

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

**Regular Meeting Agenda**

June 13, 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 May 30, 2019 Minutes – *See attached*

**Reports**

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

**Action Items**

5. Election of Nominee, Adeena McBurney, to NCSA CGC for 2 year terms beginning July 1, 2019
6. Elect CGC Officers for 1 year terms beginning July 1, 2019 – *see attached recommendations*
  - President
  - Secretary
  - Treasurer/CFO
7. Elect CGC Committee Chairs
8. Approve Local Control Accountability Plan (LCAP) – *See attached*
9. Approve Federal Addendum – *See attached*
10. Approve 2018-19 Education Protection Account (EPA) Expenditures – *See attached*
11. Approve Homeless Policy – *See attached*
12. Approve BYLT Building Envelope for 106 Acres - *See attached*
13. Accept 2017/18 Tax Return – *See attached*
14. Approve J-13A Waiver for 2/14/2019 & 2/21/2019 – *See attached*
15. Approve Request for Allowance of Attendance Form J-13A Material Decrease for 11/15/2018 – *See attached*

**Closed Session**

16. Public Employee Performance Evaluation  
Title: School Director

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

*Posted on or before Monday, June 10, 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 3 reception office.*



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

**Regular Meeting Minutes**

May 30, 2019

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, LeeAnne Haglund, John Gilman, and Meshing Simmons, and Winter Shaw

**Absent:** Leah DeLira and Angie Tomey

**Guests:** Holly Pettitt, Jody Deaderick, Melissa Brokenshire, and Toni Holman

**Public Forum:** None

**Plaudits:** Jenn, Angie and Toni for being wonderful moral support. Middle School Shows were great. Jody and Gabriel for being understanding and flexible. Gabriel for taking up the slack left when Heather pulled back from teaching Middle School. Teacher's for being in the background (in the green room spaces) while Showcase was happening. Chris Streng has been amazing.

**Action Items**

1. Approve Agenda  
Motion: Winter Shaw      2<sup>nd</sup>: John Gilman  
Unanimous Assent

**Consent Agenda**

2. Approve April 25, 2019 Meeting Minutes and Public LCAP meeting on May 15, 2019  
Motion: Mackenzie Leeke      2<sup>nd</sup>: Winter Shaw  
Unanimous Assent

**Reports**

3. Director's FYI Report – Holly Pettitt – Paperwork has been approved waiting for final visual inspection on the kitchen. Issues with bringing in the goats due to insurance concern. BYLT will allow three areas picked for possible future building areas. This will be brought back to the board in June for discussion and approval. Salaries discussion – see salary schedule to be approved.
4. Board and Committee Reports
  - a. Nomination & Recruitment – Hand out was provided as a recommendation based on individual desired position. We will have one open seat.
  - b. Finance – Finance Committee meeting next week will be cancelled.
  - c. Fund Development – No meetings since AMOT.

**Discussion Items**

5. Review upcoming B Global Limitations/Global Executive Constraints
6. Discuss Upcoming Elections – We will have one open seat when Paul leaves at the end of the term
7. Collect Binders – Reminder to bring binders to next meeting.

**Action Items**

8. B2 Planning and Financial Budgeting – Debt to Equity Ratio is out of compliance. We are in good standing on any loans.  
Motion: Winter Shaw      2<sup>nd</sup>: Paul Harton  
Unanimous Assent
9. Approve 2019-20 Adopted Budget – Watching bills in the senate for possible funding increases for 2018-19 and 2019-20 years.  
Motion: Meshawn Simmons      2<sup>nd</sup>: LeeAnne Haglund  
Unanimous Assent
10. Approve 2019-20 Certificated Salary Schedule –  
Motion: Makenzie Leeke      2<sup>nd</sup>: Paul Harton  
Unanimous Assent
11. Approve Revised Enrollment Policy  
Motion: Winter Shaw      2<sup>nd</sup>: LeeAnne Haglund

- Unanimous Assent  
12. Approve Dress Code Policy -  
Motion: Makenzie Leeke 2<sup>nd</sup>: John Gilman  
Unanimous Assent

**Closed Session**

13. Public Employee Performance Evaluation  
Title: School Director  
Discussed the Directors Evaluation.

**Adjournment 6:50 p.m.**

Respectfully Submitted

Submitted by: Toni Holman, NCSA Administrative Secretary

5-30-19

Approved by the NCSA Charter Council

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Jeff Corbett, Board Chair

Date

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Leah Delira, Board Secretary

Date



## School Director FYI Report June 13, 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

- ☒ To Lee for the Kitchen passing inspection!
- ☒ To Jenn and Emma for all they do for NCSA - they are more important to this school than anyone really realizes.

### Financial Information

- ☒ Nothing new - Budget was approved last month.

### Facilities Update

- ☒ First, let's begin with the biggest upgrade to our campus in years: The Building 9 cafeteria and kitchen are approved for use as a certified kitchen to produce healthy and delicious lunches for our students and potentially other schools as well. We can produce foods for fundraisers, host a cafe and lease our facility out to community members who want to rent some kitchen space. This becomes one of only two or three certified kitchens in our community and should prove to be a major fundraiser.

Big thanks to staff members Lee Mau, Dre Maher, and Al Kirchner for pushing this over the line to completion.

Phase two of kitchen will take place with a new washer & dryer, and a required hot water booster for dishwasher in the B9 Kitchen.

Next, we turn our eyes to the summer building season and our mighty long list of projects. The focus of our summer building is reducing wildfire hazard by opening up access to remote areas of campus with the help of Guy Wheton and his large

bulldozer. Washington Ridge Fire crew will be on campus intermittently as available. School fire extinguishers are getting charged.

Elsewhere:

Roofs are in need of repair at B3, B9.

New 10,000 gallons of potable water storage is nearly online at our water treatment plant.

New carpet and paint in some classrooms as teachers are moving out and we have the opportunity to renovate a bit. Several new offices are being created to house program support services like math tutors and counseling in Building 8.

Eli and I have met with Sitrine Architecture and are hammering out details to move us forward on our path of complying with the conditions set forth by our County Use permit. Some nice changes to our school have been identified as possible upgrades while we do the required work. Meetings will continue throughout the summer and construction documents will be ready for county submission by October.

BYLT funding application is due June 17th for setting our 106 northern acres into the land trust in exchange for selling the majority of our our development rights. We are working furiously to meet the requirements necessary to qualify for funding. Our property was appraised on June 5th as a necessary step in making some of the actions we wish to take possible. Two 5-acre parcels have been identified as potential areas to reserve for future development for school programming purposes. This will be on the agenda for today.

### School Wide Issues

#### ☒ Staffing Changes

- Ben Preston decided to resign even after receiving a raise. That made us shift a few new teachers into new positions.
  - Devin Cormia will teach 6<sup>th</sup> Math and Science
  - Becca Bear will take over 4<sup>th</sup> grade
  - Nicole Hayes (2<sup>nd</sup> grade aide) will be our TK teacher. Nicole is in an intern program and has many years of Early Childhood Education experience which is required to teach TK.

### Events

- ☒ I am hoping Graduation & Stepping up went well.
- ☒ Robin, Coral and Holly La's retirement party is on Friday 4:30-6:30. This will be the last retirement party NCSA sponsors.

### Arts Based Choice for Education

- ✘ We are currently fully enrolled even after increasing class sizes to 22 in K-3, and 26 in 4-5.

### Academic, Arts & Social Emotional Achievement

- ✘ Preliminary results show that we increased our school wide math CAASSPP score by 10% (this is a HUGE increase) and we increased our ELA score by 4% putting us in the GREEN for ELA. We were just shy of making green for math!

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

- ✘ Angie, Andrea Conte, Samantha Jones and I will be going to the San Francisco Small Schools Education Coalition training for equity and inclusion on June 17<sup>th</sup> in SF. We are being trained as group facilitators so we can hold small group meetings with staff about equity and inclusion and I am hoping this will increase the teachers' focus on ensuring their lessons and classrooms are equitable.

### Contributor and Collaborator to the Greater Community

- ✘ Nothing new to report at this time.



# Nevada City School of the Arts

## BUDGET VS. ACTUALS: 2018-19 2ND INTERIM BUDGET - FY19 P&L CLASSES

July 2018 - June 2019

	TOTAL			
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
<b>Income</b>				
8000 Revenue - State				
8011 Charter Schools General Purpose Entitlement - State Aid	1,578,760.00	2,288,667.00	-709,907.00	68.98 %
8012 Education Protection Account Entitlement	464,414.00	559,956.00	-95,542.00	82.94 %
8096 Charter Schools in Lieu of Property Taxes	998,426.00	785,000.00	213,426.00	127.19 %
<b>Total 8000 Revenue - State</b>	<b>3,041,600.00</b>	<b>3,633,623.00</b>	<b>-592,023.00</b>	<b>83.71 %</b>
8100 Federal Revenue				
8181 Special Education - Entitlement	7,611.00	59,684.00	-52,073.00	12.75 %
8290 Every Student Succeeds Act (ESSA)	111,754.20		111,754.20	
8291 Title I (deleted)		85,794.00	-85,794.00	
8292 Title II - Teacher PD (deleted)		13,246.00	-13,246.00	
8295 Title IV Part - Student Services (deleted)		45,585.00	-45,585.00	
8296 Other Federal Revenue	1,834.08	1,800.00	34.08	101.89 %
<b>Total 8100 Federal Revenue</b>	<b>121,199.28</b>	<b>206,109.00</b>	<b>-84,909.72</b>	<b>58.80 %</b>
8300 Other State Revenues				
8380 Special Ed	309,354.00	209,477.00	99,877.00	147.68 %
8545 School Facilities Apportionments		300,000.00	-300,000.00	
8550 Mandated Cost Reimbursements	42,058.00	77,967.13	-35,909.13	53.94 %
8560 State Lottery Revenue	62,401.17	79,200.00	-16,798.83	78.79 %
8590 All Other State Revenue	43,742.00	20,908.00	22,834.00	209.21 %
<b>Total 8300 Other State Revenues</b>	<b>457,555.17</b>	<b>687,552.13</b>	<b>-229,996.96</b>	<b>66.55 %</b>
8600 Other Local Revenue				
8634 Food Service Sales	25,602.05	28,500.00	-2,897.95	89.83 %
8634-01 Free/Reduced Lunches	75.00		75.00	
<b>Total 8634 Food Service Sales</b>	<b>25,677.05</b>	<b>28,500.00</b>	<b>-2,822.95</b>	<b>90.09 %</b>
8638 Merchandise Sales	70.00		70.00	
8650 Leases and Rentals				
8650-01 Building 1	20,320.00	20,000.00	320.00	101.60 %
8650-02 Building 2 - Theatre rental	60.00	3,350.00	-3,290.00	1.79 %
8650-04 Pratschner Lease	2,750.00	3,000.00	-250.00	91.67 %
8650-05 Dawn Publications Lease	43,200.00	43,200.00	0.00	100.00 %
8650-06 Hardcore Construction Lease	43,200.00	43,200.00	0.00	100.00 %
8650-11 Cell Tower Lease	35,473.96	36,128.04	-654.08	98.19 %
8650-12 Bldg 12 Lease - Caretaker Residence	9,600.00	9,600.00	0.00	100.00 %
8650-13 Bldg 13 Lease - Cottage	8,500.00	10,200.00	-1,700.00	83.33 %
8650-9A Building 9 - Suite A	4,479.00	2,535.00	1,944.00	176.69 %
8650-9B Building 9 - Suite B	1,275.00		1,275.00	

