

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

**Regular Meeting Agenda**

January 24, 2019  
5:30 p.m. – 7:30 p.m.  
Lower Campus Atrium

**Call to Order: 5:30 p.m.**

**Roll Call:**

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

**Plaudits:**

**Action Items**

1. Approve Agenda

**Consent Agenda**

2. Approve December 13, 2018 Meeting Minutes – *See attached*

**Reports**

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

**Discussion Items**

5. Discuss upcoming B1 Financial Condition and Activities report for 2nd Interim due in February
6. Upcoming B5 Staff Treatment and Compensation Report for March
7. LCAP Update

**Action Items**

8. Approve 2018 School Accountability Report Card – *See attached*
9. Approve Revised Enrollment Policy -*See attached*

**Adjournment 7:30 p.m.**

*This agenda was posted on Monday, January 21, 2019 at 5:30 p.m. at least 72 hours in advance of this meeting, at Building 3 and Building 8 and the NCSA website (ncsota.org). Handouts are available at the Building 8 reception office.*



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

**Regular Meeting Minutes**

December 13, 2018

5:30 p.m. – 7:30 p.m.

Lower Campus Atrium

**Call to Order: 5:30 p.m.**

**Roll Call:** Jeff Corbett, Mackenzie Leeke, Paul Harton, Leah DeLira, LeeAnne Haglund, John Gilman, Winter Shaw (5:36)

**Guests:** Holly Pettitt, Angie Maxson, Adina McBurney, Jody Deaderick and Toni Holman

**Absent:** Nancy Nobriga and Angie Tomey

**Public Forum:** *None.*

**Plaudits:** Toni Holman and Alex Diament-Agar for handling the IT situation today. Molly Harrison and Eleanor Crawford for their unyielding support for a particular Special Ed Student. We are lucky to have them on our staff.

**Action Items**

1. Approve Agenda  
Motion: Leah DeLira                      2<sup>nd</sup>: Mackenzie Leeke  
Unanimous Assent

**Consent Agenda**

2. Approve November 15, 2018 Meeting Minutes  
Motion: John Gilman                      2<sup>nd</sup>: LeeAnne Haglund  
Unanimous Assent

**Reports**

3. Director's FYI Report – Discussion not include in the report included a computer and a Special Education "Stay Put" situation that may require legal fees. Further discussion.
4. Board and Committee Reports
  - a. Nomination & Recruitment – New member training and Reunification meeting, January 25, 9:30 start at Twin Cities Church.
  - b. Finance – Overview of what was in the committee minutes that included: Forest Charter Business Services and savings we could gain by a joint effort. Winter expressed interest in joining the finance committee.
  - c. Fund Development – No update. Sponsorship packets were sent out.

**Discussion Items**

5. Review Emergency Procedures – review and make new packets for all members.
6. LCAP Update – not much to update other than a Title 1 will be incorporated in the document.
7. Public Relations Ideas – Artlandish studios as a news item for publicity.
8. Classroom Observation Schedule – This is about what they are teaching, not their skill teaching it. Please let the teacher know you are coming. Observations are typically ½ hour or an hour.
9. Review and Accept 2017-18 Fiscal Financial Audit – We will be looking for another auditor, due to an error and history. The board accepted the Audit.

**Action Items**

10. Approve Ends Report – Forgot to add more facilities aspects about Sales and Staff support. The board provided feedback that included the following  
Introduction: Helps define "What is progress?" Include graphs for future.  
Section A; Lots of Data to absorb  
A1: Art based education will be tricky, but Holly created great metrics and provided a good example. Curriculum will be created based on this eventually.  
A2: Would like to see more clarification with students who receive support. Social and emotional achievements aren't clear.

A3: March 22 B4 report - Compliance is not clear. Percentages are strange. Need a different way to talk about these groups. Maybe this isn't the data to use for this report.

A4: This is a data point that will provide information for future planning.

