

**Nevada City School of the Arts  
Charter Governance Council  
Meeting Agenda**  
Thursday, January 29, 2026  
13032 Bitney Springs Rd, Building 8, (LC Staff Room), 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 December 18, 2026 Meeting Minutes - *See attached*

**Reports**

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

**Discussion Items**

5. Discuss Creating Education and Fundraising Committees
6. Discuss SEG Solar Proposal - *See Attached*
7. Discuss Opening a Home School Program

**Action Items**

8. Approve 2024-25 School Accountability Report Card (SARC) - *See attached*
9. Approve B6 Monitoring Report - Communication to the Board - *See attached*
10. Approve B7 Monitoring Report - Board Logistical Support - *See attached*
11. Approve B8 Monitoring Report - Emergency School Director Succession - *See attached*
12. Approve 2026-27 School Calendar - *See attached*
13. Approve Updated Investment Policy - *See attached*
14. Approve Behavioral Health Referral Policy - *See attached*

**Closed Session**

15. Public Employee Discipline/Dismissal/Release

**Adjournment 7:00 p.m.**

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

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

**Nevada City School of the Arts  
Charter Governance Council  
Meeting Minutes**  
Thursday, December 18, 2025  
13032 Bitney Springs Rd, Building 8, **(LC Staff Room)**, Nevada City, California

**Call Order: 5:01 p.m.**

**Roll Call: All Present**

**Comment from public-** Parent requested new committees around academics and fundraising.

**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:** See FYI Report

**Action Items**

1. Approve Agenda  
Motion: Bear Thomas 2<sup>nd</sup>: Joie King

**Consent Agenda**

2. Approve November 20, 2025 Meeting Minutes - *See attached*  
Motion: Joie King 2<sup>nd</sup>: John Lefebre

**Reports**

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

**Discussion Items**

5. Discuss NCSA's 2026-27 Draft Calendar vs NU's Approved Calendar - *See attached*
6. Discuss Consecutive Term Limits for Board Members- This item was discussed.
7. Discuss Filling Open Board Seat- the current open board seat should be filled along with any other open seats in the upcoming year.
8. Discuss Creating a Facilities Committee - This item was discussed. Holly will convene and administrative committee.
9. Discuss Adding Solar to Building 9 - *See Attached Quotes. Jon L. will meet with the rep from SEG.*

**Action Items**

10. Approve B1 Financial Conditions Monitoring Report (1st Interim) - *See attached*  
Motion: Meshawn Simmons 2<sup>nd</sup>: Brian Munn
11. Approve 2024-25 Audited Actuals - *See attached*  
Motion: Brian Munn 2<sup>nd</sup>: John Lefebre

**Closed Session**

12. Conference with Real Property Negotiator (GC 54956.8)  
Property: 052-050-030-000  
Agency Negotiator: Holly Pettitt  
No action taken

**Discussion**

13. The board will discuss equity issues at school related to gender identity.

**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.

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## Director FYI Report

### January 29, 2026

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

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

## Plaudits

- To Niraga, Jon and Sai - down 5 members of the team last week, these three stepped up and ran the kitchen flawlessly - AND the elevator broke down! Kudos to the Buisness Office and Admin team for stepping in to form a "bucket brigade" and unload two huge pallets of frozen food!
- Angie - LC Behavior is pretty intense right now and she keeps sticking with it and never gives up! She is a strong woman!
- To Carabeth - CB is always game for a new idea - I appreciate how flexible she is and how she can help tackle any issue we have at school. She is an incredible member of our team!
- To Sam - Sam always has ideas that help teachers. From schedule changes to release times to Synergy support, she is always thinking of ways to lighten teachers' burdens.
- To Jacqui, Val and Emma - The time and effort these women put into supporting AR and IS is unbelievable. They are bringing in a lot of funding by working hard to support families with recouping attendance and it is very time consuming.
- To Sarah - When parents asked for more info about field study payments, she figured out a way to invoice through MSB which in turn will send reminders to parents about paying for field studies!
- To Erin Chester - Erin has taken on ALL of HR and is doing a really phenomenal job.

## Financial Information

- Met with Zion Capital to discuss our investment strategy. Zion Capital recommended diversifying the Broadcom (AVGO) stock by investing in bonds. The investment policy needs to be updated to include bonds. We are also adding The Fiduciary Trust Company of New Hampshire to our list of 403b plans so employees have a choice of Zion Capital or Personal Portfolios as a financial planner.
- Cell Tower sale has finally gone through!

## Facilities Update

B3

- The hazardous tree near Raven Wolf has been taken down. Erik did an excellent job of felling the tree, given all the obstacles.
- The burn pile was ignited and burned down nicely.
- A new copy machine was installed in the break room.
- The heat went down on 1/3/26. It was noticed on 1/4/26 when Joseph was looking for confirmation that the system was warming. This was in the West wing only. Joseph worked with DM for a while on Sunday night, but the trouble could not be repaired remotely. Joseph went in early Monday morning to get things running.
- The compressor in the West wing of B3 had trouble staying running. DM will be out to check coolant levels.

B4

- We had a leak detection service come out to help with the leak going to Building 4. Several discoveries were made. We found a meter on that pipe, so we can now track loss and get real data, not just that it seems like a large loss. Found two extra shut-off valves. One is between Building 4 and Building 3, the other is a shut-off for Building 11. The leak is hard to find as all the maps we have are contradictory and hand-drawn, so accuracy is questionable. The leak does persist at 2400 GPD. But we have narrowed down the placement to 50% of where it could have been. Our next step is to use a robot in the pipe with an RF beacon and a camera to help locate the leak.

B8

- Generator installation has started. Cable raceways were installed above the kindergarten classes into the electrical room. USA811 has been out to mark utilities.
- The heat went down on 1/3/26. It was noticed on 1/4/26 when Joseph was looking for confirmation that the system was warming. This was only on the lower level. Joseph went in early Monday morning to get things running.

- Ryan and Joseph removed the broken fan mount from the air handler. It can be repaired and a new bearing installed. When done, we can turn the heat back on in the West wing of the building.
- The forge reported a leak, which was fixed by cleaning the roof drains.
- The very big dead tree was removed on 1/21. The tree was felled without issues. Erik may be milling what he can for use around the school.
- The food van was damaged beyond drivability over the break. Dre will arrange a rental and contact the insurance company.
- Monday the twelfth, most of the kitchen was out sick, so the elevator decided to quit. Ian and Joseph did all the reset functions they knew, and nothing worked. The elevator repair was quick and painless. We now know of another place to check when a reset is needed. Jake did not even charge us for an emergency call, even though he was here less than 24 hours after the call.
- The dryer quit again. Joseph got it running after a little diagnosis. The start switch may need to be replaced soon. We will keep an eye on it.

#### Overall

- Wind and rain over the winter break damaged several areas. No parking signs in cement buckets were blown over and spread over the parking lot.
- Ian and Joseph met with Chris Swanson to clear vegetation on the dam at the big pond so a civil engineer could estimate the dam's stability. A bid should be coming soon. The bid was received and approved.
- D S Welding has moved out. Joseph did a quick walk-through and took some photos. A final walkthrough with Daniel was done on the 15th. He had done more cleanup from the 8th, our first walkthrough, but it still requires cleaning.
- Everguard has been out to fix the noted trouble from the last inspection. Building 5 is remaining.
- Cal Solar came out and found that one inverter needed a new communication board. When it arrives, they will make an appointment to install it.
- We met with our property manager this week to discuss the possibility of selling off the warehouses. She estimates they are worth 1Mil+. This would give us the capital to pay for the solar panels.
- Solar Update from SEG - *we will soon have another financing option that will give an even lower monthly payment without any cash outlay. To summarize everything:*

- Very shortly, SEG will have another financing option that does not require a down payment and will provide even lower monthly payments than what we initially presented (which is already lower than your current monthly electrical costs).
- We put the proposal together during the busiest time in our industry's history and forgot that NCSOTA does not have to be DSA compliant. Not having to pay for that piece of project management will lower the price.
- Now that we are in 2026, we will need to switch to different solar panels for you to qualify for the 30% tax credit. The new panels are more powerful and better, so you will need fewer of them, which will reduce the price of the system.
- Joseph said that you are willing to cut down trees at the Northeast and Southeast corners of the building. By increasing the amount of sun, the number of panels needed will be reduced, lowering the price of the system.
- There is a new battery presented by a corporation that has decided to skip the product management needed to have it qualify for the 30% tax credit. They claim this business decision allows them to sell it at a price that more than makes up for the 30% benefit. We are still vetting both the product and the manufacturer, but it may possibly lower the price even more.
- Finally: A strong word of advice is to not wait too long before making a decision. The deadline is July 4th, plus an across-the-board increase in prevailing wage in June (which by law all solar projects over 15kW are subject to). Although that is over five months away, we are already starting to see things back up in certain areas. We turned a few residential customers in this past deadline, simply because they waited until only a couple months before the deadline. In relation to manufacturing, the supply chain, and the actual installation, commercial systems are obviously more involved, so you want to have as much cushion as possible.

- Currently working on how to re-meter B9 to establish actual cost of Forge usage.
- Over the break a former student crashed into our food service van and totaled it. We are currently looking for another one. He did leave a note and has insurance. Unfortunately the van was only worth \$6K and the new one will cost \$20K.
- **Finally, still need to set up facilities committee - I need to know who would like to be on that.**

## Events

- Readathon is coming soon!