	TOTAL		CGC 6/13/19, Pg. 10	
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
8650-9C Curious Forge Lease	19,800.00	18,000.00	1,800.00	110.00 %
8650-9D Building 9 - Suite D	742.08	1,017.08	-275.00	72.96 %
8650-9E Building 9 - Suite E	1,400.00	1,575.00	-175.00	88.89 %
8650-9K Building 9 - Suite K	1,165.50	1,040.50	125.00	112.01 %
8650-9L SK Lindsey Lease	8,102.80	8,402.80	-300.00	96.43 %
8650-9S Cosmic Shark Lease	3,960.00	4,320.00	-360.00	91.67 %
8650-9T Building 9 - Storage	750.00		750.00	
8650-9Z Victor Zendejas	1,650.00	1,980.00	-330.00	83.33 %
8650-GM Building 9 - Gym	1,690.00	1,200.00	490.00	140.83 %
<b>Total 8650 Leases and Rentals</b>	<b>202,522.34</b>	<b>208,748.42</b>	<b>-6,226.08</b>	<b>97.02 %</b>
8660 Interest	219.45	300.00	-80.55	73.15 %
8676 After School Program Revenue	115,107.23	120,000.00	-4,892.77	95.92 %
8676-01 After School Program Write- Off	-1,660.00		-1,660.00	
<b>Total 8676 After School Program Revenue</b>	<b>113,447.23</b>	<b>120,000.00</b>	<b>-6,552.77</b>	<b>94.54 %</b>
8693 Field Trips	696.50		696.50	
8693-35 TK Field Studies	384.00	266.90	117.10	143.87 %
8693-11 TK Scholarships	-12.00		-12.00	
<b>Total 8693-35 TK Field Studies</b>	<b>372.00</b>	<b>266.90</b>	<b>105.10</b>	<b>139.38 %</b>
8693-36 Kindergarten Field Studies	1,692.00	1,198.50	493.50	141.18 %
8693-10 Kindergarten Scholarships	-15.00		-15.00	
<b>Total 8693-36 Kindergarten Field Studies</b>	<b>1,677.00</b>	<b>1,198.50</b>	<b>478.50</b>	<b>139.92 %</b>
8693-37 1st Grade Field Studies	1,638.00	1,456.05	181.95	112.50 %
8693-01 1st Grade Scholarships	-25.50		-25.50	
<b>Total 8693-37 1st Grade Field Studies</b>	<b>1,612.50</b>	<b>1,456.05</b>	<b>156.45</b>	<b>110.74 %</b>
8693-38 2nd Grade Field Studies	1,558.00	2,093.98	-535.98	74.40 %
8693-39 3rd Grade Field Studies	4,680.00	3,556.40	1,123.60	131.59 %
8693-03 3rd Grade Scholarships	-147.00		-147.00	
<b>Total 8693-39 3rd Grade Field Studies</b>	<b>4,533.00</b>	<b>3,556.40</b>	<b>976.60</b>	<b>127.46 %</b>
8693-40 4th Grade Field Studies	6,572.50	7,706.53	-1,134.03	85.28 %
8693-04 4th Grade Scholarships	-333.00		-333.00	
<b>Total 8693-40 4th Grade Field Studies</b>	<b>6,239.50</b>	<b>7,706.53</b>	<b>-1,467.03</b>	<b>80.96 %</b>
8693-41 5th Grade Field Studies	14,125.50	8,389.08	5,736.42	168.38 %
8693-05 5th Grade Scholarships	-1,067.00		-1,067.00	
<b>Total 8693-41 5th Grade Field Studies</b>	<b>13,058.50</b>	<b>8,389.08</b>	<b>4,669.42</b>	<b>155.66 %</b>
8693-42 6th Grade Field Studies	12,812.99	13,747.05	-934.06	93.21 %
8693-06 6th Grade Scholarships	-1,298.72		-1,298.72	
<b>Total 8693-42 6th Grade Field Studies</b>	<b>11,514.27</b>	<b>13,747.05</b>	<b>-2,232.78</b>	<b>83.76 %</b>
8693-43 7th Grade Field Studies	12,599.27	14,202.93	-1,603.66	88.71 %
8693-07 7th Grade Scholarships	-1,927.29		-1,927.29	
<b>Total 8693-43 7th Grade Field Studies</b>	<b>10,671.98</b>	<b>14,202.93</b>	<b>-3,530.95</b>	<b>75.14 %</b>
8693-44 8th Grade Field Studies	13,059.53	19,437.72	-6,378.19	67.19 %
8693-08 8th Grade Scholarships	-1,034.50		-1,034.50	
<b>Total 8693-44 8th Grade Field Studies</b>	<b>12,025.03</b>	<b>19,437.72</b>	<b>-7,412.69</b>	<b>61.86 %</b>
8693-45 4/5 Field Studies	7,490.40	9,437.98	-1,947.58	79.36 %
8693-09 4/5 Scholarships	-499.17		-499.17	

	TOTAL		CGC 6/13/19, Pg. 11	
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
<b>Total 8693-45 4/5 Field Studies</b>	<b>6,991.23</b>	<b>9,437.98</b>	<b>-2,446.75</b>	<b>74.08 %</b>
8693-99 Field Studies Write-offs	-39.00		-39.00	
<b>Total 8693 Field Trips</b>	<b>70,910.51</b>	<b>81,493.12</b>	<b>-10,582.61</b>	<b>87.01 %</b>
8703 Artistic Showcase Revenue	5,530.00	6,000.00	-470.00	92.17 %
8704 Yearbook Revenue	510.00	4,000.00	-3,490.00	12.75 %
8705 Instrument Rentals	730.00		730.00	
8708 Theater Revenue	3,472.00		3,472.00	
8801 Donations - Parents	210.00		210.00	
8802 Donations - Grants	6,215.00	3,500.00	2,715.00	177.57 %
8803 Fundraising	2,229.00		2,229.00	
8804 Fundraising - AGC	70.00		70.00	
8804-01 AGC Adjustments	-294.50		-294.50	
8804-18 AGC 2017-18	6,615.59		6,615.59	
8804-19 AGC 2018-19	123,195.82	145,000.00	-21,804.18	84.96 %
<b>Total 8804 Fundraising - AGC</b>	<b>129,586.91</b>	<b>145,000.00</b>	<b>-15,413.09</b>	<b>89.37 %</b>
8806 Credit Card Rebates	1,100.92	1,800.00	-699.08	61.16 %
8811 AMOT	23,463.05		23,463.05	
8811-01 Sponsors	4,200.00	5,000.00	-800.00	84.00 %
8811-02 Tickets	789.13	2,500.00	-1,710.87	31.57 %
8811-03 Raffle		2,000.00	-2,000.00	
8811-05 Auction Items	845.00	25,000.00	-24,155.00	3.38 %
<b>Total 8811 AMOT</b>	<b>29,297.18</b>	<b>34,500.00</b>	<b>-5,202.82</b>	<b>84.92 %</b>
8812 Free Money	4,380.12	6,000.00	-1,619.88	73.00 %
8813 Jogathon	19,711.65	20,000.00	-288.35	98.56 %
8814 Afterschool Sports Revenue	4,895.00	4,700.00	195.00	104.15 %
8816 Farm to School Funds	511.58		511.58	
8817 Positive Discipline Funds	380.00		380.00	
<b>Total 8600 Other Local Revenue</b>	<b>621,605.94</b>	<b>664,541.54</b>	<b>-42,935.60</b>	<b>93.54 %</b>
Unapplied Cash Payment Revenue	213.25		213.25	
Uncategorized Revenue		303,865.62	-303,865.62	
<b>Total Income</b>	<b>\$4,242,173.64</b>	<b>\$5,495,691.29</b>	<b>\$ -1,253,517.65</b>	<b>77.19 %</b>
<b>GROSS PROFIT</b>	<b>\$4,242,173.64</b>	<b>\$5,495,691.29</b>	<b>\$ -1,253,517.65</b>	<b>77.19 %</b>
Expenses				
1000 Certificated Salaries				
1100 Teachers Salaries	848,386.58	1,034,926.00	-186,539.42	81.98 %
1102 Reading Specialist	40,150.61	49,073.00	-8,922.39	81.82 %
1105 Math Intervention Specialist	3,906.00	5,937.00	-2,031.00	65.79 %
<b>Total 1100 Teachers Salaries</b>	<b>892,443.19</b>	<b>1,089,936.00</b>	<b>-197,492.81</b>	<b>81.88 %</b>
1101 Teacher - Stipends	5,561.77	5,959.00	-397.23	93.33 %
1103 Teacher - Substitute Pay	25,842.82	26,875.00	-1,032.18	96.16 %
1200 School Nurse	7,892.55	9,646.00	-1,753.45	81.82 %
1300 Certificated Admin Salaries	142,890.30	172,832.00	-29,941.70	82.68 %
<b>Total 1000 Certificated Salaries</b>	<b>1,074,630.63</b>	<b>1,305,248.00</b>	<b>-230,617.37</b>	<b>82.33 %</b>
2000 Classified Salaries				
2100 Classified - Instructional Aide	102,592.81	130,150.00	-27,557.19	78.83 %
2103 Classified - Paraprofessional	75,609.87	91,847.00	-16,237.13	82.32 %
2200 Classified - Art/Movement/Music	284,544.45	351,996.00	-67,451.55	80.84 %

	TOTAL		CGC 6/13/19, Pg. 12	
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
2203 Classified - Electives	67,157.57	101,520.00	-34,362.43	66.15 %
2300 Classified - Admin Salaries	100,349.40	120,419.00	-20,069.60	83.33 %
2304 Special Ed - Transportation	1,300.00		1,300.00	
2400 Classified - Clerical & Office	189,224.16	243,175.00	-53,950.84	77.81 %
2401 Classified - Development	34,509.14	42,178.00	-7,668.86	81.82 %
2600 Classified Stipends	9,404.56	11,950.00	-2,545.44	78.70 %
2905 Classified - Afterschool Care	67,266.36	86,681.00	-19,414.64	77.60 %
2928 Classified - Food Services Coordinator	37,108.23	46,600.00	-9,491.77	79.63 %
2930 Classified - Facilities Wages	216,049.17	268,684.00	-52,634.83	80.41 %
2935 Classified - Substitutes	7,607.83	5,420.00	2,187.83	140.37 %
2935-01 Classified - Elective Substitutes	5,465.57	3,878.00	1,587.57	140.94 %
2935-02 Aide Substitutes	4,419.91	6,462.00	-2,042.09	68.40 %
2935-03 Paraprofessional Substitutes	685.49	2,477.00	-1,791.51	27.67 %
2935-04 Classified - Aftercare Substitutes	1,352.01	1,440.00	-87.99	93.89 %
2935-05 Office Substitutes	6,071.00	2,240.00	3,831.00	271.03 %
2935-06 Facilities Substitutes	8,584.50	4,292.00	4,292.50	200.01 %
<b>Total 2935 Classified - Substitutes</b>	<b>34,186.31</b>	<b>26,209.00</b>	<b>7,977.31</b>	<b>130.44 %</b>
<b>Total 2000 Classified Salaries</b>	<b>1,219,302.03</b>	<b>1,521,409.00</b>	<b>-302,106.97</b>	<b>80.14 %</b>
3000 Employee Benefits				
3100 ER - STRS	165,521.45	215,270.00	-49,748.55	76.89 %
3300 ER - OASDI	72,703.87	92,580.00	-19,876.13	78.53 %
3301 ER - Medicare	30,479.65	40,940.00	-10,460.35	74.45 %
3400 ER - Health & Welfare Benefits	209,499.91	357,470.00	-147,970.09	58.61 %
3500 ER - SUI	1,200.92	1,412.00	-211.08	85.05 %
3600 EE Benefits - Workers Comp	28,923.49	35,292.00	-6,368.51	81.95 %
3700 EE Benefits - 403b Retirement	22,090.42	29,911.00	-7,820.58	73.85 %
<b>Total 3000 Employee Benefits</b>	<b>530,419.71</b>	<b>772,875.00</b>	<b>-242,455.29</b>	<b>68.63 %</b>
4000 Books & Supplies				
4100 Approved Textbooks & Core Curricula Materials	421.42	500.00	-78.58	84.28 %
4101 Math Curriculum	4,602.67	4,600.00	2.67	100.06 %
4102 LA Curriculum	5,021.45	4,750.00	271.45	105.71 %
4103 Science Curriculum	292.29	500.00	-207.71	58.46 %
4104 Social Studies Curriculum	1,480.52	1,100.00	380.52	134.59 %
<b>Total 4100 Approved Textbooks &amp; Core Curricula Materials</b>	<b>11,818.35</b>	<b>11,450.00</b>	<b>368.35</b>	<b>103.22 %</b>
4300 Materials & Supplies		2,000.00	-2,000.00	
4315 Custodial Supplies	13,772.48	12,000.00	1,772.48	114.77 %
4325 Science Supplies				
4325-25 Science Supplies - Middle School	1,248.81	2,000.00	-751.19	62.44 %
<b>Total 4325 Science Supplies</b>	<b>1,248.81</b>	<b>2,000.00</b>	<b>-751.19</b>	<b>62.44 %</b>
4326 Art & Music Supplies				
4326-09 Main Lesson Music Supplies	1,078.41	3,500.00	-2,421.59	30.81 %
4326-20 Main Lesson Art Supplies	6,989.79	15,800.00	-8,810.21	44.24 %
4326-24 Music Electives Supplies	2,652.29	3,000.00	-347.71	88.41 %
4326-30 Industrial Arts Program	1,551.11	2,000.00	-448.89	77.56 %