Motion: Leah Delira 2<sup>nd</sup>: Mackenzie Leeke

Unanimous Assent

11. Approve Director Compensation Proposal

Motion: Leah Delira 2<sup>nd</sup>: John Gilman

Unanimous Assent

12. Approve Revised B1 Financial Conditions and Activities -

Motion: Paul Harton 2<sup>nd</sup>: Winter Shaw

Unanimous Assent

13. Approve Injury and Illness Prevent Plan Policy

Motion: Mackenzie Leeke 2<sup>nd</sup>: Leah Delira

Unanimous Assent

14. Approve Facilities Use Fees

Motion: Leah Delira with the proposed adjustments presented by Jody 2<sup>nd</sup>: Winter Shaw

Unanimous Assent

15. Approve Facilities Rentals Documents

Motion: Paul Harton 2<sup>nd</sup>: LeeAnne Haglund

Unanimous Assent

**Closed Session**

16. Director's Evaluation

No Action taken

**Adjournment 7:50 p.m.**



## School Director FYI Report January 24, 2019

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

- ✘ Middle School Team - for working together to create a plan for standards based grading and assessment. This group works really well together!
- ✘ To Hayley, Carrie and Asia for allowing students to choose their own artwork to display and then write their own artist statements for their piece.
- ✘ To Itzia for stepping in to help a student recently diagnosed with Type 1 diabetes. Itzia has taken on the job with enthusiasm and care!
- ✘ To Eli, for all his work on facilities plans - he has been an invaluable asset.

### Financial Information

- ✘ As reported in December, the SB 740 grant was deferred again. The deferment is a result of a new law that passed this year requiring all schools leasing facilities to get an appraisal confirming that the lease amount was reasonable. This took much longer than CSFA anticipated, hence the delay of dispersing funds. Furthermore, last week we learned that not only was funding delayed further, **but we will be receiving \$120K less than we had budgeted** for two reasons:

1. The grant is oversubscribed (more people applied and were approved than last year) and
2. They fund leases first, then schools with mortgages. Because the grant is oversubscribed, the schools who do not lease their facilities get a prorated portion of the remaining funds. We received about 76% of what we were eligible for - only \$299,000.

Obviously, this is a significant hit to the current budget, but we also believe that we will continue to receive less than we anticipate in years to come. Currently Melissa and I have identified areas of cushion in the budget as well as funds not spent that we can remove in order to make this loss less impactful for this year. Of course, we will bring you all of the detail on this in the 2<sup>nd</sup> Interim report in February.

In the meantime, we are working on a budget for next year that identifies multiple cuts to the budget to offset the loss of what we expect to be over \$150,000. In addition, we anticipate the need to again increase class sizes from 21 to 22 students per class in K-3 and 25 to 26 students per class in 4<sup>th</sup> and 5<sup>th</sup> to further offset the loss in funding.

We have spoken to the staff and they are aware that these changes may have to happen next year, although we have not articulated specific positions that may need to be cut.

And, as always, we operate in limbo, never knowing exactly what the state may give or take away, so we budget as best as we can given our lack of concrete information.

### School Wide Issues

- ✘ **Security** - we have a new gate and a \$7,000 dollar bid for a security system. The home cameras recommended at the last meeting will not work for our purposes.

### Events

- ✘ AMOT is fast approaching. Carabeth to report.

### Significant Changes

- ✘ See above

### Facilities

- ✘ Meeting with Planning Department

On January 11<sup>th</sup> Eli and I met with the Planning Department to discuss our progress on our permitting and change of occupancy. The following list details the basic outcomes of the meeting:

1. The County requested NCSA provide a written master plan for bldgs. 2,3,& 8 before county can issue approval on future Tenant Improvement plans for other building on site.

2. Complete plans for school occupied Buildings 2,3,8 and parts of 9 shall be provided to county, identifying change of use and alterations necessary to comply with building
  - a. Complete architectural drawings to include, but not limited to:
    - i) Exiting
    - ii) Floorplan layouts
    - iii) Room usage
    - iv) Lighting plans
    - v) Occupancy description
    - vi) Code analysis/proof of compliance (2016 cbc)
    - vii) Compliance with Accessibility requirements
  - b. Mechanical/electrical/structural/civil plans
3. Existing buildings with Educational occupancy loads that exceed 250 occupants will need to be compliant with structural categories per building code
  - a. Possible upgrade from category 2 to category 3 for building 8 (need as-built plans to know which category we are)
  - b. Building code does allow for some reductions that may allow occupancy without category upgrades
4. Building 1
  - a. Permit application received and scheduled for intake/review in the near future
    1. Lack of change in occupancy will allow county to review this permit application
5. Building 4
  - a. No change of use proposed at this time
  - b. Building may be OK to be occupied for permitted occupancy group
  - c. Drawings of existing building not needed at this time unless change of occupancy proposed
6. Building 8
  - a. Relocated ultra-walls have changed floorplan layout
  - b. Fire Department wants to review improvements to existing fire suppression system to confirm adequate sprinkler coverage required by modified wall layout.