## Academic, Arts & Social Emotional Achievement

- Big news in the quest for a math program! After attending the Publishers Preview at

the county, and exploring iReady, Eureka CA, Kiddom Illustrative, and Amplify Desmos, we have landed on [Amplify Desmos](#) for math as our lead contender for a new math program. Math committee teacher members will be piloting this Amplify program in the coming weeks and if it appears as good as we think, then we will ask the rest of the teaching staff to dig in and pilot lessons as well.

- We are also discussing possibly looking into a Thinking Classrooms Program [Innovamat](#). We will know more in the coming weeks about that, but please do take the time to look at both of them.
- In order to support students' needs to learn more independently, we are considering opening a Home Study Program. This will be on the agenda as a discussion item, but to highlight our reasoning around this - 1) Most schools have one and they all have waitlists, 2) Gives families another option, 3) Brings in revenue without significant overhead.

### **Safe, Respectful and Equitable Conditions for Learning and Working**

- Staff survey is going out at the end of next week. I am working with Sarah Dahl from Columinate - other staff were not available.
- Considering ending 4th/5th at 2:45 to give those teachers more prep. They have the most students per class, the least prep, and no aide time.
- We are discontinuing Attendance Recovery - It is not as financially successful as IS. In the past 5 months we have earned:

#### **Attendance Recovery:**

- Completed recoveries: 118
- Incomplete recoveries: 188 (zero funding for incomplete)
- Total staff: 3 admin/3 hourly
- Total recovered: \$8284.78

#### **Independent Studies:**

- Completed IS: 309 days
- In progress IS: 310 days
- Total Staff: 3 admin
- Total funding: \$43,459.99 (if all IS is completed)

#### **Absences:**

- Total absences this year: 2274
- Total ADA lost: \$159,657.54

We cannot require students to attend AR, but we can require them to complete their IS. The labor costs associated with AR are much higher than IS.

- The Department of Education dropped the threat to rescind federal funding for schools that promote DEI.
- Calendar is on the agenda. All of the other traditional schools chose to start after the fair and not align with NU. This has prompted NU to go back to the negotiations

table to review their calendar choice. The calendar on our agenda reflects our traditional start date of August 19th. 68% of families voted to start on August 19th. Once the board approves this calendar - I will share it with families.

- To reduce costs and improve services, the 5 charters in the JPA for Special Education will be voting to discontinue using the JPA for those services and bring them in house. This will save the school some money and allow us to move some of our funding on our own students here at NCSA. We will need to use some of the savings to hire admin support and someone to supervise the special ed team.

#### **Contributor and Collaborator to the Greater Community**

- I have asked the attorneys to review a draft policy on parent organizations which the board can review and decide to accept or not.



## Design #1 - Socomec 300/609

Sustainable Energy Group  
David Clouse

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# 1 PROJECT SUMMARY

Payment Options	Cash Purchase
Total Payments	\$1,440,608
Total Incentives	\$587,286
Net Payments	\$853,322
Payback Period	9.4 Years
IRR	10.6%
NPV	\$905,038
Total Electric Bill Savings over Term	\$3,919,009

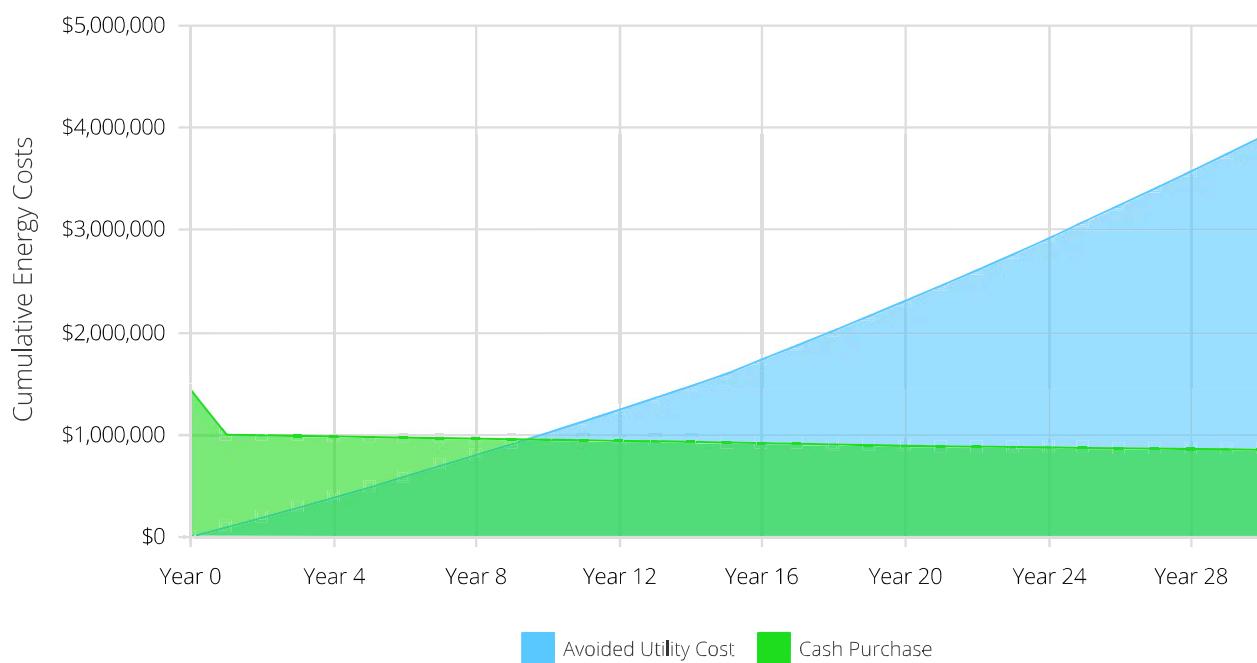
## COMBINED SOLAR PV RATING

Power Rating: 281,600 W-DC  
 Power Rating: 252,595 W-AC-CEC

## COMBINED ESS RATINGS

Energy Capacity: 609.0 kWh  
 Power Rating: 300.0 kW

## CUMULATIVE ENERGY COSTS BY PAYMENT OPTION



## 2.1.1 PV SYSTEM DETAILS

### GENERAL INFORMATION

Facility: Bld. #9  
Address: 13024 Bitney Springs Rd Nevada City CA 95959

### SOLAR PV EQUIPMENT DESCRIPTION

Solar Panels: (512) LONGi LR5-72HPP 550M  
Inverters: (2) SMA America STP 62-US-41, (5) SMA America Sunny Tripower CORE1 33-US

### SOLAR PV EQUIPMENT TYPICAL LIFESPAN

Solar Panels: Greater than 30 Years  
Inverters: 15 Years

### Solar PV System Cost and Incentives

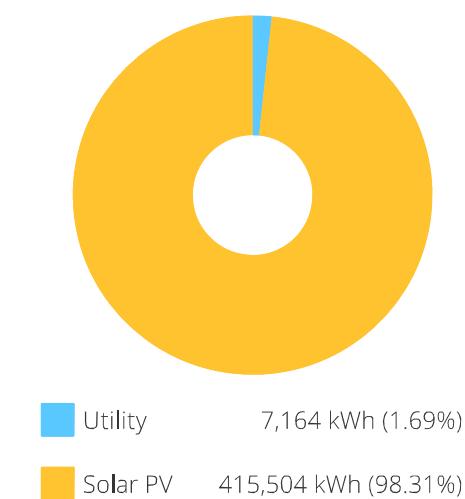
Solar PV System Cost	\$740,608
CA LCFS REC Income	<b>-\$56,706</b>
Federal Tax Credit	<b>-\$222,182</b>
<b>Net Solar PV System Cost</b>	<b>\$461,719</b>

### SOLAR PV SYSTEM RATING

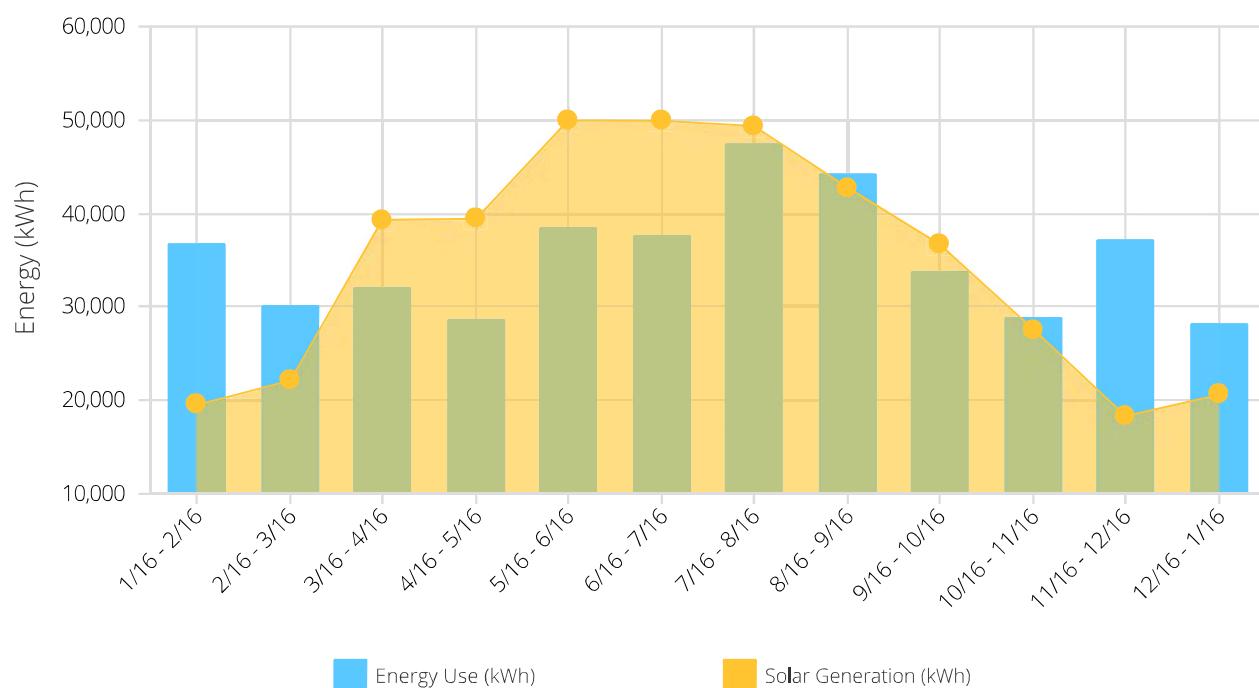
Power Rating: 281,600 W-DC  
Power Rating: 252,595 W-AC-CEC