	TOTAL		CGC 6/13/19, Pg. 13	
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
<b>Total 4326 Art &amp; Music Supplies</b>	<b>12,271.60</b>	<b>24,300.00</b>	<b>-12,028.40</b>	<b>50.50 %</b>
4330 Office Supplies	12,689.72	16,300.00	-3,610.28	77.85 %
4335 Movement Supplies	1,099.81	1,500.00	-400.19	73.32 %
4340 Professional Development Supplies	1,473.75	1,500.00	-26.25	98.25 %
4345 Director's Incentives	360.68		360.68	
4346 Teacher Supplies	247.97		247.97	
4346-01 1st Grade Supplies - Coral	348.17	400.00	-51.83	87.04 %
4346-02 2nd Grade Supplies - Hayley	600.00	600.00	0.00	100.00 %
4346-03 3rd Grade Supplies - Robin	167.92	400.00	-232.08	41.98 %
4346-04 4th Grade Supplies - Maria	400.00	400.00	0.00	100.00 %
4346-05 5th Grade Supplies - Gary	398.72	400.00	-1.28	99.68 %
4346-06 6th Grade Supplies - Ben		500.00	-500.00	
4346-07 7th Grade Supplies - Audra	554.65	700.00	-145.35	79.24 %
4346-08 8th Grade Supplies - Emily	616.23	700.00	-83.77	88.03 %
4346-10 Kindergarten Supplies - Holly La	389.71	400.00	-10.29	97.43 %
4346-11 1st Grade Supplies - Brittani	26.25	400.00	-373.75	6.56 %
4346-12 2nd Grade Supplies - Carrie	382.29	400.00	-17.71	95.57 %
4346-13 3rd Grade Supplies - Danielle	399.96	400.00	-0.04	99.99 %
4346-14 4th Grade Supplies - Lori	378.14	400.00	-21.86	94.54 %
4346-16 6th Grade Supplies - Camille	689.54	700.00	-10.46	98.51 %
4346-17 7th Grade Supplies - Ron	396.37	700.00	-303.63	56.62 %
4346-18 8th Grade Supplies - Lisa	500.00	500.00	0.00	100.00 %
4346-19 TK Supplies - Rebecca	193.58	400.00	-206.42	48.40 %
4346-20 Kindergarten Supplies - Linda	248.84	400.00	-151.16	62.21 %
4346-21 Reading Specialist Supplies - Katie	278.32	400.00	-121.68	69.58 %
4346-22 Special Ed Supplies	1,000.00	1,000.00	0.00	100.00 %
4346-23 RavenWolf AFS Program	5,302.23	6,500.00	-1,197.77	81.57 %
4346-24 5th Grade Supplies - Peter	556.03	600.00	-43.97	92.67 %
<b>Total 4346 Teacher Supplies</b>	<b>14,074.92</b>	<b>17,300.00</b>	<b>-3,225.08</b>	<b>81.36 %</b>
4351 Yearbook		1,000.00	-1,000.00	
4352 Maintenance Supplies	22,900.79	16,850.00	6,050.79	135.91 %
4352-01 Water Treatment Plant Supplies	3,419.23	3,500.00	-80.77	97.69 %
<b>Total 4352 Maintenance Supplies</b>	<b>26,320.02</b>	<b>20,350.00</b>	<b>5,970.02</b>	<b>129.34 %</b>
4353 Safety & Emergency Supplies	694.08	500.00	194.08	138.82 %
4354 MS Social Studies Activities	306.03	725.00	-418.97	42.21 %
4355 Graduation	152.47	1,000.00	-847.53	15.25 %
4356 AGC Supplies	592.72	1,800.00	-1,207.28	32.93 %
4357 AMOT Supplies	1,485.32	3,300.00	-1,814.68	45.01 %
4358 Free Money Supplies		50.00	-50.00	
4359 Jogathon Supplies	15.13	200.00	-184.87	7.57 %
4359-01 Jogathon Restricted Funds Purchases		550.00	-550.00	
<b>Total 4359 Jogathon Supplies</b>	<b>15.13</b>	<b>750.00</b>	<b>-734.87</b>	<b>2.02 %</b>
4360 Afterschool Sports	165.73	600.00	-434.27	27.62 %
4361 Winter Revels		890.00	-890.00	

	TOTAL		CGC 6/13/19, Pg. 14	
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
4362 Artistic Showcase	190.38	300.00	-109.62	63.46 %
4363 Leadership	442.25	1,000.00	-557.75	44.23 %
4364 Playground	5,203.84	1,500.00	3,703.84	346.92 %
4366 Misc Small Fundraising	1,904.00		1,904.00	
4367 Theater Plays - Classroom	1,298.21		1,298.21	
<b>Total 4300 Materials &amp; Supplies</b>	<b>95,761.95</b>	<b>110,665.00</b>	<b>-14,903.05</b>	<b>86.53 %</b>
4368 Positive Discipline Supplies	62.78	75.00	-12.22	83.71 %
4400 Noncapitalized Equipment				
4410 Classroom Furniture, Equipment & Supplies	8,113.67	10,362.26	-2,248.59	78.30 %
4420 Computers (individual items less than \$5k)	46,891.64	44,799.00	2,092.64	104.67 %
4430 Non Classroom Related Furniture, Equipment & Supplies	4,091.37	3,826.00	265.37	106.94 %
<b>Total 4400 Noncapitalized Equipment</b>	<b>59,096.68</b>	<b>58,987.26</b>	<b>109.42</b>	<b>100.19 %</b>
4700 Food Purchases	1,864.87	2,000.00	-135.13	93.24 %
4710 Student Food Supplies	25,746.00	28,800.00	-3,054.00	89.40 %
4720 Cafeteria Supplies	1,347.51	2,500.00	-1,152.49	53.90 %
<b>Total 4700 Food Purchases</b>	<b>28,958.38</b>	<b>33,300.00</b>	<b>-4,341.62</b>	<b>86.96 %</b>
<b>Total 4000 Books &amp; Supplies</b>	<b>195,698.14</b>	<b>214,477.26</b>	<b>-18,779.12</b>	<b>91.24 %</b>
5000 Services & Other Operating Expenses				
5100 Subagreements for Services	414,958.52	530,918.00	-115,959.48	78.16 %
5200 Travel & Conferences				
5210 Conference Fees	29,844.30	32,281.00	-2,436.70	92.45 %
5215 Travel - Mileage, Parking, Tolls	985.84	1,004.00	-18.16	98.19 %
5220 Travel and Lodging	6,440.39	6,204.00	236.39	103.81 %
5225 Travel - Meals & Entertainment	802.77	1,323.00	-520.23	60.68 %
<b>Total 5200 Travel &amp; Conferences</b>	<b>38,073.30</b>	<b>40,812.00</b>	<b>-2,738.70</b>	<b>93.29 %</b>
5300 Dues & Memberships	3,744.93	5,446.00	-1,701.07	68.76 %
5310 Subscriptions	31,690.46	27,649.00	4,041.46	114.62 %
<b>Total 5300 Dues &amp; Memberships</b>	<b>35,435.39</b>	<b>33,095.00</b>	<b>2,340.39</b>	<b>107.07 %</b>
5400 General Liability Insurance	78,674.00	68,500.00	10,174.00	114.85 %
5500 Operations & Housekeeping				
5510 Utilities - Gas and Electric	52.43	183,330.00	-183,277.57	0.03 %
5510-02 Bldg #2	8,495.79		8,495.79	
5510-03 Bldg #3	28,269.53		28,269.53	
5510-04 Bldg #4	2,711.11		2,711.11	
5510-07 Bldg #7	4,632.25		4,632.25	
5510-08 Bldg #8	32,473.14		32,473.14	
5510-09 Bldg #9	67,562.55		67,562.55	
5510-10 Bldg #10	412.55		412.55	
5510-11 Bldg#11	7,399.85		7,399.85	
5510-13 Bldg #13	21.50		21.50	
5510-14 Bldg #14	4,270.62		4,270.62	
<b>Total 5510 Utilities - Gas and Electric</b>	<b>156,301.32</b>	<b>183,330.00</b>	<b>-27,028.68</b>	<b>85.26 %</b>
5515 Janitorial, Gardening Services & Supplies	41,800.00	45,600.00	-3,800.00	91.67 %