We met with Sitrine Architecture and they have provided a bid for these services. Please see attached proposals after this document in the board packet.



#### **Meeting with Realtors**

We met with two realtors we call "The Bills" and Andy Cassano from Nevada City Engineering (he also happens to be on the board of BYLT). We discussed property value across the street (\$4-7 Million if fully developed - I'll explain

more on this at the meeting), we talked about building 4 (nothing good to note) and we talked about Lot Line Adjustments. Andy felt that we should adjust all the lot-lines at once creating areas that are specifically ours and that encompass the areas we primarily use, and then carve out other areas to be sold off. We also need to re-zone across the street and the caretaker house near the warehouses. They are currently Business Park and need to be Residential Ag. This would cost around \$25,000, but give us the ability to sell the land more quickly.

### **BYLT**

We met again with BYLT, and the potential for a purchase of development rights on some or all of the 106-acre parcel north of Bitney Springs road appears to be in both of our interests. We asked many questions to determine if this is the course we should take and after our meeting, I believe it is. BYLT will come out for a site walk in the next week or so and assess the property and confirm that they are interested in seeking a grant for conservation. The process will take at least 2 years and cost us a total of about \$15-\$30K, but in the end, we will have enough cash to pay off our loans and build a cash reserve (conservatively \$3 million dollars) and we can retain a small amount of that land to build upon at a future date. I can answer more questions about this at the meeting and invite any board member to the next meeting with BYLT.

BYLT is also willing and eager to create trail easements on our side of the property above and around building 8 and, in tandem with BONC, build out a trail network that would create a venue for trail race events. This has great potential benefit to our own students as well as potential income. If the easements can be accessed by the public, we are not liable under Civil Code 846 - a public statute that protects land owners of easements and public use property.

### **Building 9:**

The Kitchen is so close to completion! We are hoping that in March, Dre will be able to begin cooking and providing samples for kids and parents to taste. We will not be ready to serve lunches this year, but we can begin to host money making events (Bingo, Jazz Night, etc.) and we will be fully operational by the beginning of school next year.

### **Fire Clearing**

Cal Fire with the Washington Ridge Crew came during Thanksgiving and Winter Break. Please check out all the work done along Bitney below Buildings 4 and 1.



### Arts Based Choice for Education

- ✘ We continue to work on our Arts Integration units. Thursday the 24<sup>th</sup>, Gary and Peter will hold their event “Origin of our Diversity” which juxtaposes the fable of Colonial Williamsburg with the reality of the time.

### Academic, Arts & Social Emotional Achievement

- ✘ LCAP - We are not required to have a special board meeting for the LCAP - we only need to hold a board meeting and invite parents to attend. I also review and seek input on the LCAP at my Parent Advisory Group meetings.
- ✘ Interim Assessments - teachers have, for the first time, had their students take short interim assessments using the CAASPP website to help students prepare for the test in May. This is a great benefit to the students and helps them feel a bit more prepared for what to expect on the test and it allows teachers to view student answers and inform their teaching.

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

- ✘ Lunches will not happen this year, but the kitchen is close to being finished. Dre will begin having tastings once we are on line and that’s looking like the end of March.
- ✘ Gabriel began an affinity group for the LGBTQ+ students that meets weekly at lunch.
- ✘ Itzia will be forming an affinity group for students of color
- ✘ We will also be forming an Ally Group for students who want to learn how to support diverse student populations.

### Contributor and Collaborator to the Greater Community

- ✘ We continue to look for potential lessees in order to promote arts in the community. We had another artist join the Artlandish Co-op and we are getting more and more calls for gym rentals. We have added our available spaces for leases and rent on our website - thank you Carabeth!