### ENERGY CONSUMPTION MIX

Annual Energy Use: 422,668 kWh



### MONTHLY ENERGY USE VS SOLAR GENERATION



## 2.1.2 ENERGY STORAGE SYSTEM (ESS) DETAILS

### GENERAL INFORMATION

Facility: Bld. #9  
Address: Nevada City CA 95959

### ESS EQUIPMENT DESCRIPTION

Battery Banks: (1) Socomec HES L - 300kW / 609kWh  
Inverters: (1) Socomec HES L - 300kW / 609kWh

### ESS EQUIPMENT TYPICAL LIFESPAN

Battery Banks: 15 Years  
Inverters: 20 Years

#### ESS Cost and Incentives

ESS Cost \$700,000

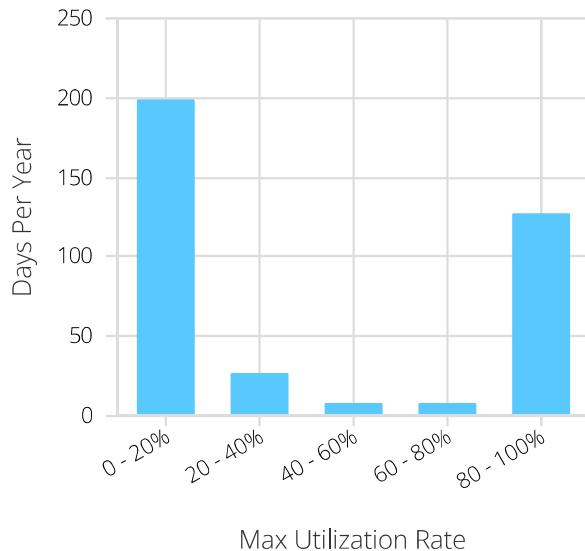
Direct pay - 30% ITC -\$210,000

**Net ESS Cost \$490,000**

### ESS SYSTEM RATINGS

Energy Capacity: 609.0 kWh  
Power Rating: 300.0 kW

### ENERGY STORAGE ANNUAL UTILIZATION



Energy Output and Demand Savings From Solar PV and Energy Storage				
Date Range	ESS Energy Discharge (kWh)	Solar PV Generation (kWh)	ESS Energy as % of PV Energy	Total Demand Savings
1/16/2025 - 2/16/2025	742	19,509	3.80%	\$1,260
2/16/2025 - 3/16/2025	3,254	22,132	14.70%	\$1,036
3/16/2025 - 4/16/2025	3,903	39,308	9.93%	\$2,072
4/16/2025 - 5/16/2025	3,101	39,427	7.87%	\$1,602
5/16/2025 - 6/16/2025	6,840	49,943	13.70%	\$1,351
6/16/2025 - 7/16/2025	8,263	49,902	16.56%	\$1,410
7/16/2025 - 8/16/2025	17,558	49,347	35.58%	\$748
8/16/2025 - 9/16/2025	16,998	42,749	39.76%	\$1,004
9/16/2025 - 10/16/2025	5,807	36,690	15.83%	\$1,239
10/16/2025 - 11/16/2025	1,483	27,580	5.38%	\$1,452
11/16/2024 - 12/16/2024	2,131	18,325	11.63%	\$1,196
12/16/2024 - 1/16/2025	575	20,592	2.79%	\$1,709
<b>Total</b>	<b>70,655</b>	<b>415,504</b>	<b>17.00%</b>	<b>\$16,079</b>

## 2.1.3 REBATES & INCENTIVES

This section summarizes all incentives available for this project. The actual rebate and incentive amounts for this project are shown in each example.

### **Investment Tax Credit (ITC) - 30%**

A federal Investment Tax Credit (ITC) for Photovoltaic (PV) projects at a rate of 30% of the total PV system cost. Unlike tax deductions, this tax credit can be used to directly offset your tax liability dollar for dollar. The PV ITC allows a carryback period of 3 years, and the carryforward period of 22 years, in cases where the tax credit exceeds a customer's tax liability in the 'placed-in-service' year.

For PV projects greater than 1 MW AC in size, prevailing wage and apprenticeship requirements take effect in order to qualify for the full 30% "increased rate", rather than a "base rate" which would only qualify for a 6% ITC. Projects with an output of less than 1 megawatt qualify for the "increased rate" irrespective of if prevailing wage or apprenticeship requirements are met.

Total Incentive Value: \$222,182

### **ETB's: CA REC Service (20 year term)**

Renewable Energy Credits (RECs) produced by solar PV systems located in California have monetary value and can be sold into the state's Low Carbon Fuel Standard (LCFS) program, which allows transportation fuel producers to purchase RECs to offset their carbon intensity. RECs represent the clean energy and environmental attributes produced by a solar PV system. 1 REC = 1 megawatt-hour (or 1,000 kilowatt-hours) of solar PV energy produced. The REC component of 1,000 kWh of solar production is separate from the electricity component; REC revenue is separate from and in addition to utility bill savings. To sell RECs in California the PV system must be registered in the Western Renewable Energy Generation Information System (WREGIS) tracking system and adhere to strict ongoing reporting requirements.

The market price of California LCFS solar RECs fluctuates and is influenced by the price, supply and demand of LCFS Credits. In November of 2024, the California Air Resources Board strengthened the carbon reduction targets of the LCFS program to 30% by 2030, and 90% by 2045.

ETB has published a [\*\*Forward-looking Price Guidance Memo\*\*](#) that summarizes California REC price drivers, recent market dynamics, historical pricing trends, and provides future REC price guidance.

**Disclaimer: future LCFS credit and REC market prices cannot be guaranteed, as market conditions, regulations, and other external factors may change. Note: REC revenues are shown net of ETB's 20% REC Service fee.**

Total Incentive Value: \$56,706

## DSGS Program

California's Demand Side Grid Support (DSGS) Program offers incentives to electric customers that provide load reduction and backup generation to support the state's electrical grid during extreme events from May to October, reducing the risk of rotating power outages. The DSGS Program compensates behind-the-meter sited Energy Storage Systems (ESS) by providing incentives to reduce customer net load with upfront capacity commitments and for per-unit reductions in load.

**30-year Cashflow Duration.** ETB's "DSGS & Grid Services" cashflow stream is modeled over a period of 30-years. ETB conservatively expects DSGS program revenues to last for 1 year, and then generic Grid Services revenue to continue in years 2 through 30. After DSGS ends at year 1, ETB assumes the ESS asset will continue to participate and capture value in one or more other programs, such as ELRP, CBP, a successor program to DSGS, or other future programs. ETB believes there is strong evidence and empirical data to support that the value of Grid Service(s) and/or Demand Response (DR) programs will continue and likely increase over time. Beginning in year 3, ETB reasonably assumes the \$/kWh value of Grid Services/DR revenues will inflate at a rate of 3% annually, which is the default rate assumed for annual utility bill cost inflation.

**Additional Assumptions.** ETB's "DSGS & Grid Services" cash flow factors in ESS degradation and utilizes the vendor specific ESS annual kilowatt-hour (kWh) degradation rate. The annual revenue estimates shown are net of fees and represent the net income to the ESS owner. Fees are paid to both ETB and our partner Leap, a leading platform for generating value from distributed energy resources through integration with wholesale and grid service energy markets. Disclaimer: while these assumptions and values are ETB's best reasonable estimate, ETB cannot predict future grid service revenues with certainty or guarantee these estimates.

Total Incentive Value: \$98,397

## Direct Pay, Investment Tax Credit (ITC) - 30%

Entities that qualify for direct pay are eligible to receive a 30% direct payment, assuming they meet the established prevailing wage and apprenticeship requirements in order to qualify for the full 30% "increased rate", rather than a 6% "base rate".

Direct pay is only available for entities, including: an entity exempt from the tax, any State government (or political subdivision thereof), the Tennessee Valley Authority, an Indian tribal government, an Alaska Native Corporation, any corporation operating on a cooperative basis which is engaged in furnishing electric energy to persons in rural areas.

Total Incentive Value: \$210,000

## 2.1.4 UTILITY RATES

The table below shows the rates associated with your current utility rate schedule (B-10). Your estimated electric bills after solar are shown on the following page.

