comments on Attendance / Suggestions for Improvement:

NCSA is a public charter school and attendance is mandatory by law for all students. Tardies and absences have a negative impact on student learning and classroom community. NCSA loses \$45/day per student for every absence.

* 6. Please indicate your level of satisfaction with NCSA's school environment.

	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied	N/A
Overall Condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Appearance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cleanliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playground Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students Physical Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Rules/Discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class Sizes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on School Facilities / Suggestions for Improvement:

* 7. Please indicate your satisfaction with the following programs at NCSA.

	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied	N/A
School Lunches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4th-5th Grade Physical Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4th-5th Grade Dance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6th-8th Grade Physical Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6th-8th Grade Dance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6th-8th Grade Electives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall Visual Arts Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall Performing Arts Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall Music Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Arts Programs/Suggestions for Improvement:

8. Does (Do) your child(ren) participate in Raven Wolf Aftercare? If so, please rate your satisfaction.

	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied
Raven Wolf Aftercare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on After School Programs / Suggestions for Improvement:

* 9. Please rank your preferred method for school/parent communication. (1 = Most Preferred)

		The school website
		The school Facebook page
		The Canvas
		Monday Notes
		Director's Note

* 10. How often do you communicate with your child's teacher(s), whether in person, by phone, or by email, or in some other way?

☐ Daily ☐ Weekly ☐ Monthly ☐ Seldom ☐ Never

* 11. Please indicate your satisfaction with the classroom teacher responsiveness to your concerns.

☐ Excellent ☐ Good ☐ Adequate ☐ Poor ☐ N/A

Teacher(s)

* 12. Please indicate your level of satisfaction with school/parent communication.

	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied	N/A
The school website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school Facebook page	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Director's Note	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monday Note	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Canvas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All Call (ParentSquare) Phone Calls/Texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All Call (ParentSquare) Emails/App Posts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsiveness of school personnel to parent concerns/requests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Communication / Suggestions for Improvement:

13. If you volunteer, please specify how you spend your time.

☐ In the Classroom ☐ Fundraising ☐ Field Studies ☐ Events

Other (please specify)

* 14. Please rate your satisfaction with the School Director and Assistant Principal.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
Understanding the needs and concerns of parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping parents informed of necessary information relating to school events and important dates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability to meet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a physically and emotionally safe school environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responding promptly to concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting the mission and vision of NCSA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Suggestions for Improvement:

* 15. Please indicate your satisfaction with the following statements regarding diversity.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
In every aspect of the school, differences are honored and accepted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school values diversity of race, sex, sexual orientation, gender identity and expression, religion, national origin, age, marital/parental status, veterans status, and mental and physical ability, in the student body [in the community of parents and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school administration has taken steps to actively pursue a more diverse student body.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School practices reflect a commitment to equity, inclusion and diversity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School administration demonstrates a commitment to meeting the needs of employees with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe the school will take appropriate action in response to any incidents of discrimination and harassment if they arise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment

* 16. Please indicate your satisfaction with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
Adults at this school treat students with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom discipline at the school is consistent/fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good teaching is important at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel respected at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how my child is doing in school before I get my child's report card.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child has a close relationship with at least one adult at the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child likes to go to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are accessible when I have a concern.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NCSA helps students learn to resolve conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NCSA creates an environment that is equitable, inclusive and respectful of all culture, genders, races and abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school values parent feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment

* 17. Please indicate your satisfaction with NCSA's educational program.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
This school has high academic expectations for its students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in my child's math instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in my child's language arts instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in my child's science instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in my child's social studies instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment

* 18. I feel my child is emotionally safe at school.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree ☐ No Opinion

* 19. How likely are you to recommend NCSA to family and friends?