January 16, 2019

Holly Pettitt, Director  
Nevada City School of the Arts  
13032 Bitney Springs Road  
Nevada City, CA 95959

RE: Proposal for Services  
Construction Documents  
Buildings 2, 3, & 8, Nevada City School of the Arts  
Bitney Springs Road, Nevada City, CA

Holly:

Siteline Architecture is pleased to provide the following proposal for your project. We greatly appreciate the chance to work with you on this design.

#### **Project Goals:**

- Remodel the above-listed buildings to provide compliant emergency exiting, remodeled student and staff restrooms (disabled access), and a kitchen in the lower floor of building 3.

#### **Architect's Services:**

- Siteline Architecture (SA) will coordinate with NCSA's fire suppression system designer and NCSA's civil, structural, mechanical, and electrical engineers.
- Prepare:  
(Plans common to all four buildings):  
Visit site to collect more detailed photographs and measurements of existing conditions  
Code Analysis (plumbing fixture calculations, exiting / occupancy summaries)  
Demolition Plans  
Floor Plans  
Enlarged partial floor plans of student restrooms, staff restrooms  
Partial reflected ceiling plan (Student restrooms, staff restrooms, janitor)  
County-mandated accessibility compliance worksheet(s)  
Interior detail sheet(s) containing partition details, disabled accessibility, stairs, signs, guardrails at exterior deck  
Cover sheet with general notes, vicinity map, etc.  
Door and Window Schedules  
Specifications  
Cover sheet with vicinity map, general notes, etc

*(Plans provided based on individual scope of each building):*

**Building 8:**

Reflected ceiling plan (whole building to coordinate with fire suppression system designer)

**Building 3:**

Enlarged floor plan of kitchen

Kitchen equipment schedule

Prepare application for environmental health department review

- Permit drawings are submitted to the county permitting agencies

**Compensation**

Our experience has shown that this phase of services for a project such as yours can range from \$26,500 to \$29,500. This phase of the project would be invoiced on a Time & Materials basis per the attached Billing rates, not to exceed \$29,500 without your written permission.

In addition to the services listed in this proposal, the project will require, at a minimum, the services of a fire suppression system designer and a civil, structural, mechanical, and electrical engineer.

As the work progresses, we can work with you to solicit proposals from consultants of these types if you choose.

Consultants have not yet produced finalized proposals for their work, below is a summary of Sitaline’s estimates of what those cost may be. These are Sitaline’s estimates only, they were not prepared by the consultants:

Architectural	\$29,500
Structural	\$12,000
Electrical	\$ 4,700
Mechanical	\$17,000
Civil	<u>\$ 9,000</u>
Total	\$72,200

**Services/Expenses Not Included:**

- Any drawings, meetings, revisions, applications, or services not specifically listed above.
- Responses to plan check comments. This task will be billed at the rates listed on the attached rate summary sheet.
- Fees for structural, civil, electrical, mechanical, fire suppression, septic system design, etc.
- Permit or application fees.
- Printing, mailing, or travel expenses for travel outside Nevada County.

**In Closing**

Please call me at 530-478-9415 if I can provide additional information or when your review is complete, and we can discuss this in greater detail.

Sincerely,

Siteline Architecture

A handwritten signature in black ink, appearing to read 'R. Baker', written in a cursive style.

Richard A Baker  
Designer, Project Manager

**Billing Rate Summary****Hourly Labor Rates**

<b>Architect</b>	<b>\$125.00 per hour</b>
<b>Designer/Project Manager</b>	<b>\$85.00 per hour</b>
<b>Drafter/Production Assistant/Administrative Support</b>	<b>\$65.00 per hour</b>

**Reimbursable Expenses:**

<b>Printing, Postage, etc</b>	<b>cost plus 10%</b>
<b>Computer Drawing Plots</b>	<b>\$6.00 per sheet</b>
<b>Photocopies</b>	<b>\$.10 per page</b>

Invoices are due and payable 15 days from the date of invoice. Those not paid within 30 days from date of invoice will be subject to a 1.5% service charge per month.

January 18, 2019

Holly Pettitt, Director  
Nevada City School of the Arts  
13032 Bitney Springs Road  
Nevada City, CA 95959

RE: Proposal for Services  
Design Development Drawings, Construction Documents  
Gym and Industrial Arts Facilities, Building 9, Nevada City School of the Arts  
Bitney Springs Road, Nevada City, CA

Holly:

Siteline Architecture is pleased to provide the following proposal for your project. We greatly appreciate the chance to work with you on this design.