Customer Charges				Energy Charges				Demand Charges			
Season	Charge Type	Rate Type	B-10	Season	Charge Type	Rate Type	B-10	Season	Charge Type	Rate Type	B-10
W1	Flat Rate	per day	\$11.65	W1	On Peak	Import	\$0.2642	W1	Flat Rate	Import	\$21.36
W2	Flat Rate	per day	\$11.65	W1	Off Peak	Import	\$0.23056	W2	Flat Rate	Import	\$21.36
S	Flat Rate	per day	\$11.65	W2	On Peak	Import	\$0.2642	S	Flat Rate	Import	\$21.36
				W2	Off Peak	Import	\$0.23056				
				W2	Super Off Peak	Import	\$0.19422				
				S	On Peak	Import	\$0.33706				
				S	Part Peak	Import	\$0.27876				
				S	Off Peak	Import	\$0.24792				

## 2.1.5 CURRENT ELECTRIC BILL

The table below shows your annual electricity costs based on the most current utility rates and your previous 12 months of electrical usage.

**RATE SCHEDULE:** PG&E - B-10

Time Periods	Energy Use (kWh)				Max Demand (kW)	Charges				
	On Peak	Part Peak	Off Peak	Super Off Peak		Other	NBC	Energy	Demand	Total
Bill Ranges & Seasons										
1/16/2025 - 2/16/2025 W1	6,626	-	29,978	-	146	\$361	\$1,022	\$7,641	\$3,119	\$12,142
2/16/2025 - 3/16/2025 W1 / W2	5,646	-	20,104	4,236	128	\$326	\$837	\$6,113	\$2,482	\$9,758
3/16/2025 - 4/16/2025 W2	6,139	-	16,540	9,348	133	\$361	\$894	\$6,357	\$2,841	\$10,453
4/16/2025 - 5/16/2025 W2	5,581	-	15,155	7,941	113	\$350	\$800	\$5,711	\$2,414	\$9,274
5/16/2025 - 6/16/2025 W2 / S	7,092	3,855	22,630	4,839	177	\$361	\$1,072	\$8,569	\$3,770	\$13,772
6/16/2025 - 7/16/2025 S	7,303	7,039	23,166	-	163	\$350	\$1,047	\$9,120	\$3,482	\$13,998
7/16/2025 - 8/16/2025 S	9,332	8,637	29,438	-	178	\$361	\$1,323	\$11,528	\$3,802	\$17,015
8/16/2025 - 9/16/2025 S	8,838	7,517	27,928	-	182	\$361	\$1,236	\$10,762	\$3,888	\$16,247
9/16/2025 - 10/16/2025 S / W1	6,725	3,436	23,469	-	192	\$350	\$939	\$7,683	\$3,247	\$12,218
10/16/2025 - 11/16/2025 W1	5,978	-	22,895	-	116	\$361	\$806	\$6,052	\$2,478	\$9,697
11/16/2024 - 12/16/2024 W1	6,956	-	30,202	-	162	\$350	\$1,037	\$7,764	\$3,460	\$12,611
12/16/2024 - 1/16/2025 W1	5,355	-	22,742	-	143	\$361	\$784	\$5,874	\$3,054	\$10,074
<b>Total</b>	<b>81,571</b>	<b>30,484</b>	<b>284,247</b>	<b>26,364</b>	<b>-</b>	<b>\$4,254</b>	<b>\$11,797</b>	<b>\$93,175</b>	<b>\$38,036</b>	<b>\$147,261</b>

## 2.1.6 NEW ELECTRIC BILL

RATE SCHEDULE: PG&E - B-10

Time Periods	Energy Use (kWh)				Max Demand (kW)	Charges				
	On Peak	Part Peak	Off Peak	Super Off Peak		Other	NBC	Energy	Demand	Total
Bill Ranges & Seasons										
1/16/2025 - 2/16/2025 W1	5,480	-	11,663	-	87	\$361	\$664	\$4,703	\$1,858	\$7,587
2/16/2025 - 3/16/2025 W1 / W2	1,716	-	8,994	<b>-2,644</b>	72	\$326	\$499	\$3,432	\$1,446	\$5,704
3/16/2025 - 4/16/2025 W2	<b>-2,974</b>	-	5,604	<b>-9,657</b>	36	\$361	\$396	\$2,608	\$769	\$4,134
4/16/2025 - 5/16/2025 W2	<b>-3,383</b>	-	4,897	<b>-12,062</b>	38	\$350	\$348	\$2,210	\$812	\$3,719
5/16/2025 - 6/16/2025 W2 / S	<b>-6,508</b>	<b>-1,451</b>	3,214	<b>-6,338</b>	120	\$361	\$422	\$1,754	\$2,419	\$4,955
6/16/2025 - 7/16/2025 S	<b>-10,763</b>	<b>-3,533</b>	2,440	-	97	\$350	\$454	<b>\$516</b>	\$2,072	\$2,359
7/16/2025 - 8/16/2025 S	<b>-15,617</b>	<b>-2,335</b>	17,155	-	143	\$361	\$780	<b>\$9,196</b>	\$3,054	<b>\$5,000</b>
8/16/2025 - 9/16/2025 S	<b>-13,955</b>	<b>-2,123</b>	18,716	-	135	\$361	\$764	<b>\$5,494</b>	\$2,884	<b>\$1,484</b>
9/16/2025 - 10/16/2025 S / W1	<b>-2,919</b>	<b>-1,354</b>	1,588	-	135	\$350	\$496	\$1,027	\$2,008	\$3,881
10/16/2025 - 11/16/2025 W1	3,463	-	<b>-2,075</b>	-	48	\$361	\$429	\$2,596	\$1,025	\$4,412
11/16/2024 - 12/16/2024 W1	6,136	-	12,251	-	106	\$350	\$664	\$4,777	\$2,264	\$8,055
12/16/2024 - 1/16/2025 W1	4,825	-	2,718	-	63	\$361	\$482	\$3,070	\$1,346	\$5,259
Total	<b>-34,499</b>	<b>-10,796</b>	87,165	<b>-30,701</b>	-	\$4,254	\$6,398	\$20,684	\$21,957	\$53,293

ANNUAL ELECTRICITY SAVINGS: \$93,967

## 3.1 Cash Purchase

### Assumptions and Key Financial Metrics

Discount Rate	5.0%	Federal Tax Rate	0.0%	State Tax Rate	0.0%
Average Annual Utility Escalation	3.0%	PV Generation (kWh/kW-DC)	1,476 kWh/kW-DC	Average PV Degradation Rate	0.55%
Average ESS Degradation Rate	3.00%	Total Electric Bill Savings over Term	\$3,919,009		

Years	Project Costs	Electric Bill Savings	Grid Services	CA LCFS REC Income	Direct pay - 30% ITC	Federal Tax Effect	Total Cash Flow	Cumulative Cash Flow
Upfront	<b>-\$1,440,608</b>	-	-	-	-	-	<b>-\$1,440,608</b>	<b>-\$1,440,608</b>
1	-	\$93,967	\$5,354	\$2,992	\$210,000	\$222,182	\$534,495	<b>-\$906,113</b>
2	-	\$95,698	\$2,597	\$2,975	-	-	\$101,270	<b>-\$804,843</b>
3	-	\$97,448	\$2,592	\$2,959	-	-	\$102,998	<b>-\$701,844</b>
4	-	\$99,217	\$2,584	\$2,942	-	-	\$104,743	<b>-\$597,101</b>
5	-	\$101,004	\$2,574	\$2,926	-	-	\$106,504	<b>-\$490,598</b>
6	-	\$102,809	\$2,561	\$2,909	-	-	\$108,279	<b>-\$382,319</b>
7	-	\$104,631	\$2,545	\$2,893	-	-	\$110,069	<b>-\$272,250</b>
8	-	\$106,470	\$2,525	\$2,876	-	-	\$111,872	<b>-\$160,378</b>
9	-	\$108,326	\$2,502	\$2,860	-	-	\$113,688	<b>-\$46,690</b>
10	-	\$110,197	\$2,476	\$2,844	-	-	\$115,516	\$68,826
11	-	\$112,082	\$2,445	\$2,827	-	-	\$117,354	\$186,180
12	-	\$113,982	\$2,410	\$2,811	-	-	\$119,203	\$305,383
13	-	\$115,895	\$2,372	\$2,794	-	-	\$121,061	\$426,444
14	-	\$117,820	\$2,328	\$2,778	-	-	\$122,926	\$549,370
15	-	\$119,756	\$2,280	\$2,761	-	-	\$124,797	\$674,167
16	-	\$137,153	\$4,049	\$2,745	-	-	\$143,947	\$818,114
17	-	\$139,572	\$4,046	\$2,728	-	-	\$146,346	\$964,459
18	-	\$142,012	\$4,038	\$2,712	-	-	\$148,762	\$1,113,222
19	-	\$144,474	\$4,026	\$2,695	-	-	\$151,195	\$1,264,417
20	-	\$146,955	\$4,010	\$2,679	-	-	\$153,644	\$1,418,061
21	-	\$149,455	\$3,990	-	-	-	\$153,445	\$1,571,506
22	-	\$151,973	\$3,965	-	-	-	\$155,937	\$1,727,443
23	-	\$154,507	\$3,934	-	-	-	\$158,441	\$1,885,884
24	-	\$157,056	\$3,898	-	-	-	\$160,955	\$2,046,839
25	-	\$159,620	\$3,857	-	-	-	\$163,477	\$2,210,316
26	-	\$162,196	\$3,809	-	-	-	\$166,005	\$2,376,321
27	-	\$164,783	\$3,755	-	-	-	\$168,538	\$2,544,859
28	-	\$167,379	\$3,695	-	-	-	\$171,074	\$2,715,933
29	-	\$169,983	\$3,627	-	-	-	\$173,610	\$2,889,542
30	-	\$172,592	\$3,552	-	-	-	\$176,144	\$3,065,686
Totals:	<b>-\$1,440,608</b>	\$3,919,009	\$98,397	\$56,706	\$210,000	\$222,182	\$3,065,686	-