	TOTAL		CGC 6/13/19, Pg. 15	
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
5520 Security	3,292.75	6,300.00	-3,007.25	52.27 %
5525 Utilities - Waste	13,302.17	14,600.00	-1,297.83	91.11 %
5530 Utilities - Water	27,520.87	26,270.00	1,250.87	104.76 %
<b>Total 5500 Operations &amp; Housekeeping</b>	<b>242,217.11</b>	<b>276,100.00</b>	<b>-33,882.89</b>	<b>87.73 %</b>
5600 Rentals, Leases, & Repairs				
5605 Equipment Leases	21,255.36	23,330.00	-2,074.64	91.11 %
5615 Building	49,318.86	37,635.00	11,683.86	131.05 %
5617 Repairs and Maintenance	8,347.12	8,500.00	-152.88	98.20 %
5617-24 Music Electives Services	3,903.91	5,500.00	-1,596.09	70.98 %
<b>Total 5617 Repairs and Maintenance</b>	<b>12,251.03</b>	<b>14,000.00</b>	<b>-1,748.97</b>	<b>87.51 %</b>
5618 Auto	1,264.08	1,000.00	264.08	126.41 %
5618-01 Gas	5,335.59	4,200.00	1,135.59	127.04 %
<b>Total 5618 Auto</b>	<b>6,599.67</b>	<b>5,200.00</b>	<b>1,399.67</b>	<b>126.92 %</b>
5631 Other Rentals, Leases and Repairs 1	14,772.31	15,704.00	-931.69	94.07 %
<b>Total 5600 Rentals, Leases, &amp; Repairs</b>	<b>104,197.23</b>	<b>95,869.00</b>	<b>8,328.23</b>	<b>108.69 %</b>
5800 Services & Other Operating Expenses - Other	11,589.84	10,450.00	1,139.84	110.91 %
5803 Accounting Fees	11,188.82	12,500.00	-1,311.18	89.51 %
5804 Building Acquisition	55,985.39	53,319.00	2,666.39	105.00 %
5804-01 Fire Damage Repairs	-8,812.21		-8,812.21	
<b>Total 5804 Building Acquisition</b>	<b>47,173.18</b>	<b>53,319.00</b>	<b>-6,145.82</b>	<b>88.47 %</b>
5805 Administrative Fees	133.96	500.00	-366.04	26.79 %
5806 Assemblies	2,632.00	1,500.00	1,132.00	175.47 %
5809 Banking Fees	5,504.32	3,600.00	1,904.32	152.90 %
5810 Merchant Service Fees	5,842.28	4,600.00	1,242.28	127.01 %
5812 Business Services	645.00	700.00	-55.00	92.14 %
5815 Consultants - Instructional	2,250.00	2,250.00	0.00	100.00 %
5820 Consultants - Non Instructional	10,269.32	11,790.00	-1,520.68	87.10 %
5824 District Oversight Fees		31,703.00	-31,703.00	
5826 Director's Contingency	1,395.37	2,000.00	-604.63	69.77 %
5829 Enrichment Programs	828.00	830.00	-2.00	99.76 %
5830 Field Trips Expenses	-23.00		-23.00	
5830-35 TK Field Studies	320.00	290.00	30.00	110.34 %
5830-36 Kindergarten Field Studies	1,150.93	1,545.69	-394.76	74.46 %
5830-37 1st Grade Field Studies	1,486.04	1,003.50	482.54	148.09 %
5830-38 2nd Grade Field Studies	1,484.00	1,677.50	-193.50	88.46 %
5830-39 3rd Grade Field Studies	2,732.77	4,453.46	-1,720.69	61.36 %
5830-40 4th Grade Field Studies	6,727.86	5,676.00	1,051.86	118.53 %
5830-41 5th Grade Field Studies	13,209.25	11,225.57	1,983.68	117.67 %
5830-42 6th Grade Field Studies	8,942.21	16,273.00	-7,330.79	54.95 %
5830-43 7th Grade Field Studies	20,184.75	16,519.00	3,665.75	122.19 %
5830-44 8th Grade Field Studies	16,070.39	19,684.73	-3,614.34	81.64 %
5830-45 4/5 Field Studies	7,625.17	7,525.55	99.62	101.32 %
<b>Total 5830 Field Trips Expenses</b>	<b>79,910.37</b>	<b>85,874.00</b>	<b>-5,963.63</b>	<b>93.06 %</b>
5833 Fines and Penalties	429.78	500.00	-70.22	85.96 %
5836 Fingerprinting	1,487.00	1,500.00	-13.00	99.13 %
5839 Fundraising Expenses		200.00	-200.00	

	TOTAL		CGC 6/13/19, Pg. 16	
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
5839-70 AGC Services	3,187.69	2,400.00	787.69	132.82 %
5839-71 AMOT Services	3,093.81	4,775.00	-1,681.19	64.79 %
<b>Total 5839 Fundraising Expenses</b>	<b>6,281.50</b>	<b>7,375.00</b>	<b>-1,093.50</b>	<b>85.17 %</b>
5841 Party Expenses	781.66	800.00	-18.34	97.71 %
5845 Legal Fees	9,310.74	7,650.00	1,660.74	121.71 %
5848 Permits & Other Fees	12,557.85	16,000.00	-3,442.15	78.49 %
5851 Marketing & Student Recruiting	5,926.50	7,145.00	-1,218.50	82.95 %
5854 Erate Services	3,890.00	3,800.00	90.00	102.37 %
5857 Payroll Fees	11,330.50	12,500.00	-1,169.50	90.64 %
5860 Printing & Reproduction	3,513.75	3,900.00	-386.25	90.10 %
5863 Professional Development	199.00		199.00	
5874 Afterschool Sports Services	3,694.25	4,015.00	-320.75	92.01 %
5874-74 Uniforms	406.87	600.00	-193.13	67.81 %
<b>Total 5874 Afterschool Sports Services</b>	<b>4,101.12</b>	<b>4,615.00</b>	<b>-513.88</b>	<b>88.87 %</b>
5875 Staff Recruiting	200.00		200.00	
5877 Student Activities	375.00		375.00	
5877-55 8th Grade Graduation	798.75	1,800.00	-1,001.25	44.38 %
5877-86 Winter Revels Services		950.00	-950.00	
5877-87 Artistic Showcase services	5,974.72	4,900.00	1,074.72	121.93 %
5877-88 Yearbook services	-1,028.26	900.00	-1,928.26	-114.25 %
5877-89 Theater Tech Help	200.00	500.00	-300.00	40.00 %
5877-90 Theater Plays - Classroom	228.65		228.65	
<b>Total 5877 Student Activities</b>	<b>6,548.86</b>	<b>9,050.00</b>	<b>-2,501.14</b>	<b>72.36 %</b>
5881 Student Information System	26,724.98	19,250.00	7,474.98	138.83 %
5887 Technology Services	51,545.44	52,908.00	-1,362.56	97.42 %
<b>Total 5800 Services &amp; Other Operating Expenses - Other</b>	<b>324,191.14</b>	<b>368,609.00</b>	<b>-44,417.86</b>	<b>87.95 %</b>
5900 Communications				
5910 Communications - Internet / Website Fees	8,618.23	17,820.00	-9,201.77	48.36 %
5910-01 Bldg #1	-10.14		-10.14	
5910-02 Bldg #2	273.87		273.87	
5910-03 Bldg #3	433.70		433.70	
5910-04 Bldg #4	417.80		417.80	
5910-05 Bldg #5	-410.46		-410.46	
5910-06 Bldg #6	442.97		442.97	
5910-07 Bldg #7	512.26		512.26	
5910-08 Bldg #8	543.04		543.04	
5910-09 Bldg #9	-653.58		-653.58	
5910-10 Bldg #10	349.78		349.78	
5910-13 Bldg #13	0.00		0.00	
5910-15 Bldg #15	201.80		201.80	
<b>Total 5910 Communications - Internet / Website Fees</b>	<b>10,719.27</b>	<b>17,820.00</b>	<b>-7,100.73</b>	<b>60.15 %</b>
5915 Postage and Delivery	1,542.14	2,925.00	-1,382.86	52.72 %
<b>Total 5900 Communications</b>	<b>12,261.41</b>	<b>20,745.00</b>	<b>-8,483.59</b>	<b>59.11 %</b>
<b>Total 5000 Services &amp; Other Operating Expenses</b>	<b>1,250,008.10</b>	<b>1,434,648.00</b>	<b>-184,639.90</b>	<b>87.13 %</b>
7000 Other Outflows				

	TOTAL		CGC 6/13/19, Pg. 17	
	ACTUAL	BUDGET	OVER BUDGET	% OF BUDGET
7438 Long term debt - Interest Land	44,910.73	55,500.00	-10,589.27	80.92 %
7438-01 Long term debt - Interest Construction	28,852.76	27,600.00	1,252.76	104.54 %
<b>Total 7438 Long term debt - Interest Land</b>	<b>73,763.49</b>	<b>83,100.00</b>	<b>-9,336.51</b>	<b>88.76 %</b>
<b>Total 7000 Other Outflows</b>	<b>73,763.49</b>	<b>83,100.00</b>	<b>-9,336.51</b>	<b>88.76 %</b>
Unapplied Cash Bill Payment Expenditure	0.00		0.00	
<b>Total Expenses</b>	<b>\$4,343,822.10</b>	<b>\$5,331,757.26</b>	<b>\$ -987,935.16</b>	<b>81.47 %</b>
NET OPERATING INCOME	<b>\$ -101,648.46</b>	<b>\$163,934.03</b>	<b>\$ -265,582.49</b>	<b>-62.01 %</b>
Other Income				
8980 In-House Contribution	0.00		0.00	
<b>Total Other Income</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>0.00%</b>
NET OTHER INCOME	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>0.00%</b>
NET INCOME	<b>\$ -101,648.46</b>	<b>\$163,934.03</b>	<b>\$ -265,582.49</b>	<b>-62.01 %</b>



## Proposed CGC Officer and Committee Slate for 2019/2020

### Officers:

<b>President / Board Chair</b>	Jeff Corbett
<b>Vice President / Vice Chair</b>	Mackenzie Leeke
<b>Treasurer</b>	Angie Tomey
<b>Secretary</b>	LeeAnne Haglund

### Committee Assignments:

<b>Nominating &amp; Recruitment</b>	<b>Finance</b>	<b>Fund Development</b>
Mackenzie Leeke (Chair)	Angie Tomey (Chair)	Leah DeLira (Chair)
John Gilman	Meshawn Simmons	Carabeth Rowley
LeeAnne Haglund	Winter Shaw	
	Melissa Brokenshire	



## 2019-20 Local Control and Accountability Plan (LCAP) Budget Overview for Parents Input Form

Required Prompts(s)	Response(s)
<b>Local Educational Agency (LEA) Name:</b> Enter the LEA name	Nevada City School of the Arts
<b>CDS Code:</b> Enter the County District School (CDS) code for the LEA (14 digits)	29 10298 0114330
<b>LEA Contact Information:</b> Enter the name, phone number, and email of the LEA's contact	Holly Ann Pettitt, Director
<b>Coming LCAP Year:</b> Enter the upcoming fiscal year for which the LCAP will be adopted using this format: 20XX-XX	2019-20
<b>Current LCAP Year:</b> Enter the current fiscal year for which the previous LCAP was adopted using this format: 20XX-XX	2018-19

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2019-20 LCAP Year	Amount
<b>Total LCFF Funds</b> Enter the total amount of LCFF funds the LEA estimates it will receive in the LCAP Year.	\$3,820,633
<b>LCFF Supplemental &amp; Concentration Grants</b> Enter the total amount of LCFF supplemental & concentration grants the LEA estimates it will receive	\$360,604
<b>All Other State Funds</b> Enter the total amount of other state funds (excluding LCFF funds) the LEA estimates it will receive	\$686,681
<b>All Local Funds</b> Enter the total amount of local funds and entitlements the LEA estimates it will receive	\$869,307
<b>All Federal Funds</b> Enter the total amount of federal funds (including all Every Student Succeeds Act Title funds)	\$235,258
<b>Total Projected Revenue</b> There is no entry required as the total is calculated for you	\$5,611,879

Total Budgeted Expenditures for the 2019-20 LCAP Year	Amount
<b>Total Budgeted General Fund Expenditures</b> Enter the total budgeted General Fund expenditures for the Coming LCAP year	\$4,887,995
<b>Total Budgeted Expenditures in LCAP</b> Enter the total amount of budgeted expenditures included in the LCAP for the Coming LCAP Year	\$2,354,552
<b>Total Budgeted Expenditures for High Needs Students in LCAP</b> Enter the total amount of budgeted expenditures for planned actions and services included in the LCAP for the Coming LCAP Year that contribute to increasing or improving services for unduplicated students	\$353,511
<b>Expenditures Not in the LCAP</b>	\$2,533,443