☐ Very Likely ☐ Likely ☐ Unlikely ☐ Very Unlikely

* 20. Overall, I am satisfied with my child's education at NCSA.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree ☐ No Opinion

21. What do you like most about NCSA?

22. What is your biggest wish for change at NCSA?

Nevada City School of the Arts

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2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	63
Grade 1	40
Grade 2	39
Grade 3	40
Grade 4	40
Grade 5	51
Grade 6	58
Grade 7	40
Grade 8	47
Total Enrollment	418

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.2
American Indian or Alaska Native	0.0
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	13.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	13.2
White	72.7
English Learners	0.2
Foster Youth	0.0
Homeless	0.5
Migrant	0.0
Socioeconomically Disadvantaged	48.6
Students with Disabilities	9.6

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	82.19	103.20	60.34	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.91	1.90	1.16	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	7.83	11.40	6.67	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	2.11	48.70	28.47	12115.80	4.41
Unknown	1.00	3.91	5.70	3.34	18854.30	6.86
Total Teaching Positions	25.50	100.00	171.10	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	50.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Orton-Gillingham (Phonemic Awareness) Lucy Calkins - Units of Study (Comprehension) iReady (Intervention & Assessments) Authentic Voices Literature	Yes	0%
Mathematics	iReady (Intervention & Assessments) SF Unified Math Curriculum (Pilot) 6th-8th Maneuvering the Middle	Yes	0%
Science	Teacher Created Curriculum using the NGSS Standards as a guide	Yes	0%
History-Social Science	Teacher Created Curriculum using the History and Social Science Standards as a guide	Yes	0%
Foreign Language	N/A	No	
Health	Teacher Created Curriculum following that state standards	Yes	0%
Visual and Performing Arts	Teacher Created Curriculum based on the Visual and Performing Arts Standards	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	No	

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Units are old and outdated. We are researching grants or loan opportunities to renovate
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Renovation is needed to comply with Americans with Disabilities Act (ADA). We are in the process of starting construction plans to upgrade our bathrooms in occupied buildings.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		There are small leaks in building 3 & 9 that are in the process of repair.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	67	N/A	51	N/A	47
Mathematics (grades 3-8 and 11)	N/A	44	N/A	36	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	272	264	97.06	2.94	66.67
Female	128	121	94.53	5.47	70.25
Male	141	140	99.29	0.71	62.86
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	37	34	91.89	8.11	67.65
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	34	33	97.06	2.94	72.73
White	201	197	98.01	1.99	65.48
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	119	113	94.96	5.04	54.87
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	39	38	97.44	2.56	31.58

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	272	262	96.32	3.68	43.51
Female	128	120	93.75	6.25	40.83
Male	141	139	98.58	1.42	45.32
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	37	34	91.89	8.11	41.18
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	34	33	97.06	2.94	36.36
White	201	195	97.01	2.99	45.13
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	119	112	94.12	5.88	33.04
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	39	38	97.44	2.56	15.79

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	57.5	69.89	--	--	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	96	93	96.88	3.12	69.89
Female	43	40	93.02	6.98	72.5
Male	52	52	100	0	67.31
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	11	10	90.91	9.09	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	76	74	97.37	2.63	64.86
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	42	93.33	6.67	61.9
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	31.25

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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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.

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	98%	100%	100%	100%
Grade 7	92.68%	100%	100%	100%	100%

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.

2022-23 Opportunities for Parental Involvement

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

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	437	427	104	24.4
Female	215	210	43	20.5
Male	219	214	59	27.6
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	60	60	14	23.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	54	53	17	32.1
White	321	314	73	23.2
English Learners	1	1	0	0.0
Foster Youth	0	0	0	0.0
Homeless	7	7	2	28.6
Socioeconomically Disadvantaged	217	215	59	27.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	57	54	17	31.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.65	0.58	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	4.12	0.02	0.81	0.20	3.17
Expulsions	0.00	0.23	0.00	0.05	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.12	0.23
Female	1.40	0.00
Male	6.85	0.46
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	6.67	1.67
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.56	0.00
White	3.43	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.99	0.46
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.02	0.00

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

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	19	10	2	
1	22		8	
2	22		8	
3	22		8	
4	26		8	
5	26		8	
6	26	3	19	

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 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	418

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$13,178	\$3,159	\$10,019	\$57,713
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$6,594	
Percent Difference - School Site and State	N/A	N/A	41.2	

2021-22 Types of Services Funded

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

NCSA's Professional Development centers on Social Emotional Learning and Academic Instruction. NCSA is working on implementing Restorative Circles as an alternative to suspension and continues to train staff in Positive Discipline and Mindfulness for the classroom. Academically, we train all new teachers in the Orton-Gillingham curriculum for teaching phonics and spelling and train teachers on the Lucy Calkins Units of Study, Readers and Writers Workshop. This year several grades are piloting the SFUSD open source math curriculum to determine if it meets students needs in math. Science teachers utilize the Next Generation Science Standards for science and the Common Core History standards 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 evaluation 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	11