## 4.1 Cash Purchase

### Assumptions and Key Financial Metrics

Discount Rate	5.0%	Federal Tax Rate	0.0%	State Tax Rate	0.0%
Average Annual Utility Escalation	3.0%	PV Generation (kWh/kW-DC)	1,476 kWh/kW-DC	Average PV Degradation Rate	0.55%
Average ESS Degradation Rate	3.00%	Total Electric Bill Savings over Term	\$3,919,009		

Years	Upfront	1	2	3	4	5	6	7	8	9	10	11
<b>Cash</b>												
Project Costs	<b>-\$1,440,608</b>	-	-	-	-	-	-	-	-	-	-	-
Electric Bill Savings	-	\$93,967	\$95,698	\$97,448	\$99,217	\$101,004	\$102,809	\$104,631	\$106,470	\$108,326	\$110,197	\$112,082
Grid Services	-	\$5,354	\$2,597	\$2,592	\$2,584	\$2,574	\$2,561	\$2,545	\$2,525	\$2,502	\$2,476	\$2,445
CA LCFS REC Income	-	\$2,992	\$2,975	\$2,959	\$2,942	\$2,926	\$2,909	\$2,893	\$2,876	\$2,860	\$2,844	\$2,827
Direct pay - 30% ITC	-	\$210,000	-	-	-	-	-	-	-	-	-	-
<b>Cash Total</b>	<b>-\$1,440,608</b>	\$312,313	\$101,270	\$102,998	\$104,743	\$106,504	\$108,279	\$110,069	\$111,872	\$113,688	\$115,516	\$117,354
<b>Federal Taxes</b>												
Federal Tax Credit	-	\$222,182	-	-	-	-	-	-	-	-	-	-
<b>Change in Federal Tax Liability</b>	<b>-</b>	<b>\$222,182</b>	-	-	-	-	-	-	-	-	-	-
<b>Total Cash Flow</b>	<b>-\$1,440,608</b>	\$534,495	\$101,270	\$102,998	\$104,743	\$106,504	\$108,279	\$110,069	\$111,872	\$113,688	\$115,516	\$117,354
<b>Cumulative Cash Flow</b>	<b>-\$1,440,608</b>	<b>-\$906,113</b>	<b>-\$804,843</b>	<b>-\$701,844</b>	<b>-\$597,101</b>	<b>-\$490,598</b>	<b>-\$382,319</b>	<b>-\$272,250</b>	<b>-\$160,378</b>	<b>-\$46,690</b>	\$68,826	\$186,180

## 4.1 Cash Purchase

### Assumptions and Key Financial Metrics

Discount Rate	5.0%	Federal Tax Rate				0.0%	State Tax Rate				0.0%
Average Annual Utility Escalation	3.0%	PV Generation (kWh/kW-DC)				1,476 kWh/kW-DC	Average PV Degradation Rate				0.55%
Average ESS Degradation Rate	3.00%	Total Electric Bill Savings over Term				\$3,919,009					
<b>Years</b>											
<b>Cash</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>
Project Costs	-	-	-	-	-	-	-	-	-	-	-
Electric Bill Savings	\$113,982	\$115,895	\$117,820	\$119,756	\$137,153	\$139,572	\$142,012	\$144,474	\$146,955	\$149,455	\$151,973
Grid Services	\$2,410	\$2,372	\$2,328	\$2,280	\$4,049	\$4,046	\$4,038	\$4,026	\$4,010	\$3,990	\$3,965
CA LCFS REC Income	\$2,811	\$2,794	\$2,778	\$2,761	\$2,745	\$2,728	\$2,712	\$2,695	\$2,679	-	-
Direct pay - 30% ITC	-	-	-	-	-	-	-	-	-	-	-
<b>Cash Total</b>	<b>\$119,203</b>	<b>\$121,061</b>	<b>\$122,926</b>	<b>\$124,797</b>	<b>\$143,947</b>	<b>\$146,346</b>	<b>\$148,762</b>	<b>\$151,195</b>	<b>\$153,644</b>	<b>\$153,445</b>	<b>\$155,937</b>
<b>Federal Taxes</b>											
Federal Tax Credit	-	-	-	-	-	-	-	-	-	-	-
<b>Change in Federal Tax Liability</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Cash Flow</b>	<b>\$119,203</b>	<b>\$121,061</b>	<b>\$122,926</b>	<b>\$124,797</b>	<b>\$143,947</b>	<b>\$146,346</b>	<b>\$148,762</b>	<b>\$151,195</b>	<b>\$153,644</b>	<b>\$153,445</b>	<b>\$155,937</b>
<b>Cumulative Cash Flow</b>	<b>\$305,383</b>	<b>\$426,444</b>	<b>\$549,370</b>	<b>\$674,167</b>	<b>\$818,114</b>	<b>\$964,459</b>	<b>\$1,113,222</b>	<b>\$1,264,417</b>	<b>\$1,418,061</b>	<b>\$1,571,506</b>	<b>\$1,727,443</b>

## 4.1 Cash Purchase

### Assumptions and Key Financial Metrics

Discount Rate	5.0%	Federal Tax Rate	0.0%	State Tax Rate	0.0%				
Average Annual Utility Escalation	3.0%	PV Generation (kWh/kW-DC)	1,476 kWh/kW-DC	Average PV Degradation Rate	0.55%				
Average ESS Degradation Rate	3.00%	Total Electric Bill Savings over Term	\$3,919,009						
<b>Years</b>									
<b>Cash</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>Totals</b>
Project Costs	-	-	-	-	-	-	-	-	-\$1,440,608
Electric Bill Savings	\$154,507	\$157,056	\$159,620	\$162,196	\$164,783	\$167,379	\$169,983	\$172,592	\$3,919,009
Grid Services	\$3,934	\$3,898	\$3,857	\$3,809	\$3,755	\$3,695	\$3,627	\$3,552	\$98,397
CA LCFS REC Income	-	-	-	-	-	-	-	-	\$56,706
Direct pay - 30% ITC	-	-	-	-	-	-	-	-	\$210,000
<b>Cash Total</b>	<b>\$158,441</b>	<b>\$160,955</b>	<b>\$163,477</b>	<b>\$166,005</b>	<b>\$168,538</b>	<b>\$171,074</b>	<b>\$173,610</b>	<b>\$176,144</b>	<b>\$2,843,504</b>
<b>Federal Taxes</b>									
Federal Tax Credit	-	-	-	-	-	-	-	-	\$222,182
<b>Change in Federal Tax Liability</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>\$222,182</b>
<b>Total Cash Flow</b>	<b>\$158,441</b>	<b>\$160,955</b>	<b>\$163,477</b>	<b>\$166,005</b>	<b>\$168,538</b>	<b>\$171,074</b>	<b>\$173,610</b>	<b>\$176,144</b>	<b>\$3,065,686</b>
<b>Cumulative Cash Flow</b>	<b>\$1,885,884</b>	<b>\$2,046,839</b>	<b>\$2,210,316</b>	<b>\$2,376,321</b>	<b>\$2,544,859</b>	<b>\$2,715,933</b>	<b>\$2,889,542</b>	<b>\$3,065,686</b>	<b>-</b>

## 5 ENVIRONMENTAL BENEFITS



OVER THE NEXT 20 YEARS, YOUR SYSTEM WILL DO MORE THAN JUST SAVE YOU MONEY. ACCORDING TO THE EPA'S GREENHOUSE GAS EQUIVALENCIES CALCULATOR ([SOURCE](#)), YOUR SOLAR PV SYSTEM WILL HAVE THE IMPACT OF REDUCING:



**6,510**

tons of CO<sub>2</sub> Offset

**14,800,945**

Miles Driven By Cars

**97,643**

Trees Planted

# 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/fq/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>	<a href="http://www.ncsota.org">www.ncsota.org</a>
<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>	<a href="http://www.ncsota.org">www.ncsota.org</a>

## 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
<b>Total Enrollment</b>	<b>477</b>

### 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
Reading/Language Arts	IMSE - Orton-Gillingham (Phonemic Awareness) iReady (Intervention & Assessments) Authentic Voices Literature, Simplify Writing	0%
Mathematics	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%
Science	Teacher Created Curriculum using the NGSS Standards as a guide	0%
History-Social Science	Teacher Created Curriculum using the History and Social Science Standards as a guide	0%
Foreign Language	N/A	
Health	Teacher Created Curriculum following the state standards as a guide	0%
Visual and Performing Arts	Teacher Created Curriculum based on the Visual and Performing Arts Standards	0%
Science Laboratory Equipment (grades 9-12)	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
English Language Arts/Literacy (grades 3-8 and 11)	62	63	45	44	47	48
Mathematics (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
All Students	312	309	99.04	0.96	43.04
Female	173	170	98.27	1.73	35.29
Male	137	137	100.00	0.00	51.82
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	26.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	34	34	100.00	0.00	50.00
White	235	233	99.15	0.85	44.21
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	36.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	0.1
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	2
<b>Social Worker</b>	
<b>Nurse</b>	0.4
<b>Speech/Language/Hearing Specialist</b>	0.7
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## 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
<b>School Site</b>	\$19,769	\$6,875	\$12,894	\$69,445
<b>District</b>	N/A	N/A		
<b>Percent Difference - School Site and District</b>	N/A	N/A		
<b>State</b>	N/A	N/A	\$11,146	
<b>Percent Difference - School Site and State</b>	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
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## Professional Development

NCSA's Professional Development centers on Social Emotional Learning and Academic Instruction. NCSA is working on implementing 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
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11



## Executive Director's Monitoring Report

Executive Limitations Policy: B6 – Communication to the Board

Charter Governance Council Meeting: January, 2026

**I report compliance with all parts of this policy.**

Unless indicated otherwise all data in this report is for the 12-month period ending January 26, 2026 and is accurate as of that date.