**Project Goals:**

- Remodel two areas of Building 9 to provide compliant occupancy separations, emergency exiting, and remodeled student and staff restrooms (disabled access).

**Architect's Services:**

**Design Development Phase:**

- SA (Siteline Architecture) will visit site to photograph and measure the existing conditions of two selected areas of the building.
- SA will prepare computer-drafted drawings of (only) the existing gym and Industrial Arts areas of the building based on our site visit and drawings provided by the Owner.
- SA will prepare a building code analysis for the proposed work (plumbing fixture calculations, exiting / occupancy / fire separation).
- SA will prepare preliminary floor plans for the Owner's review.
- SA will forward the drawings to you, and revise the floor plans per your comments.

## **Design Development Compensation**

Our experience has shown that this phase of services for a project such as yours can range from \$4,200 to \$4,900. This phase of the project would be invoiced on a Time & Materials basis per the attached Billing rates, not to exceed \$4,900 without your written permission.

## **Phase Two – Construction Drawings**

- SA will coordinate with NCSA's fire suppression system designer and NCSA's civil, structural, mechanical, and electrical engineers.

- Prepare:

Demolition Plans

Code Analysis / Exiting plan

Floor Plans

Enlarged partial floor plans of student restrooms, staff restrooms

Reflected ceiling plan

County-mandated accessibility compliance worksheet(s)

Interior detail sheet(s) containing partition details, disabled accessibility, stairs, signs, guardrails

Cover sheet with general notes, vicinity map, etc.

Door and Window Schedules

Specifications

Cover sheet with vicinity map, general notes, etc

- Permit drawings are submitted to the county permitting agencies

## **Compensation**

Our experience has shown that this phase of services for a project such as yours can range from \$9,200 to \$11,700. This phase of the project would be invoiced on a Time & Materials basis per the attached Billing rates, not to exceed \$11,700 without your written permission.

In addition to the services listed in this proposal, the project will require, at a minimum, the services of a fire suppression system designer and a civil, structural, mechanical, and electrical engineer.

As the work progresses, we can work with you to solicit proposals from consultants of these types if you choose.

The proposed compensation for the Construction Drawings is based on the expected scope of work as defined at the opening of this proposal. SA reserves the right to present a revised proposal for this phase of services at a later date should the scope or complexity of the work increases during the first phase of service.



Consultants have not yet produced finalized proposals for their work, below is a summary of Siteline's estimates of what those cost may be. These are Siteline's estimates only, they were not prepared by the consultants:

Architectural	\$16,600
Structural	\$ 2,000
Electrical	\$ 3,700
Mechanical	\$ 8,000
Civil	<u>\$ 5,000</u>
Total	\$35,300

**Services/Expenses Not Included:**

- Any drawings, meetings, revisions, applications, or services not specifically listed above.
- Responses to plan check comments. This task will be billed at the rates listed on the attached rate summary sheet.
- Fees for structural, civil, electrical, mechanical, fire suppression, septic system design, etc.
- Permit or application fees.
- Printing, mailing, or travel expenses for travel outside Nevada County.

**In Closing**

Please call me at 530-478-9415 if I can provide additional information or when your review is complete, and we can discuss this in greater detail.

Sincerely,

Siteline Architecture

A handwritten signature in black ink, appearing to read 'Richard A Baker', written in a cursive style.

Richard A Baker  
Designer, Project Manager

**Billing Rate Summary****Hourly Labor Rates**

<b>Architect</b>	<b>\$125.00 per hour</b>
<b>Designer/Project Manager</b>	<b>\$85.00 per hour</b>
<b>Drafter/Production Assistant/Administrative Support</b>	<b>\$65.00 per hour</b>

**Reimbursable Expenses:**

<b>Printing, Postage, etc</b>	<b>cost plus 10%</b>
<b>Computer Drawing Plots</b>	<b>\$6.00 per sheet</b>
<b>Photocopies</b>	<b>\$.10 per page</b>

Invoices are due and payable 15 days from the date of invoice. Those not paid within 30 days from date of invoice will be subject to a 1.5% service charge per month.