<b>Expenditures for High Needs Students in the 2018-19 LCAP Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b> Enter the total of the budgeted expenditures, from all fund sources, that are identified as contributing to the increased or improved services for unduplicated students included in the current LCAP year	\$544,519
<b>Estimated Actual Expenditures for High Needs Students in LCAP</b> Enter the total of the estimated actual expenditures (from all fund sources) associated with the actions/services that are identified as contributing to increasing or improving services for unduplicated students as reflected in the Annual Update in the current LCAP year	\$476,710

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2019-20 Difference in Projected Funds and Budgeted Expenditures</b>	\$-7,093
<b>2018-19 Difference in Budgeted and Actual Expenditures</b>	\$-67,809

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.</b>	We have not included our facilities expenses in our LCAP as they come from General Funds or facilities funding from the state. We also do not include the cost of our school-sponsored programs such as Field Studies, Afterschool sports, Arts program expenses and a large portion of our operating expenses that are paid for with our general funds. We also do not include all of our Special Education services in our LCAP, including Mental Health funds. In our next LCAP cycle, we will build our entire budget into the LCAP so we should not see any differences or unexplained expenses not included in our LCAP vs. the school budget.
<b>The amount budgeted to increase or improve services for high needs students in 2019-20 is less than the projected revenue of LCFF supplemental and concentration grants for 2019-20. Provide a brief description of how the actions/services in the LCAP will meet the requirement to improve services for high needs students.</b>	As we start school and get adjusted for 1st interim there are expenses that we end up increasing or adjusting based on the actual need that we often do not realize until we get started in the school year. We will make adjustments as we start updating our LCAP for actual expenses for the year.
<b>The total estimated actual expenditures for actions and services to increase or improve services for high needs students in 2018-19 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2018-19.</b>	Actual expenditures are less than projected due to some staffing changes throughout the school year and actual purchases made to increase or improve services. NCSA over projected the expenditures in the budget, but actual expenditures were still above and beyond supplemental funding requirements.

## LCFF Budget Overview for Parents

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

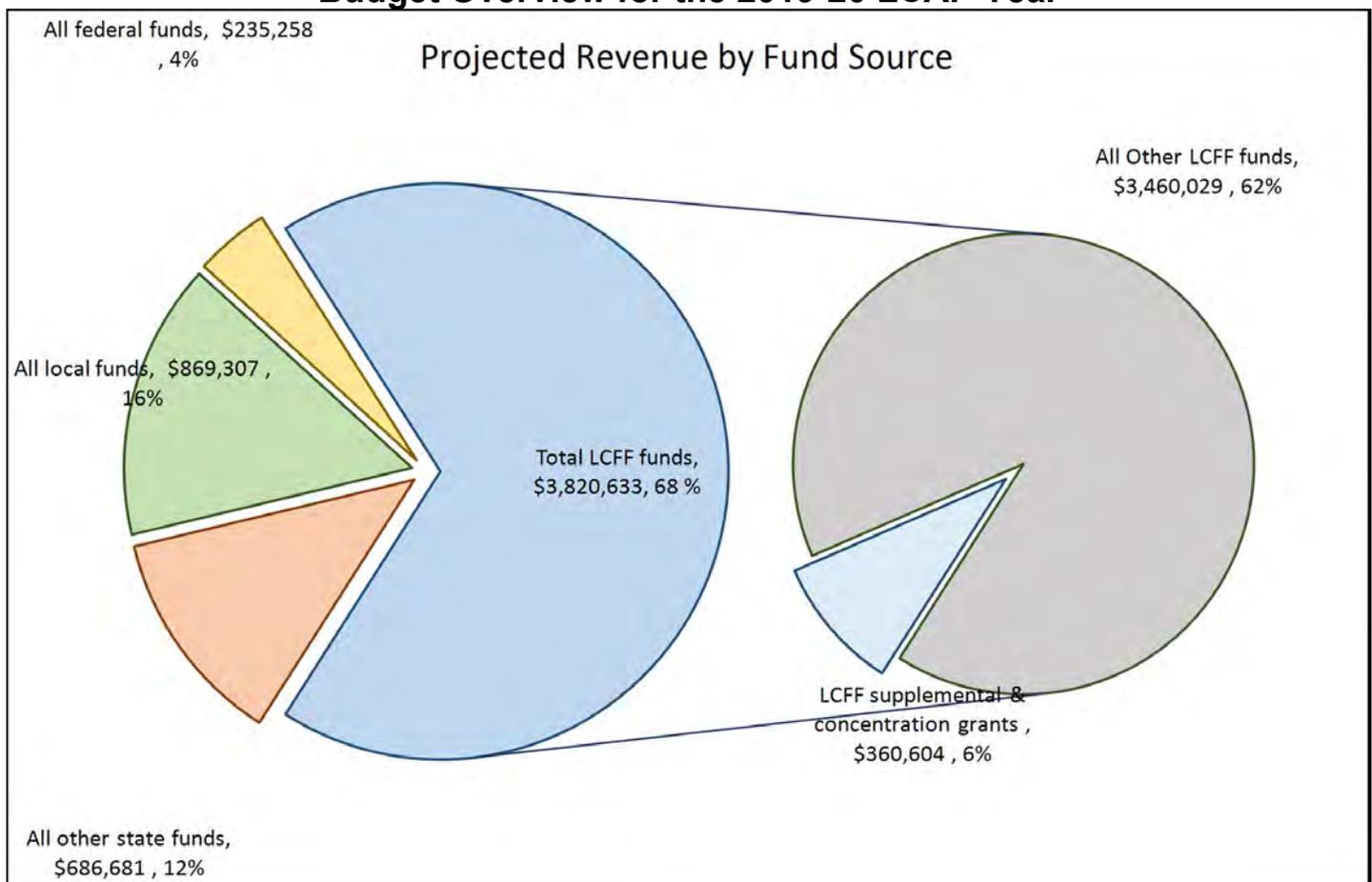
CDS Code: 29 10298 0114330

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Holly Ann Pettitt, Director

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

### Budget Overview for the 2019-20 LCAP Year



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

The total revenue projected for Nevada City School of the Arts is \$5,611,879, of which \$3,820,633 is Local Control Funding Formula (LCFF), \$686,681 is other state funds, \$869,307 is local funds, and \$235,258 is federal funds. Of the \$3,820,633 in LCFF Funds, \$360,604 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Nevada City School of the Arts plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Nevada City School of the Arts plans to spend \$4,887,995 for the 2019-20 school year. Of that amount, \$2,354,552 is tied to actions/services in the LCAP and \$2,533,443 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

We have not included our facilities expenses in our LCAP as they come from General Funds or facilities funding from the state. We also do not include the cost of our school-sponsored programs such as Field Studies, Afterschool sports, Arts program expenses and a large portion of our operating expenses that are paid for with our general funds. We also do not include all of our Special Education services in our LCAP, including Mental Health funds. In our next LCAP cycle, we will build our entire budget into the LCAP so we should not see any differences or unexplained expenses not included in our LCAP vs. the school budget.

### Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Nevada City School of the Arts is projecting it will receive \$360,604 based on the enrollment of foster youth, English learner, and low-income students. Nevada City School of the Arts must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Nevada City School of the Arts plans to spend \$353,511 on actions to meet this requirement.

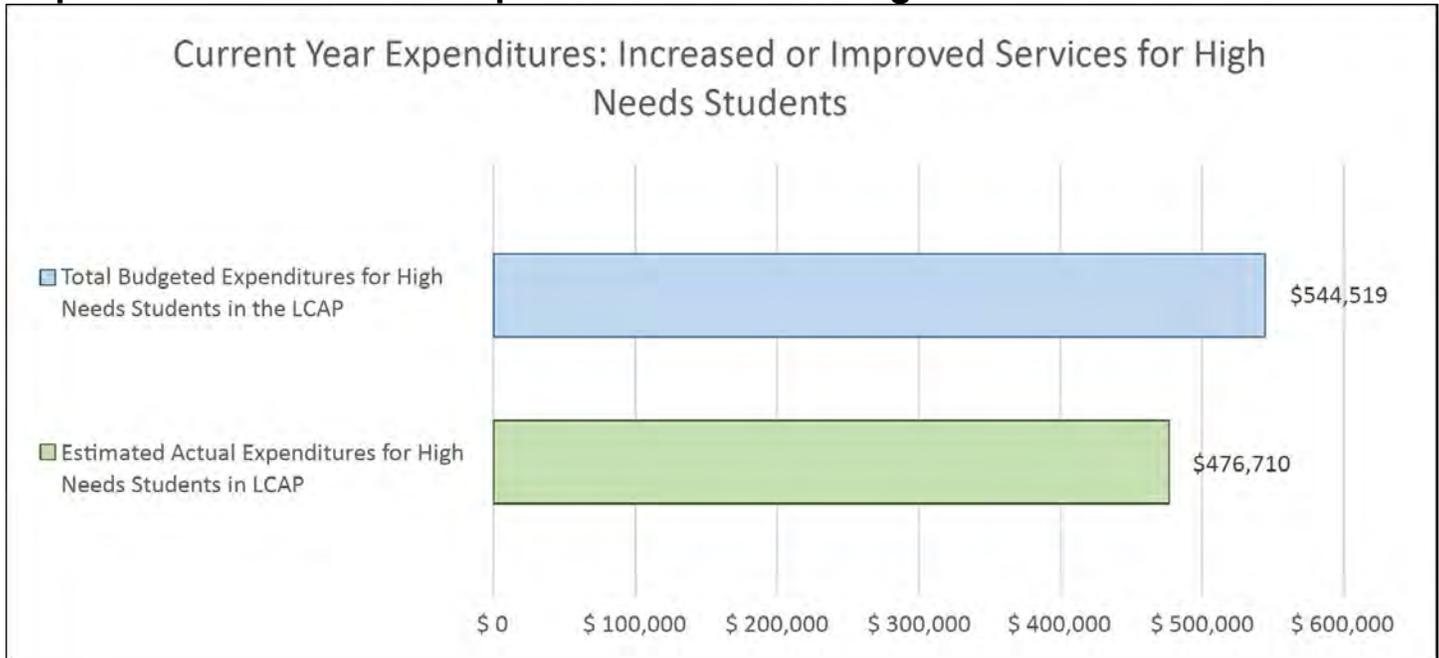
The additional improved services described in the LCAP include the following:

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## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Nevada City School of the Arts budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Nevada City School of the Arts estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Nevada City School of the Arts's LCAP budgeted \$544,519 for planned actions to increase or improve services for high needs students. Nevada City School of the Arts estimates that it will actually spend \$476,710 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-67,809 had the following impact on Nevada City School of the Arts's ability to increase or improve services for high needs students: Actual expenditures are less than projected due to some staffing changes throughout the school year and actual purchases made to increase or improve services. NCSA over projected the expenditures in the budget, but actual expenditures were still above and beyond supplemental funding requirements.