I certify that the information contained in this report and attachments is true.

Signed , Executive Director

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**B6 - The Executive Director shall not cause or allow the Board to be uninformed or unsupported in its work.**

**Interpretation:**

In the context of this policy, the Executive Director is responsible for ensuring that the Board has sufficient information to make Board decisions; logistical and administrative support is dealt with in policy B7 – Board Logistical Support.

**Operational Definitions:**

- a. The Board has fully defined this policy in the sub-policies below. Please look there for further definitions.

**Data:**

- a. See data for each sub-policy.

**B6.1 The Executive Director will not submit monitoring reports that are untimely, inaccurate, or hard to understand.**

**Interpretation:**

The Executive Director will submit monitoring reports to the Board according to the schedule defined in the Board Annual Calendar. These reports will be written in such a way that the Board can easily determine whether or not the Executive Director/School is following the policy. Board acceptance of these reports will indicate that the Board agrees the reports are **accurate and understandable**.

**Operational Definitions:**

- a. Compliance will be determined using the Monitoring Summary Table maintained by the Board Secretary for the D4 – Monitoring Executive Director Performance policy.

**Data:**

- a. See Monitoring Summary Table below.

Policy	Date
<b>A - Ends Report/Strategic Plan</b>	10/9/25
<b>B-1 – Financial Condition and Activities (1<sup>st</sup> Interim)</b>	11/13/25
<b>B-1 – Financial Condition and Activities (2<sup>nd</sup> Interim)</b>	2/23/25
<b>B-2 – Planning and Financial Budgeting</b>	6/16/25
<b>B-3 – Asset Protection</b>	11/13/25
<b>B-4 – Treatment of Parents and Students</b>	5/28/25
<b>B-5 – Staff Treatment and Compensation</b>	8/5/25
<b>B-6 – Communication to the Board</b>	1/29/26
<b>B-7 – Board Logistical Support</b>	1/29/26
<b>B-8 – Emergency Executive Director Succession</b>	1/29/26

**B6.2 The Executive Director shall not report any actual or anticipated noncompliance with any policy of the Board in an untimely manner.**

**Interpretation:**

The Executive Director is responsible for ensuring compliance with Board policies, as defined by Executive Director operational interpretations, at all times. The Board will be informed of any actual or anticipated noncompliance items in writing at the first Board meeting following the Executive Director's awareness of noncompliance.

**Operational Definitions:**

- a. The monthly update report will include notices of anticipated and actual non-compliance as needed.
- b. Regular monitoring reports will include notice of actual non-compliance as needed.
- c. In the case of a serious actual or anticipated non-compliant issue, the Executive Director will inform the Board President immediately.

**Data:**

- a. Non-compliance issues noted in monthly updates: None so far
- b. Non-compliance issues noted in regular monitoring reports:

Date	Report/Section	Reason
12/18/25	B1 (a) & (b)	We are projecting a deficit this year, mainly due to decreasing the surplus transfer, \$450,000 to \$300, to \$300k from \$450k000, from Raven Springs and lower enrollment from the adopted budget. We have included in our Multi-Year Projection changes for next year that would bring us back to a surplus.
5/28/25	B-4(e)	Students reported that bullying and the response to it is not going well. While it only decreased by 1%, it's still too low. I am not sure how effective our Wellness Committee has been in supporting students with reporting bullying and the overall handling of bullying. We need to continue to focus on this next year. One idea the team has is to empower several 8th graders to be Peer Mediators who students can report bullying directly to. This will be one of the goals next year to help improve in this area as it is consistently the lowest score every year.
	B-4 (f)	Name calling, slurs and teasing have increased by quite a lot. More so in 6th grade than any other. Next year we will have core classes every Friday led by Gabriel for our 6th Grade,

		Scott will do 7th and Gabriel will also do 8th grade. Obviously 6th grade needs more support with name calling, slurs, racism - more than any other grade we have worked with. Jai and Ms. Q. will do their anti-racist presentations in 8th and 6th next year and I am asking Scott to focus on bullying in 7th grade. I am also shocked by the nearly 43% of students who say they have heard an adult make unkind remarks about students. I will dig into this more - asking both Scott and Gabriel to discuss in their core classes.
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c. Serious non-compliance issues noted immediately to Board President:

- **None**

**B6.3 The Executive Director shall not allow the Board to be unaware of relevant trends, public events of the school, or internal and external changes which may affect Board policy.**

**Interpretation:**

The Executive Director is responsible for ensuring that the Board has all the information it needs in order to make good decisions. This information is primarily about long-term, big-picture or high-impact information rather than the day-to-day details. Examples of significant operational changes might include major shifts in enrollment, changes which materially affect staff/students, and community members' perception of the School. The Executive Director is responsible for providing enough notice of such possible operational changes both to ensure that the Board is informed and so that the Board has time to consider whether to weigh in with changes to Board policy.

Because the typical annual reporting schedule of an executive limitations policy does not always adequately meet the needs of the Board in receiving timely information, the Executive Director shall provide monthly communications to the Board in the form of an update report.

**Operational Definitions:**

- a. Regular monitoring reports will include historical and/or trend information when that information is available and possibly useful to the board.
- b. The School's annual plan (LCAP) or Executive Director monthly update report will include information about possible significant operational changes in advance of those changes.
- c. The Executive Director will provide a monthly written update report (FYI Report) in support of this B6 policy including:
  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. In the case of confidential matters, the Executive Director will report/counsel on these in Closed Session rather than in the written monthly report.
  6. In those cases when the Board needs to be informed about matters of a more urgent nature, the Executive Director will contact the Board President or the entire board directly.

**Data:**

- a. Monitoring reports containing historical and/or trend information:

[Redacted]	
B1—Financial Conditions	November 2025
B3—Asset Protection	November 2025

B4—Parents and Students	May 2025
B5— Staff Treatment	June 2025

- b. Submitted LCAP for approval in June 2025. NCSA's Charter was renewed for seven years in June of 2025.
- c. During the reporting period, the Executive Director submitted to the Board every month a written communication in support of the B6 policy (FYI Reports). These reports included:
  - Financial performance
    - Actual performance compared to the budget.
    - Significant financial trends
  - School level issues (e.g., *legal updates, community concerns*) were reported.
  - Significant changes to the normal pattern of business (e.g., enrollment drop, attendance)
  - Progress toward meeting the Ends Policies
  - Closed Session (confidential) reports:

Meeting Date	Closed Session Topic
11/13/25	Personnel Matters - Evaluation
12/18/25	Conference with Real Property

**B6.4 The Executive Director will not withhold her opinion if she believes the Board is not in compliance with its own policies on Governance Process and Procedures, particularly in the case of Board behavior that is detrimental to the work relationship between the Board and the Executive Director.**

**Interpretation:**

The Executive Director is obligated to inform the board if, in his or her opinion, the board is not acting in accordance with its board policies.

**Operational Definitions:**

- a. The Executive Director FYI report included in the monthly Board meeting packet will include, as needed, notes about the Executive Director's opinion concerning Board behavior.

**Data:**

- a. Just a reminder that as board members how you present yourself at school, driving to school, and interacting with teachers and staff is important and reflects on the school and the board.

**B6.5 The Executive Director shall not deal with the Board in a way that favors or privileges certain Board members over others except when responding to officers or committees duly charged by the Board.**

**Interpretation:**

The Executive Director is responsible for helping the Board maintain its commitment to holism as expressed in Board policy D1 – Unity of Control. Only the Board as a whole has any authority, though the Executive Director can interact with any board member in any way as long as they do not give that board member any decision-making authority and as long as that board member does not receive any benefit that is not accorded to all board members.

**Operational Definitions:**

- a. Compliance determined by board members reporting to the Executive Director, or board president, who then informs the Executive Director, of an out of compliance situation.

**Data:**

- a. No out of compliance situations reported. Please remember to share your concerns with the director - especially if they are from another parent.

**B6.6 The Executive Director shall not fail to supply for the Board's consent agenda all decisions delegated to the Executive Director yet required by law, regulation, or contract to be Board-approved.**

**Interpretation:**

By using a consent agenda, the board “officially performs a ritual approval of actions for which it has already assigned authority to the [Executive Director]. Thus, the outside authority is obeyed, but governance and management are not compromised.” (“Boards Should Have Their Own Voice,” pg 140, in *John Carver on Board Leadership*.)

**Operational Definitions:**

- a. Each year, the Executive Director will provide all school policies for approval by the board, a requirement of law.
- b. Other items requiring board approval to satisfy the requirements of banks, insurance carriers, retirement plans, etc., will be presented to the board as needed.