# Nevada City School of the Arts

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

### Published During 2018-19

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

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

#### **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.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<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>E-mail Address</b>	director@ncsota.org
<b>Web Site</b>	www.ncsota.org
<b>CDS Code</b>	29 10298 0114330

<b>District Contact Information</b>	
<b>District Name</b>	Nevada City School of the Arts
<b>Phone Number</b>	(530) 273-7736
<b>Superintendent</b>	Holly Ann Pettitt
<b>E-mail Address</b>	director@ncsota.org
<b>Web Site</b>	www.ncsota.org

### School Description and Mission Statement (School Year 2018-19)

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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 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. Nevada city School of the Arts has been four times honored: as a California Distinguished School, as a California Award Recipient, as the first charter school to be awarded the National Blue Ribbon School Award, and most recently voted as Best Charter School by readers of the Parent Resource Guide, a Sierra Foothills Magazine four years in a row.

### Student Enrollment by Grade Level (School Year 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	53
<b>Grade 1</b>	42
<b>Grade 2</b>	41
<b>Grade 3</b>	41
<b>Grade 4</b>	41
<b>Grade 5</b>	42
<b>Grade 6</b>	52
<b>Grade 7</b>	52
<b>Grade 8</b>	50
<b>Total Enrollment</b>	414

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.5
Asian	0.0
Filipino	0.0
Hispanic or Latino	8.2
Native Hawaiian or Pacific Islander	0.0
White	78.5
Socioeconomically Disadvantaged	57.0
English Learners	0.0
Students with Disabilities	13.8
Foster Youth	0.0

**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.

**Teacher Credentials**

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	19	20	20	
Without Full Credential	1	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0%	0%	0%
Total Teacher Misassignments *	0%	0%	0%
Vacant Teacher Positions	0%	0%	0%

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

**Year and month in which data were collected:** December 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Orton-Gillingham Spelling/phonics program - 2016. All other appropriate and sufficient materials are supplied	Yes	0%
Mathematics	Singapore Math – Math In Focus, 2015	Yes	0%
Science	Appropriate and sufficient materials are supplied	No	0%
History-Social Science	Appropriate and sufficient materials are supplied	No	0%
Foreign Language	N/A		
Health	Positive Prevention Cardea curriculum	Yes	0%
Visual and Performing Arts	Appropriate and sufficient materials are supplied	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

Like most charter schools, our school facility is not provided by the state. We currently own our facility and the 316 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 install energy efficient HVAC and lighting improvements. We recently finished the installation of a natural playground area at our main building 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 Director of Facilities, a full-time Property Manager, one full time and one part-time facility maintenance crew, two full-time and one part-time Custodians, and a full-time Facilities Coordinator on staff who ensure our buildings are clean and who perform all needed maintenance and repair that is required on site.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good Fair	Our main school buildings have just been renovated to increase efficiency, but the actual units are old and outdated. We are in the process of including these units in our facilities master plan to be upgraded when funding becomes available.
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	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.

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	We are currently working on creating a vision for the remainder of our school grounds as funding becomes available.

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: November 2018	
Overall Rating	Good

**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, which 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); and
- 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.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students  
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	51.0	52.0	44.0	43.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	32.0	35.0	30.0	29.0	37.0	38.0

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

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

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	273	263	96.34	51.71
<b>Male</b>	127	120	94.49	43.33



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	146	143	97.95	58.74
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	27	25	92.59	44.00
White	208	203	97.60	53.20
Two or More Races	29	26	89.66	57.69
Socioeconomically Disadvantaged	150	142	94.67	43.66
English Learners	--	--	--	--
Students with Disabilities	46	42	91.30	30.95

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

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

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	273	262	95.97	35.11
Male	127	120	94.49	37.5
Female	146	142	97.26	33.1
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	27	25	92.59	60
White	208	202	97.12	32.18
Two or More Races	29	26	89.66	38.46
Socioeconomically Disadvantaged	150	141	94	26.95
English Learners	--	--	--	--
Students with Disabilities	46	42	91.3	16.67

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

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

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 Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.6	31.0	11.9
7	26.9	46.2	1.9

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

## 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 for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2018-19)

Parent volunteers are the core of NCSA, from classroom volunteering and driving on Field Studies to serving on the Charter Governing Council as well as assisting with the two annual fundraisers that NCSA uses to support the arts program. Parents are also welcome to attend our Parent Advisory Group (PAG) meetings, held once a month, when our School Director listens to community concerns, asks for input, and updates parents on 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.