# LCFF Budget Overview for Parents

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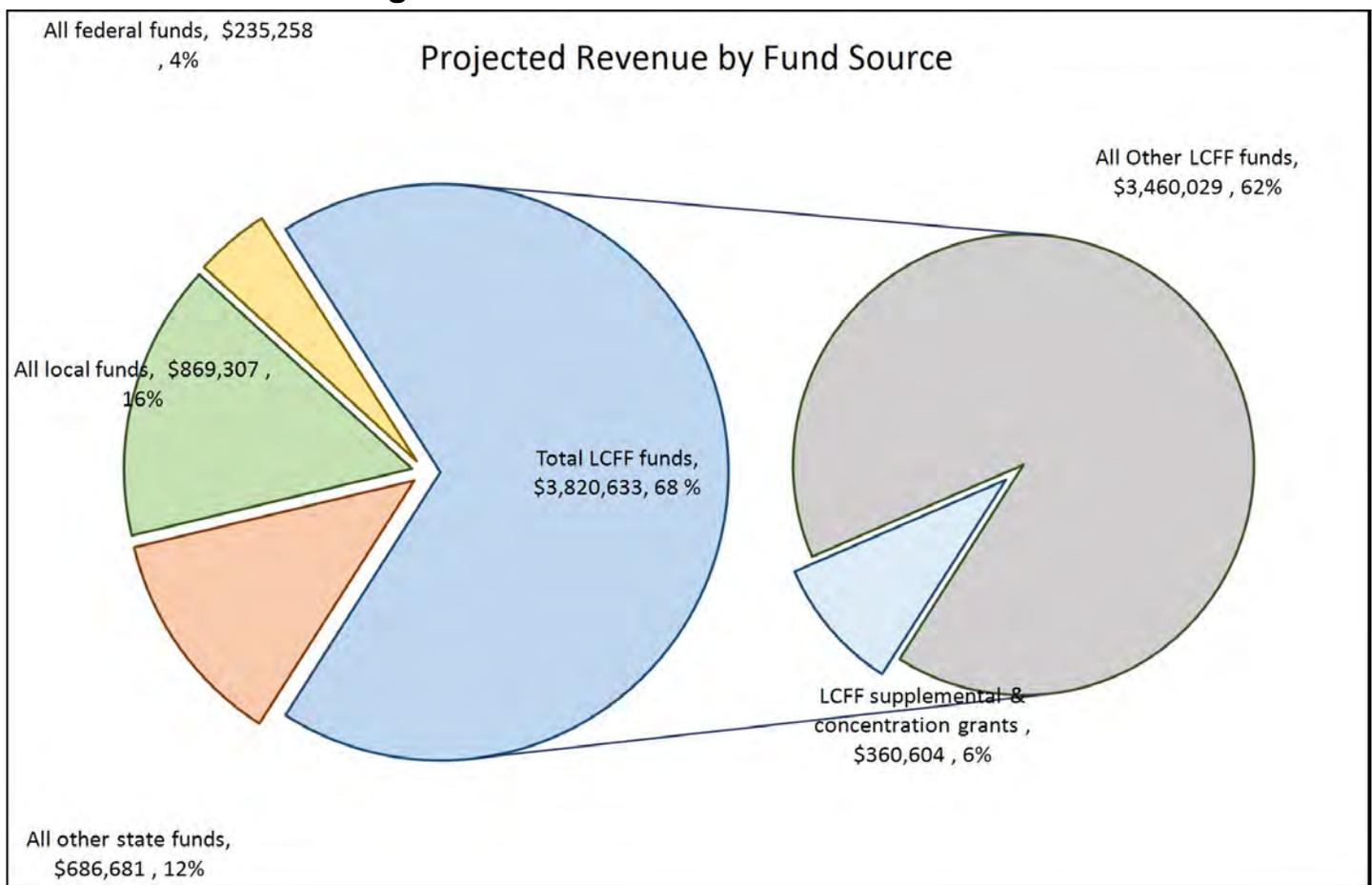
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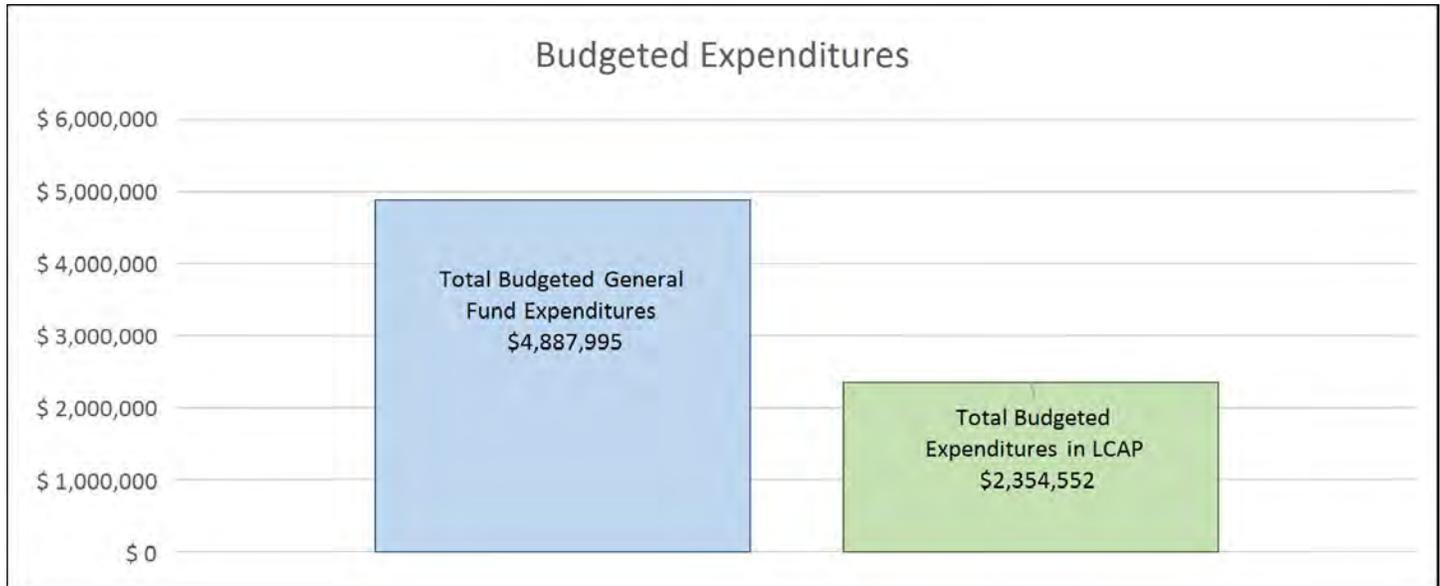


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### Increased or Improved Services for High Needs Students in 2019-20

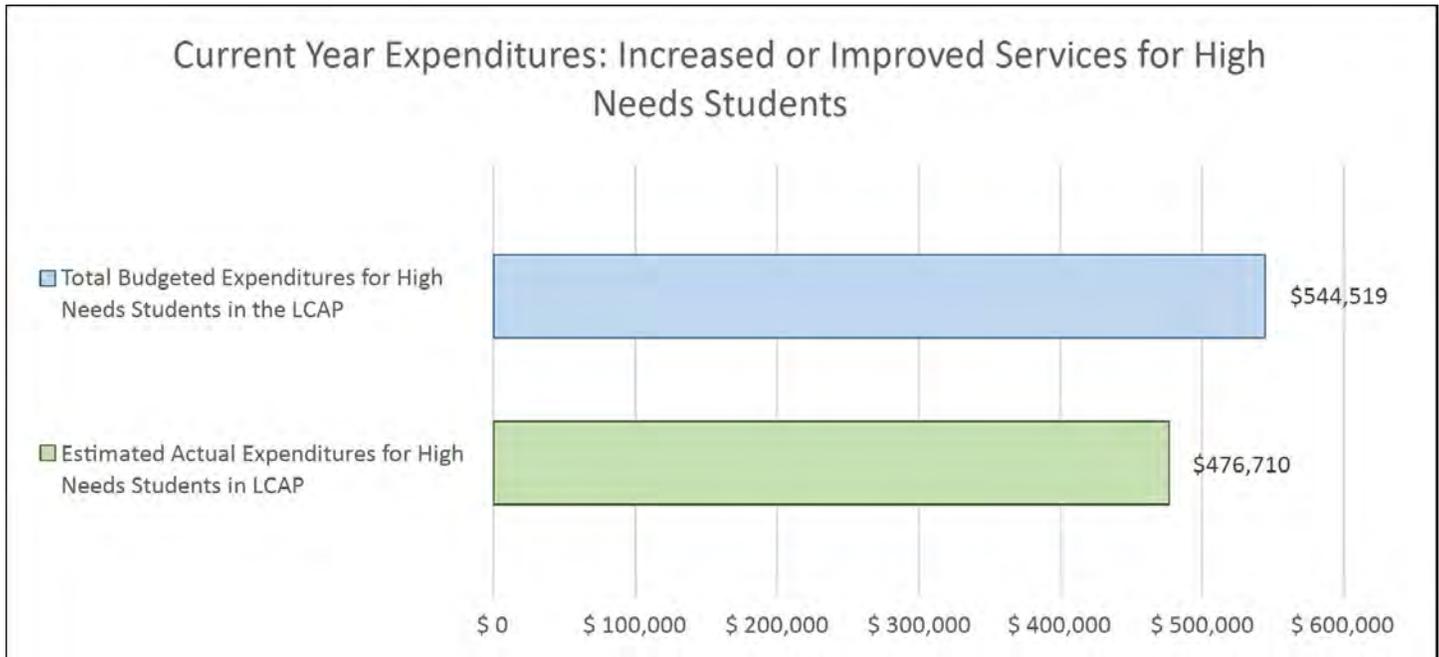
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# LCFF Budget Overview for Parents

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LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Nevada City School of the Arts	Holly Ann Pettitt Director	director@ncsota.org (530) 273-7736 ext. 208

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Nevada City School of the Arts (NCSA) is a County-Wide Benefit Charter currently serving 443 pupils in Transitional Kindergarten through 8th Grade. High school metrics are not applicable. 49% of NCSA's pupils are low-income and 13% are pupils with disabilities. All pupils with disabilities participate in the general education program to the maximum extent possible. Educational services in ELA and Math are provided according to IEP goals for each student and Extended School Year is provided as appropriate.

The mission of NCSA is to nurture and inspire academic excellence through the Arts. NCSA operates under a Policy Governance model of leadership with the Ends Policies paving the way forward. Our Ends Policies are as follows:

Nevada City School of the Arts exists so that students, families, staff and the greater community have:

an arts-based choice for elementary education.

an educational institution that facilitates academic, artistic, and social- emotional achievement.

a collaborator and contributor to the greater community.

a safe, respectful, and equitable conditions for learning and working.

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

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

This year NCSA reviewed our LCAP goals to ensure we were fully addressing the needs of our students as evidenced by our CAASPP and local assessment scores and suggestions in our Parent, Staff and Student Surveys. In the 2019-20 school year, our primary focus will be on increasing academic rigor, continuing to focus on consistent discipline in all classes and on the playgrounds, refining our rubric scoring process with Writing By Design, implementing standards based grading at the middle school level, upgrading our campus to better support our students outdoor activities and move toward increasing teacher salaries. Finally, we will continue to bring more diversity and cultural awareness to our students as well as continually increase the overall feeling of safety and belonging in our school community.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

After reviewing our LCAP from the previous year, we are quite proud of our many accomplishments and completed actions. Student reading and writing scores on local assessments increased and we saw a 3% increase in our Math CAASPP scores. Although our scores increased in math, we did hire a Math Specialist to further support our students struggling in Math. Finally, our implementation of Positive Discipline has been successful and we anticipate further success as teachers become more comfortable in implementing it in the classrooms and we build more consistency between all the classrooms. Because of these programs and our counseling program, we saw a dramatic decrease in referrals (500 in 16-17 to 225 in 17-18, to 117 in 18-19), a 2.02% decrease in the number of suspensions for our unduplicated students this year, and an 11% decrease in our Chronic Absenteeism.