**Data:**

- a. In February of this year, the board's consent agenda will include approval of updated school policies. All policies were reviewed by the appropriate parties (lawyers, county office, nurse, director, etc.) prior to being submitted for the consent agenda. Copies of these will be presented to the board as part of the meeting packet and the log is placed in their binders.
- b. At no other time since the last report did the Executive Director make a decision that was required by law, regulation, or contract to be board approved.



## Executive Director's Monitoring Report

Executive Limitations Policy: B-7 Board Logistical Support

Board of Directors Meeting: January 29, 2026

### Policy: B7 –Board Logistical Support

Unless indicated otherwise all data in this report is for the 12-month period ending January 29, 2026.

I certify that the information contained in this report and attachments is true.

Signed , Executive Director

Attachments: None

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### B7. The Executive Director must not allow the Council to have inadequate logistical support.

#### Interpretation:

The Executive Director is responsible for providing administrative support to the Board so that directors can focus on their governance role rather than on all the administrative work that keeps any good team functioning. Maintaining support will be the responsibility of the Executive Director even if further delegation occurs.

#### Operational Definitions:

- a. The Board has fully defined this policy in the sub-policies below. Please look there for further definitions.

#### Data:

- a. See data for each sub-policy.

**B7.1 The Executive Director will not provide the Board with insufficient staff administration to support governance activities and Board communication.**

**Interpretation:**

The Executive Director is responsible for ensuring that one school employee is designated as a Board Administrator. Though this employee will serve the needs of the board, he or she will always be supervised solely by the Executive Director and may have other duties beyond board support.

**Operational Definitions:**

- a. One employee will act as Board Administrator.
- b. The Board President and Secretary will affirm that administrative support is sufficient.

**Data:**

- a. *Valerie Bringolf* is currently being trained as the Board Administrator throughout this reporting period. The Executive Director is responsible for this training.
- b. Results of questionnaire given to Board President and Secretary on January 22, 2026. A “yes” response means that the work was done adequately; a “no” response means the work was not done adequately. Compliance is achieved when both president and secretary answer “yes” to all items.
- c.

Board Administrator job duties and responsibilities for “sufficient governance support”	Board Pres	Board Secretary
Administrative support provided to Board President and Secretary on Board related matters (including research and correspondence)	YES	YES
Materials coordinated and disseminated for the Board so it is prepared for meetings and retreats.	YES	YES
Draft meeting minutes provided	YES	YES
Logistics arranged for board meetings, retreats and Annual Meeting	YES	YES
Nominations and election process coordinated as directed.	YES	YES
Board calendar, task lists and other organizing tools maintained as needed	YES	YES
Information located and compiled for Board as requested	YES	YES
Reports and correspondence composed for Board as requested	YES	YES
Board records and archives maintained, including approved minutes, Bylaws and affected documents	YES	YES
Overall performance is supportive of Board activities	YES	YES

**B7.2 The Executive Director will not allow the Board to be without a workable mechanism for official board, officer or committee communications.**

**Interpretation:**

The Board needs both a way to communicate internally (between directors) and externally (between the board and the members and/or community). A “workable mechanism” is easy to use and gets the job done. For internal communications, this policy refers to the distribution of the board meeting packet and a central and easily accessible storage area for those packets. For external communications, it refers to publishing board-approved articles.

**Operational Definitions:**

- a. The monthly board meeting packet will be available 4 days before each board meeting – hard copy at the secretary’s desk and online through the board page of the school’s website.
- b. Past meeting packets are available at the board web page.
- c. Board articles will be published in the Director’s Note, Canvas, and/or on the website when written or authorized by the board president.

**Data:**

- a. During this reporting period, all meeting packets were available 4 days before each meeting.
- b. The board area of the school’s Google Drive contains meeting packets dated September 8, 2006 (when the board began using electronic documents) through January 29, 2026.
- c.

Director’s Note		WebSite	
Date	Subject	Date	Subject
Call for candidates 1-19-26		Dec. 2022 - January 29, 2026 meetings	Full packets posted on the web-site monthly 72 hours prior to meeting

**B7. 3 The Executive Director will not allow Board Members to be without an updated copy of the Policy Register and the Bylaws.**

**Interpretation:**

No further interpretation.

**Operational Definitions:**

- a. New directors will receive access to a digital board notebook "Board Binder (CGC)" containing the current Policy Register and Bylaws.
- b. Revised policies are updated in the digital notebook following approval of the revision by the board.
- c. The most current Policy Register and Bylaws will be posted on the School website.

**Data:**

- a. Directors who joined the board this year

Director	1 <sup>st</sup> official meeting	Date of receipt of board notebook
Bear Thomas	8/5/25	8/5/25
Brian Munn	8/5/25	8/5/25
Joie King	8/5/25	8/5/25
Marina Gage	11/13/25	11/13/25

b. Updated policies provided in meeting packets.

618	NCSA's Investment Policy	10/9/2025
617	Workplace Violence Prevention Plan	03/27/2025
102	Conflict of Interest Code	2/27/2025
201	Title I, Parent and Family Engagement Policy	2/27/2025
203	Comprehensive Sexual Health Education Policy	2/27/2025
204	English Language Learners (ELL) Policy	2/27/2025
303	Education for Homeless Children and Youth Policy	2/27/2025
304	Educational Records and Student Information Policy	2/27/2025
305	Education for Foster and Mobile Youth Policy	2/27/2025
307	Nondiscrimination Statement	2/27/2025
308	Student Wellness Policy	2/27/2025
309	Student Freedoms of Speech and Expression Policy	2/27/2025
311	Suicide Prevention	2/27/2025
312	Administration of Medication Policy	2/27/2025
313	Cell Phones & Other Electronic Signaling Devices Policy & Use Agreement	2/27/2025
314	Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education	2/27/2025
315	Special Education Policy	2/27/2025
316	Classroom and School Volunteer; Visitation and Removal Policy	2/27/2025
317	Dress Code Policy	2/27/2025
320	Immunization Policy	2/27/2025
321	Head Lice Policy	2/27/2025
323	School Sponsored Field Trips & Cultural Excursions Policy - Needs Further Review	2/27/2025
328	Restorative Justice, Suspension and Expulsion Policy & Procedures	2/27/2025
603	Classroom-Based Attendance Policy - Needs further review with attorney	2/27/2025
604	General Complaints Policy	2/27/2025
604F	General Complaint Form	2/27/2025
608	Accounting Policies and Procedures	2/27/2025
609	Fixed Assets Policy and Procedure	2/27/2025
610	Purchasing Policies & Procurement Procedures	2/27/2025
611	Record Retention & Disposal Policy	2/27/2025
615	Video Monitoring Policy	2/27/2025
301	Enrollment Policy	1/30/2025

c. On the board page of the school's website you will find the Policy Register (rev. 9/28/17), the Bylaws (rev. 3/22/18) and the Ends Policies (rev. 9/28/17)

**B7.4 The Executive Director will not provide inadequate information and notice to members concerning Board actions, meetings, activities and events.**

**Interpretation:**

School members should have easy access, through multiple sources, to information about their elected board.

**Operational Definitions:**

- a. Names and contact information of all current directors will be posted on the board page of our website and Director's Note.
- b. Notice of all board meetings will be posted on the bulletin boards at LC & UC, the school calendar, and the website.
- c. A copy of the Policy Register will be kept in a "Governance Binder" at the Board Secretary's desk and on the web page.
- d. Copies of approved board meeting minutes will be kept in the Governance Binder and on the web page.
- e. The agenda for the upcoming board meeting will be posted on the web page and in the Governance Binder the same day the meeting packets are distributed to directors.
- f. Notice of board elections will be posted on the web page and in the Director's Sunday Note beginning 2 months before the election.

**Data:**

Most recent updates:

	Web Page	Bulletin Board	Newsletter	Governance Binder
a. Director names and contact information	8/5/25	8/5/25	Every Newsletter	8/5/25
b. Board Meeting Notice	perennial	perennial	perennial	NA
c. Policy Register	10/25/23	NA	NA	8/5/26
d. Approved Minutes	1/29/26	NA	NA	1/29/26
e. Board Meeting Agenda	1/29/26	1/27/25	NA	1/29/26 (Email)
f. Board Election Notice	None Provided	None Provided	1/19/26	NA



## Executive Director's Monitoring Report

Executive Limitations Policy: Policy: **B8—Emergency Executive Director Succession**

Charter Governance Council Meeting: **January 29, 2026**

**I report compliance with all parts of this policy.**

Unless indicated otherwise all data in this report is for the 12-month period ending January 29, 2026 and will be accurate as of that date.

I certify that the information contained in this report and attachments is true.

Signed , Executive Director

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**B8 -To protect the school from sudden loss of Executive Director services, the Executive Director must not have less than one other staff person sufficiently familiar with Council and Executive Director issues and processes to enable her/him to take over with reasonable proficiency as an interim successor.**

**Interpretation:**

To mitigate the risk of disruption of operations that could arise should the Executive Director be unexpectedly unable to perform her duties, the Executive Director will designate and train primary successors who are familiar with Executive Director issues and the Executive Director/Board relationship, and who can keep the school running smoothly until the Board chooses another ED.

**Operational Definitions:**

- a. The Executive Director will identify interim Designated Executive Directors (DED).
- b. The DEDs will receive training on basic Executive Director/Board functionality.
- c. The DEDs will attend at least two board meetings per year.
- d. The DEDs will participate in writing at least one monitoring report per year, beginning this year.
- e. The Principal will conduct at least one staff meeting per year in a leadership capacity.

**Data:**

- a. Angie DeFeyter is my DED. I do not have another person to fill this position should I not be able to fulfill my job duties.