## 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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	2.4	1.9	1.2	0.7	0.7	0.7	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

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

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	18	3			18	3			18	3		
<b>1</b>	21	1	1		20	2			21		2	
<b>2</b>	20	2			20	2			21	1	1	
<b>3</b>	20	2			20	2			21	1	1	
<b>4</b>	26		1		28		1		27		1	
<b>5</b>	27		2		27		2		28		2	
<b>6</b>	32		6	2	35		4	2	35		4	2

Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.6	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	.16	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	.12	N/A

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

\*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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,813	\$1,247	\$9,566	\$52,238
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$7,125	
Percent Difference: School Site and State	N/A	N/A	29.2	

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

Funding provides for all educational services, including instructional materials, professional development, salaries, facility costs, maintenance, health services and other expenses. Funds are provided through the Local Control Funding Formula, Lottery, local, state and federally funded programs and grants. We receive Federal Title funding to support reading and math intervention programs for struggling students.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

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		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Professional Development (Most Recent Three Years)**

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The area of primary focus is the implementation of the Common Core State Standards testing and curriculum. This includes training on our math program, Math In Focus, as well as providing high-quality explicit instruction to growing readers through the Orton Gillingham methodology, and shifting instruction in science to incorporate the Next Generation Science Standards. We include in our budget professional development money that can be spent on workshops and training geared toward Common Core and classroom management through positive discipline training and mindfulness practices. We have on-site training and allow for travel to conferences and workshops as necessary. Our teachers are supported by completing a reflective video-taping and goal-setting process 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.





## Nevada City School of the Arts Enrollment Policy

In accordance with California State Charter School Law (Sect. 47605), Nevada City School of the Arts (NCSA) uses pre-determined priorities for acceptance of applicants to the school. In order of priority they are:

1. Students already enrolled in the site-based program at NCSA
2. Children of employees at NCSA\*
3. Siblings of those already enrolled at the site based program at NCSA and Grandchildren of employees at NCSA\*\*
4. Siblings/Children of Alumni of NCSA\*\*\*
5. Students **currently enrolled** at Bell Hill School\*\*\*\*
6. Residents of Nevada County
7. All other applicants

\* *An employee is defined as a person paid for working 15 hours per week or more or 2 years active, continuous employment if under 15 hours per week.*

\*\* *A sibling is defined as a child who is a brother or sister by birth, adoption, marriage or legal domestic partnership.*

\*\*\* *Alumni priority is given to a child or sibling of a former student who successfully graduated from NCSA. Proof of graduation and relationship to student is required in order to receive this priority.*

\*\*\*\* *NCSA gives priority to students from Bell Hill School due to receiving the SB 740 Facilities Grant. A provision of this grant is that a charter school can use the highest FRLP percentage of any school within the local school district as long as the charter school gives the local school priority for admissions. Education Code Section 47605.3.*

### Open Enrollment

The above priorities apply to all student applicants during the “Open Enrollment Periods”. In order for applications to be considered for the next school year, they must be received during the initial open enrollment period that begins in November and ends Friday, April 12th at 1:00 p.m. You must attach Proof of Residency in the form of a Utility Bill or Lease Agreement to your application. **Please call our school to confirm that your application has been received.** Closing of Open Enrollment will be announced a minimum of 14 days prior to the deadline to apply.

The close of open enrollment is the Friday, April 12th at 1:00 p.m. The lottery draw happens Tuesday, April 23rd. Each applicant is placed in a priority category (see list above). If there is an opening in the grade for which the student has applied, the opening will be filled in priority order. If there is more than one applicant in a given priority

category, a lottery draw will occur. Students not drawn for open spots will be given a priority number within their category based on the lottery draw and placed on the waiting list. All new openings will be filled according to the waitlist priority.

Families who apply after the initial lottery date will be placed in a second lottery pool. Slots will be filled from the second lottery for the current school year after the current waitlist has been exhausted. However, if a student in categories 2-3 applies they will bypass everyone on the waitlist in categories 4-6 and be placed in their categories respectively.