We plan to maintain everything we are doing as well as continued professional development in areas teachers feel would be beneficial, such as Positive Discipline and Diversity Awareness, and we will continue to train new teachers in Orton-Gillingham, Math In Focus and Writing By Design.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

The State Indicator Dashboard results show that our school improved 4% overall on our equity report (no red or orange in overall performance). However, local assessments show we still need to work on supporting our students in math.

Local Indicator - While the school made an overall gain of 3% on the Math CAASPP, and our Special Education population increased by 1%, they still remained in the "Orange" indicator on the California Dashboard sending us to PIR for Special Education. Further, Local Math In Focus Assessments shows that our students still struggle in the area of math. We have hired a Math Specialist to help support our struggling students and are restructuring our math schedule to allow for better intervention time. By doing so we hope to see further improvement next year. Finally, too many of our Special Education students "opted out" of state testing, so we fell below the required 95% participation rate for Special Education. We are working on encouraging all students in SPED to attempt to take the test, but there are several parents who are adamant that their student will not participate.

Local Indicator - Parent/Staff/Student surveys - Parent/Student surveys indicate that we need to increase academic rigor and discipline at NCSA. Teachers/Staff have been meeting regularly to redefine our expectations of students and parents and we have adopted a standards-based grading model for the middle school with the expectation that students are assessed on mastery of standards and expected to meet those requirements.

Local Indicator - Goal 2 - Equitable Conditions of Learning and Working - Survey data indicated a strong need for the beautification of our Middle School and Transitional Kindergarten Play areas and need better sanitizing of the classrooms so we implemented a classroom sanitizing program to help reduce illness and increase our attendance. In addition, student survey data and staff survey data indicated that we need to continue to increase racial, gender, and religious awareness at school and that racial and gender stereotypes are a concern. Four of our educators will be attending the San Francisco Coalition of Essential Small Schools Equity-Based iGroup Facilitator Training this summer and will form four cohorts of teachers to delve deeper into the area of equity-based instruction.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

None - please refer to plan summary regarding our needed changes.

## Comprehensive Support and Improvement

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

### Schools Identified

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

NCSA has not been identified as needing improvement.

## Support for Identified Schools

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

N/A

## Monitoring and Evaluating Effectiveness

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

N/A

# Annual Update

## LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 1

Increase academic achievement in both ELA and Math for all students including English Language Learners, low-income students, and students with disabilities using strategic academic intervention and differentiated instructional practices.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

A. Developmental Reading Assessment Proficiency - % of all K-5 pupils

**18-19**

A. 75% of all K-5 pupils will show proficiency in the Developmental Reading Assessment.

**Baseline**

65% of all K-5 pupils are showing proficiency on the DRA.

75% of all K-5 pupils are showing proficiency on the DRA (May 2019)

**Metric/Indicator**

B. CAASPP - Math % improvement of standard met/exceeded

**18-19**

B. 17/18 Modified - School 34% standard met/exceeded  
 Low-Income 20% standard met/exceeded  
 SE 17% standard met/exceeded

Baseline from 2016-17:

Schoolwide - 29%  
 Low Income 19%  
 SE - 16%

2017-18

Expected

Actual

**Baseline**

School wide - 29% standard met/exceeded  
 Low-Income - 19% standard met/exceeded  
 SE - 16% standard met/exceeded

School wide - 35% standard met/exceeded +6 %  
 Low-Income - 27% standard met/exceeded +8 %  
 SE - 18% standard met/exceeded +2 %

**Metric/Indicator**

C. Writing Assessment Proficiency % of all pupils

**18-19**

C. 17/18 Modified - 65% of 6th-8th grade students will show proficiency in writing, as measured by student writing assessments.

**Baseline**

40% of all pupils show proficiency in writing assessments.

69% of all 6th-8th Grade students show proficiency in writing +4%

**Metric/Indicator**

D. % of pupils will receive full course access to standards aligned curriculum

**18-19**

D. 100% of students have access to broad course of standards aligned curriculum. Including unduplicated pupils and those with special needs.

**Baseline**

100% of students have access to broad course of standards aligned curriculum. Including unduplicated pupils and those with special needs.

100% of students have access to broad course of standards aligned curriculum. Including unduplicated pupils and those with special needs.

**Metric/Indicator**

E. CAASPP ELA - % improvement of standard met/exceeded

**18-19**

E. School 63% standard met/exceeded  
 Low-Income 53% standard met/exceeded  
 SE 30% standard met/exceeded

**Baseline**

School - 52% standard met/exceeded  
 Low-Income - 42% standard met/exceeded  
 SE - 20% standard met/exceeded

School - 52% standard met/exceeded +/- 0%  
 Low-Income - 43% standard met/exceeded + 1%  
 SE - 34% standard met/exceeded + 14%

**Metric/Indicator**

F. % of ELs will improve on CELDT

**18-19**

F. 100% of ELs will improve on CELDT

**Baseline**

2 Students were identified as ELL. 1 Student was reclassified as FEP and another continues to be LEP. In 20-21 we should change Metric to reflect that we have a small amount of students in the category.

Expected

Actual

100% of ELs will improve on CELDT
<p><b>Metric/Indicator</b> G. % of teachers are appropriately assigned and fully credentialed.</p> <p><b>18-19</b> G. 100% of all teachers are appropriately assigned and fully credentialed</p> <p><b>Baseline</b> 100% of all teachers are appropriately assigned and fully credentialed</p>
<p><b>Metric/Indicator</b> H. % of mastery on the Professional Development Needs Survey</p> <p><b>18-19</b> H. 100% of teachers report mastery of standards aligned curriculum, including ELD</p> <p><b>Baseline</b> 77% of teachers report mastery of standards-aligned curriculum</p>
<p><b>Metric/Indicator</b> I. % of Reclassified Fluent English Proficient students</p> <p><b>18-19</b> I. 80% of FEP students will be reclassified.</p> <p><b>Baseline</b> 75% of FEP students will be reclassified.</p>

100% of all teachers are appropriately assigned and fully credentialed
81% of teachers report mastery of standards-aligned curriculum
2 students tested - 1 reclassified and 1 is still EL (student just transferred to NCSA).

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Offer reading training to K-6th grade teachers through Orton Gillingham methodology	Training and live subscriptions were provided to new teachers	Professional development through OG  5000-5999: Services And Other Operating Expenditures Title II \$5,000	Orton Gillingham training and live subscriptions were purchased 5000-5999: Services And Other Operating Expenditures Title II \$7,324

		Curriculum for OG 4000-4999: Books And Supplies Title I \$1,500	No supplies were purchased - PD & support only
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### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Training for new ELA teachers in writing program</p> <ul style="list-style-type: none"> <li>Continue support and implementation of research-based writing curriculum</li> </ul>	No training was purchased or utilized this year	<p>Writing curriculum 4000-4999: Books And Supplies Title I \$1,000</p> <p>Additional support for training on curriculum 5000-5999: Services And Other Operating Expenditures Title II \$3,000</p>	<p>Writing by Design curriculum was purchased 4000-4999: Books And Supplies Lottery \$550</p> <p>No additional support was needed</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continued support to teachers by providing instructional aides for student tutoring and lesson prep.	<p>Continued to support teachers and students with instructional aides for student tutoring and lesson prep, along with classroom behavior management.</p> <ul style="list-style-type: none"> <li>Student Services Support Coordinator supports Title I &amp; struggling students</li> <li>Middle School Resource Coordinator supports students in middle school with tutoring &amp; math</li> <li>Paraprofessionals assist students in the class with academics and behavior</li> </ul>	<p>Instructional aide salaries 2000-2999: Classified Personnel Salaries Supplemental \$131,127</p> <p>Student Services Resource Support Coordinator 2000-2999: Classified Personnel Salaries Title I \$25,432</p> <p>Employer statutory costs for Instruction assistants 3000-3999: Employee Benefits Supplemental \$43,930</p> <p>Student Services Resource Support Coordinator Employer Statutory Expenses 3000-3999: Employee Benefits Title I \$8,316</p> <p>Middle School Resource support aide - tutoring &amp; math support</p>	<p>Instructional Aide Salaries 2000-2999: Classified Personnel Salaries Supplemental \$128,850</p> <p>Student Services Resource Support Coordinator Wages 2000-2999: Classified Personnel Salaries Title I \$19,000</p> <p>Employer statutory costs for instructional aides 3000-3999: Employee Benefits Supplemental \$25,500</p> <p>Student Services Resource Support Coordinator Employer Statutory Expenses 3000-3999: Employee Benefits Title I \$8,500</p> <p>Middle School Resource Support Aide - Tutoring &amp; Math Support</p>

		2000-2999: Classified Personnel Salaries Supplemental \$16,375	Wages 2000-2999: Classified Personnel Salaries Title I \$16,600
		Employer statutory expenses for Middle School Resource support aide - tutoring & math support 3000-3999: Employee Benefits Supplemental \$1,600	Middle School Resource Support Aide - Employer Statutory Expenses 3000-3999: Employee Benefits Title I \$1,600
			Paraprofessionals provided for one-on-one aides and students support in classroom 2000-2999: Classified Personnel Salaries Federal Funds \$52,639
			Paraprofessional Aid employer statutory expenses 3000-3999: Employee Benefits Federal Funds \$12,327

**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide math curriculum & training	Math in Focus Professional Development was provided to teachers, along with additional curriculum needed.  ST Math software licenses were also purchased.	PD & Webinars 5000-5999: Services And Other Operating Expenditures Supplemental \$4,000	Math Training Expenses for Professional Development & Travel 5000-5999: Services And Other Operating Expenditures Title II \$958
		150 ST Math Licenses 5000-5999: Services And Other Operating Expenditures Supplemental \$4,500	141 ST Math Licenses were offered to students needing math support 5000-5999: Services And Other Operating Expenditures Title I \$3,666
		Math Curriculum purchases 4000-4999: Books And Supplies Supplemental \$7,000	Math Curriculum was purchased 4000-4999: Books And Supplies Lottery \$4,548

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide general curriculum for ELA, Math, & Writing purchased by teachers	Provided curriculum for ELA and Writing for teachers - Math listed in Action 4 above. Science supplies were also purchased for curriculum.	General curriculum purchases (Social Studies) 4000-4999: Books And Supplies Lottery \$2,000	General Curriculum purchased 4000-4999: Books And Supplies Lottery \$1,404
		General Language arts curriculum 4000-4999: Books And Supplies Title I \$4,000	General Language Arts curriculum purchased 4000-4999: Books And Supplies Lottery \$2,657
		Science supplies to support science curriculum 4000-4999: Books And Supplies Lottery \$3,500	Science supplies purchased to support curriculum for teachers 4000-4999: Books And Supplies Lottery \$1,287
			Mystery science subscription purchased 5000-5999: Services And Other Operating Expenditures Lottery \$1,000

**Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continued Licenses for Lexia (3-year subscription)	Lexia Licenses were renewed for another 3 years	Lexia (Renew 100 licenses) 5000-5999: Services And Other Operating Expenditures Title I \$12,000	Lexia licenses were renewed to support struggling readers 5000-5999: Services And Other Operating Expenditures Title I \$9,280

**Action 7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide a full-time reading specialist to support special education and RTI program	Continued to provide a full-time reading specialist to support RTI and struggling readers	Reading Specialist Salary 1000-1999: Certificated Personnel Salaries Title I \$49,073	Reading Specialist Wages 1000-1999: Certificated Personnel Salaries Title I \$49,073

Reading Specialist Statutory costs 3000-3999: Employee Benefits Title I \$9,442

Reading Specialist Employer Statutory Expenses 3000-3999: Employee Benefits Title I \$13,500