- b. Training on Executive Director/Board functionality – DEDs prepared a written statement (explaining they are prepared and ready to step in for me if needed).
- c. Angie will attend the February-May meetings.
- d. Monitoring reports which Angie participates in writing:

March	B4—Parent & Student Treatment
April	B5 – Staff Treatment

- e. *Angie DeFeyter* facilitates the TK-5 Team Meetings and she is part of the Leadership Team and the Admin Team. Angie also helped prepare all the beginning of the year staff training. The Leadership Team meets weekly so she is in the know about all things related to NCSA.

Our long term plan was disrupted. The person who we thought would take over two years ago resigned and there is no one here I can imagine taking my position or who is qualified to do so. No one wants to as far as I can tell. The position requires an Admin Credential and Masters Degree and I do not suggest we change that. I will retire in 1.5 years and suggest we post for my position in December of 2026.

# Nevada City School of the Arts 2026-27 CALENDAR

4 Independence Day	<table border="1"> <thead> <tr> <th colspan="7">July 2026</th> </tr> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table>	July 2026							S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		<table border="1"> <thead> <tr> <th colspan="7">January 2027</th> </tr> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>H</td><td>2</td></tr> <tr><td>3</td><td>T</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>H</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	January 2027							S	M	T	W	Th	F	S						H	2	3	T	5	6	7	8	9	10	11	12	13	14	15	16	17	H	19	20	21	22	23	24	25	26	27	28	29	30	31							1 Winter Break 2 No School Staff Dev. 18 M.L.K. Jr Day 29 Last Day of 1st Semester  18/1/4
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\*Emergency (ER) days are reserved for power outages and unforeseen closure dates. These are used as needed.

175 Student Days

11 Staff Dev. Days

42 Minimum Days

CGC Approved:



## Nevada City School of the Arts' Investment Policy

Nevada City School of the Arts ("NCSA" or the "Charter School") adopt this Investment Policy ("Policy") for the purpose and objectives detailed herein.

### 1. Purpose

This Policy is designed to govern the investment of funds held by NCSA. This Policy is based upon federal, state, and local laws and prudent money management practices. To the extent that this Policy conflicts with applicable law, the applicable law shall prevail. The primary goals of this Policy are:

- Ensure safety of principal,
- Maintain adequate liquidity to meet operational needs,
- To generate investment income within the parameters of this Policy,
- Align investment practices with the mission, values, and long-term sustainability of the school, and
- To assure compliance with all applicable state, federal, and local laws governing the investment of monies.

### 2. Investment Objectives

The Charter School's primary investment objective shall be to maintain the safety and liquidity of its funds. The safety of principal is the foremost objective of the Charter School. The investment factors the Charter School shall consider, in order of descending importance, are the following:

1. **Safety:** Preservation of principal is the highest priority.
2. **Liquidity:** Investments shall remain sufficiently liquid to meet cash flow needs.
3. **Return on Investment:** Attain maximum yield consistent with the aforementioned requirements.
4. **Mission Alignment:** Where feasible, investments should reflect the school's values, such as supporting community development, sustainability, and social responsibility.

The Executive Director (or designee) of the Charter School shall have the responsibility for all decisions and activities performed under the Charter School's Investment Policy.



#### **4. Authorized Accounts**

The Charter School may hold its funds in any of the following accounts, in the manner that best balances the above objectives of safety, liquidity, and investment return:

1. The investment pool managed by the County Treasurer-Tax Collector of the county in which Charter School's authorizer is located;
2. Depository accounts at one or more FDIC-insured banking institutions;
3. Custodial depository accounts held by a nationwide banking institution and invested solely in Authorized Investments as defined below.
4. Investment accounts for the purpose of investing in bonds, managed by or through a licensed financial planner, and invested solely in Authorized Investments as defined below.

#### **5. Authorized Investments**

The Charter School shall adhere and limit itself to the following investments:

1. Business Banking U.S. End Of Day Money Market Mutual Fund Sweeps;
2. Short Term, less than twelve month, Certificates of Deposit.
3. Investment-grade bonds, including U.S. Treasury securities, U.S. government agency bonds, and highly rated municipal or corporate bonds, consistent with the Charter School's objectives of safety, liquidity, and preservation of principal.

#### **6. Investment Reviews**

The Executive Director (or designee) will review reports on investment performance at least monthly and present the same to the Charter Governance Council in a timely manner.

#### **7. Changes to Investment Policy**

This Policy will be reviewed annually to ensure its consistency with the objectives of income, growth, and safety, and changes in applicable laws and financial trends.



### **POLICY ADDRESSING STUDENT BEHAVIORAL HEALTH REFERRAL PROTOCOLS**

The Board of Directors of Nevada City School of the Arts (NCSOTA, or “Charter School”) adopts the following policy on referral protocols for addressing student behavioral health concerns in grades 7–8. This policy has been developed in consultation with school and community stakeholders and school-linked behavioral health professionals and establishes the adopted procedures relating to referrals to behavioral health professionals and support services.

NCSOTA will comply with all state and federal student data and privacy requirements, including but not limited to the Family Educational Rights and Privacy Act (“FERPA”) in the administration of this Policy.

Whenever possible and practicable, the protocols and procedures below will be used in lieu of disciplinary actions, and students who may be subject to disciplinary action will be able to access them and will not be prohibited from doing so.

All protocols will reflect evidence-based and culturally appropriate approaches to student behavioral health referrals.

#### **Addressing the Needs of High-Risk Groups**

NCSOTA recognizes the importance of ensuring equitable access to behavioral health supports for **all** students, including the unique needs of high-risk student groups, which include but are not limited to the following:

- Students with disabilities, mental illness, or substance use disorders, foster youth, and youth placed in out-of-home settings.
- Homeless youth.
- Students experiencing bereavement or loss of a close family member or friend.
- Students for whom there is a concern due to behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
- Lesbian, gay, bisexual, transgender, or questioning students.

NCSOTA staff who oversee the mental and behavioral health needs of students are responsible for coordinating implementation of these group-specific referral protocols, in collaboration with the Director of Special Education (IEP/504), Foster Youth Liaison, Homeless Liaison, and NCSOTA administrators.

NCSOTA may also identify additional student groups, such as English learners or recently immigrated students, if local data or partner input show increased behavioral health risks.

#### **Referral Protocols and Procedures**

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##### ***1. Needs Assessment***

The Executive Director or designee shall conduct an annual needs assessment to:

- Identify behavioral health trends;



- Review available resources; and
- Detect service gaps within the school community.

NCSOTA shall review referral volume, response times, and outcomes on a quarterly basis for continuous improvement.

## ***2. Capacity Building***

NCSOTA shall:

- Provide professional development on referral pathways and staff roles;
- Clarify responsibilities among certificated and classified staff; and
- Maintain partnerships with school-linked behavioral health professionals and community providers

## ***3. Planning***

The Executive Director or designee shall:

- Define referral pathways for crisis and non-crisis concerns;
- Establish goals and assign responsible roles for each step in the referral process; and
- Enter into memoranda of understanding with external partners, where appropriate, to support referral handoffs and information-sharing.

## ***4. Implementation***

NCSOTA shall establish step-by-step procedures to:

- Initiate referrals;
- Document concerns;
- Notify parents/guardians consistent with law;
- Triage level of need;
- Link students to appropriate services; and
- Schedule follow-up checks.

## ***5. Evaluation and Continuous Improvement***

NCSOTA shall conduct an annual evaluation of referral protocols that includes:

- Data collection and analysis;
- Input from staff, families, and community stakeholders; and
- Targeted improvements based on results.

Evaluation monitors outcomes such as:

- Median time to first contact;
- Percentage of follow-ups completed within ten school days;
- Referral closure rates; and
- Results for the student groups identified in EC Section 49428.2(b)(3).



A summary of results is reported to the NCSOTA Board annually to support transparency and continuous improvement.

### **Staff Training**

NCSOTA shall ensure that teachers of students in grades 7–8 receive training at least once on student behavioral health. Training shall include the following:

1. Instruction around the unique risk factors and warning signs of behavioral health problems in adolescents,
2. Understanding the importance of early intervention,
3. How to help an adolescent in crisis or experiencing a behavioral health challenge, including guidance on when to make referrals consistent with this Policy
4. Instruction on recognizing the signs and symptoms of youth behavioral health disorders, including, but not limited to, psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
5. Instruction on how to maintain student privacy and confidentiality in a manner consistent with federal and state privacy laws.
6. Instruction on the safe deescalation of crisis situations involving students with a youth behavioral health disorder.

Training materials approved by NCSOTA shall include:

- How to identify appropriate contacts for behavioral health evaluation, services, or both evaluation and services, at both NCSOTA and within the larger community; and
- When and how to refer students and their families to those services.
- Recognizing the signs and symptoms of youth behavioral health disorders.

### **Authorization and Scope of Practice**

In order to ensure that all school employees act only within the authorization or scope of their credential or license, NCSOTA shall:

- Provide training and guidance to staff clarifying their roles in the referral process and the limits of their credential or license.
- Direct employees to refer students to appropriately credentialed or licensed professionals when behavioral health concerns are identified.
- Maintain referral protocols that specify which staff positions are authorized to act at each stage of the referral process.
- Review job descriptions and assignments to confirm they align with credentialing and licensing requirements.
- Inform staff clearly that only licensed or credentialed professionals are permitted to diagnose or treat behavioral health conditions.

No school staff will diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.