### **Acceptance of Enrollment – April-August (For Following School Year)**

After the lottery draw, parents of accepted students will be contacted and given a maximum of 2 business days to accept the opening. If they do not accept the opening or respond within the allotted time, the student's name will be removed from the list, and the next child on the waiting list will be offered the available position. In addition to verbal acceptance, parents must complete the appropriate paperwork registering their student for the new school year. This paperwork is emailed out following the verbal acceptance and is expected to be returned two weeks before school begins. If it is not received by that time, the student will be removed from the class roster and the next child on the waitlist will be offered the opening.

### **Acceptance of Enrollment – August-April (For Current School Year)**

When an opening becomes available, parents of student applicants will be contacted and given 2 business days to respond. If they do not accept the opening or respond within the allotted time, the student's name will be removed from the list, and the next person on the waiting list will be offered the available position. If circumstances are such that the reason for refusal is poor timing of transfer, the parent may request for their child to be added to the bottom of the waitlist.

### **Transitional Kindergarten**

Students who apply must turn 5 between September 2<sup>nd</sup> December 2<sup>nd</sup> of the school year they are applying for.

### **Waitlist Status**

In September, all parents of students on the waitlist will receive an email requesting confirmation that they wish to remain on the waitlist for the current school year. Parents will have the normal 2 business days to confirm their position on the list. If they do not reply, the student will be placed at the bottom of the lottery list.



**PLEASE NOTE:**

- Students remaining on the waiting list at the end of a school year do not have any priority for the following school year. If they would like to be included in the lottery for the following year parents must re-apply prior to the close of enrollment.
- Students wishing to transfer to NCSA during the course of the school year will not be enrolled until they have completed an intake meeting with the school director and teacher.
- NCSA does not accept students after the March 1<sup>st</sup>.
- Students enrolled in the Transitional Kindergarten have enrolled student priority and will automatically advance into Kindergarten the following year.
- **Applications for 8<sup>th</sup> Grade will not be accepted after September 20<sup>th</sup>.**
- Students who have left NCSA, and wish to return, will still be required to follow the standard order of priority as outlined above.
- Class Transfers – If there is an opening in any class, students already enrolled at NCSA have priority for transfer. While a parent may fill out a Transfer Request Form, the decision to move the student will be made by the teachers and School Director.

**\*Parents must reapply every school year for their child to remain on the waitlist\***

**Exit Policy:**

1. We ask parents to let us know when their children will no longer attend NCSA. Because a student is not allowed to be enrolled in two schools at the same time, if we receive an official student cumulative file request from another school, the student will be automatically dropped from our roster and no longer allowed to attend NCSA.
2. **If you notify the Enrollment Coordinator that your student will no longer attend NCSA by phone, email, or any other communication your student will be dropped as of the date discussed and their spot will be filled.**
3. Students in grades 6-8 who have been socially promoted once may be asked to leave NCSA and return to their District of Residence if they do not pass a second semester.
4. Any student who leaves NCSA while on an Academic or Behavior contract loses any priority status he/she may have had (i.e. they no longer have sibling status). In addition, in order to return the parents must meet with the School Director and agree to the continuation of the contract.

## ***CLASSROOM CAPACITY***

After the lottery, students whose names are selected for K-5<sup>th</sup> grades will be placed on a grade specific list. School staff and the School Director will then determine in which specific classrooms the students will be placed.

### **Class Capacity**

Dragonfly Transitional Kindergarten: 15 students

Two Kindergarten Classes: 20 students each class

Two 1st Grade Classes: 20 students each class

Two 2nd Grade Classes: 20 students each class

Two 3rd Grade Classes: 20 students each class

Two 4th Grade Classes: 24 students each class

Two 5th Grade Classes: 24 students each class

### **Middle School Grades 6<sup>th</sup>- 8<sup>th</sup>**

Two 6<sup>th</sup> Grade Classes      26 students each class

Two 7<sup>th</sup> Grade Classes      26 students each class

Two 8<sup>th</sup> Grade Classes      26 students each class  
(NCSA does not accept applications for 8<sup>th</sup> grade after September 20th)

**\*There may be circumstances in which the school director, for the benefit of the composition of the class, makes exceptions to these class sizes. This will be determined on a case-by-case basis. Under any circumstances, the main lesson teacher must give full consent to accept a student above the set maximum capacity of the class.**