**Action 8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide more collaboration time for arts and diversity integrated curriculum	Provided collaboration time to plan arts and diversity into curriculum	Sub time for release time & collaboration meetings for arts & diversity integrated curriculum 1000-1999: Certificated Personnel Salaries General Fund \$5,400	Subs were utilized to release teachers for collaboration with arts team to integrate diversity and arts into curriculum 1000-1999: Certificated Personnel Salaries Supplemental \$1,250
		Wages paid to teachers for collaboration of differentiated curriculum instruction for unduplicated pupils 1000-1999: Certificated Personnel Salaries Supplemental \$27,513	Wages paid to teachers for collaboration meetings, this is mostly included in teacher wages. 1000-1999: Certificated Personnel Salaries Supplemental \$2,826
			Wages paid to Art teachers for collaboration meetings 2000-2999: Classified Personnel Salaries Supplemental \$3,171

**Action 9**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide appropriately assigned and fully credentialed teachers	All teachers have been appropriately assigned and fully credentialed	Credentialed Teachers Salaries 1000-1999: Certificated Personnel Salaries General Fund \$1,054,829	Credentialed Teachers Salaries 1000-1999: Certificated Personnel Salaries General Fund \$1,035,460
		Statutory payroll expenses for all credentialed teachers 3000-3999: Employee Benefits General Fund \$391,351	Employer statutory expenses for all credentialed teachers 3000-3999: Employee Benefits General Fund \$344,652

**Action 10**

Provided a Math Specialist to support struggling students in math

Math specialist wages using Low-Performing Student Block Grant 1000-1999: Certificated Personnel Salaries Other \$9,000

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We were able to successfully provide training to teachers through the Orton Gillingham methodology allowing them to deliver more explicit ELA instruction as well as implementing a new writing curriculum, Writing by Design. We continue to offer instructional aides in all classes TK-2nd grade and floating aides in grades 3-5 to support students and teachers. We continue to offer professional development and curriculum for Math in Focus. Lexia continues to benefit students who are emerging readers, in addition, our reading specialist continues to support these students one-on-one and in small groups.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Orton Gillingham, combined with our reading specialist and Lexia program, has proved to be effective in supporting students at their level and this is seen in our increase in assessment scores. Our middle school students writing scores increased dramatically after we implemented Writing By Design and several teachers attended math conferences that have increased their overall effectiveness in teaching Math. We have also hired a math specialist to support struggling math students. Continuing to utilize Title funding to support struggling students is proving to be very effective. We will continue to use these funds for continued student achievement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Math, language arts, and science curriculum were purchased for less than expected with a material difference of \$5,000 less than budgeted. Writing By Design was \$3,450 less than we budgeted due to not needing professional development. The same is also true for Math In Focus training that was less than expected of \$3,042. Lexia and ST Math software licenses were less than budgeted of \$3,554. We had a small adjustment to instructional assistant wages of \$2,277 less than budgeted due to changes in hours, in addition, we budgeted \$18,430 too much for benefits that were not taken by instructional aides. We also had a small decrease from budgeted wages for the Student Services Resource Coordinator due to disability leave reduction in pay of \$6,432. We did add paraprofessional wages and benefits to our LCAP of \$64,966 of which Title I funding was used for these expenses. Collaboration meetings including sub time, teacher wages and art teacher wages have a material change of \$25,666 due to meetings being held during times when subs were not needed and is included in teacher's overall wages. Finally we had a small adjustment to our Reading Specialist's benefit expenses of \$4,058 more than budgeted and we have included a Math Intervention Specialist using Low Performing Student Block Grant dollars and we estimate an expense of \$9,000.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There have been no changes to this goal. Preliminary CAASPP results show a 10% increase in Math scores and a 4% increase in ELA based on our planned actions and services provided.

# Annual Update

## LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 2

Ensure safe, respectful and equitable conditions of learning - All students will have access to equitable conditions of learning by: investing in highly qualified teachers, leaders, and staff, well-maintained facilities and equipment and an arts integrated course of study so all students are prepared with the academic skills and a growth mindset necessary for the successful completion of 8th Grade.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> A. % of staff feel knowledgeable about the school Safety Plan.</p> <p><b>18-19</b> A. 100% of staff feel knowledgeable about the school safety plan.</p> <p><b>Baseline</b> 95.5% of staff feel knowledgeable about the school safety plan.</p>	<p>97% of staff feel knowledgeable about the school safety plan.</p>
<p><b>Metric/Indicator</b> B. % of parents who feel students are safe at school.</p> <p><b>18-19</b> B. 98% of parents feel students are safe at school.</p>	<p>95% of parents feel students are safe at school.</p>

Expected

Actual

**Baseline**

98.8% of parents feel students are safe at school.

**Metric/Indicator**

C. % of parents who feel facilities are clean.

**18-19**

C. 94% of parents feel facilities are clean

**Baseline**

90% of parents feel facilities are clean and well cared for

**Metric/Indicator**

D. Maintain or increase overall attendance %

**18-19**

D. 95% attendance rate including IS  
93% classroom-based attendance

**Baseline**

94% attendance rate including IS  
91% classroom-based attendance

**Metric/Indicator**

E. % of families understand NCSA's Cultural Diversity program

**18-19**

E. Modified - 85% of families feel NCSA creates an environment that is inclusive and respectful of all cultures and races and genders.

**Baseline**

0% of families understand NCSA's diversity program

**Metric/Indicator**

F. % of students feel harassed/bullied

**18-19**

F. 40% of students of mixed race feel bullied/harassed  
25% of students of white race feel bullied/harassed

**Baseline**

69% of students of mixed race feel bullied/harassed  
33% of students of white race feel bullied/harassed

93% of parents feel facilities are clean and well cared for

94.2 % attendance rate including IS  
93 % classroom-based attendance

89% of families feel NCSA creates an environment that is inclusive and respectful of all cultures and races and genders.

F. Survey Question Modified: % of students who feel NCSA respects all races, genders and cultures.

19-20 -  
90% of mixed race students feel NCSA respects all races, genders and cultures.  
90% of white students feel NCSA respects all races, genders and cultures.

Baseline:  
91% of mixed race students feel NCSA respects all races, genders and cultures.

## Expected

## Actual

Expected	Actual
<p><b>Metric/Indicator</b> G. # of technology devices provided to students</p> <p><b>18-19</b> G. 165 technology devices are provided to Middle School Students. 98 technology devices are provided to 1st - 5th grade students.</p> <p><b>Baseline</b> 104 technology devices are provided to Middle School Students. 98 technology devices are provided to 1st-5th grade students.</p>	<p>90% of white students feel NCSA respects all races, genders and cultures.</p> <p>220 Devices were provided to Middle School Students in the 18-19 school year. 150 Devices were provided to 1st-5th students.</p>
<p><b>Metric/Indicator</b> H. Reduce # of student discipline referrals and decrease low income student suspension rate by .3%</p> <p><b>18-19</b> 150 student discipline referrals 3.4% low-income student suspensions</p> <p><b>Baseline</b> 225 student discipline referrals 4% low income student suspensions</p>	<p>117 referrals as of April 2019 .02% suspensions of unduplicated pupils - April 2019</p>
<p><b>Metric/Indicator</b> I. % of facilities in good repair according to FIT Review.</p> <p><b>18-19</b> 100% of facilities are in good repair.</p> <p><b>Baseline</b> 100% of facilities are in good repair.</p>	<p>100% of facilities are in good repair.</p>
<p><b>Metric/Indicator</b> J. % of students who are chronically absent.</p> <p><b>18-19</b> Modified from 17/18- 25% rate of chronic absenteeism</p> <p><b>Baseline</b> 14% rate of chronic absenteeism</p>	<p>10.4 % rate of chronic absenteeism according to the CA Dashboard</p>

Expected

Actual

**Metric/Indicator**  
 K. Maintain middle school dropout rate of 0%  
**18-19**  
 Maintain 0% middle school drop out rate.  
**Baseline**  
 Maintain 0% middle school drop out rate.

Maintain 0% middle school drop out rate.

**Metric/Indicator**  
 L. Maintain expulsion rate of 0%  
**18-19**  
 0% expulsion rate  
**Baseline**  
 0% expulsion rate

0% expulsion rate

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide Safety plan training and supplies	Continued to provide supplies for school safety plan	Safety Backpacks 4000-4999: Books And Supplies General Fund \$500	Emergency supplies and needs 4000-4999: Books And Supplies Supplemental \$681
		Emergency Radios 4000-4999: Books And Supplies General Fund \$1,300	2-year lease was signed for new emergency radios & repeater for across campus communication 5000-5999: Services And Other Operating Expenditures Supplemental \$6,110

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Implement a student cleaning program

Student cleaning program was not started - hired extra custodian to sanitize.

Janitorial supplies 4000-4999: Books And Supplies General Fund \$500

Hired a 3rd part-time custodian to sanitize classrooms 2000-2999: Classified Personnel Salaries Supplemental \$2,000

**Action 3**

Planned Actions/Services

Attendance incentive program to help in reducing SARB's and increase attendance awareness

Actual Actions/Services

Attendance incentives were provided to students to increase attendance awareness

Budgeted Expenditures

Incentives & supplies 4000-4999: Books And Supplies General Fund \$1000

Estimated Actual Expenditures

Attendance incentive gift certificates are being provided 4000-4999: Books And Supplies General Fund \$500

**Action 4**

Planned Actions/Services

Implement a cultural literacy program that provides tolerance and diversity curriculum.

Actual Actions/Services

Diversity professional development was provided to teachers and classified staff.

Budgeted Expenditures

Outside vendors to provide assemblies/workshops 5000-5999: Services And Other Operating Expenditures Supplemental \$5000

Supplies for curriculum 4000-4999: Books And Supplies Supplemental \$1000

Estimated Actual Expenditures

Diversity and equity professional development for administrators and staff are being provided 5000-5999: Services And Other Operating Expenditures Title II \$9,848

No supplies are being purchased yet

Title I conference attended by Business Manager 5000-5999: Services And Other Operating Expenditures Title II \$1,350

Parent diversity group is holding meetings to connect with parents 5000-5999: Services And Other Operating Expenditures Supplemental \$600

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to provide access to technology</p> <ul style="list-style-type: none"> <li>• Middle school one-to-one devices</li> <li>• Maintain 1st-5th-grade tablets</li> <li>• Implement a technology literacy program</li> <li>• Provide social media training &amp; a typing course</li> </ul>	<p>Continuing to provide access to technology by:</p> <ul style="list-style-type: none"> <li>• Providing one-to-one middle school Chromebooks</li> <li>• Maintaining tablets for 1st-5th grade students</li> <li>• Continuing to provide literacy programs</li> <li>• Continuing to provide social media training and typing courses for students in 3rd-5th grade</li> </ul>	<p>110 Chromebooks to provide one-to-one devices in middle school 4000-4999: Books And Supplies Supplemental \$24,000</p> <p>Maintained &amp; replacement 1st-5th-grade tablets 4000-4999: Books And Supplies Supplemental \$6,500</p> <p>Technology literacy program 5000-5999: Services And Other Operating Expenditures Supplemental \$500</p> <p>Cyberstrong &amp; typing course 5000-5999: Services And Other Operating Expenditures Supplemental \$1,050</p>	<p>110 Chromebooks were purchased for middle school students 4000-4999: Books And Supplies Supplemental \$28,446</p> <p>Maintained tablets for 1st-5th students - No new tablets needed to be purchased 4000-4999: Books And Supplies 0</p> <p>Cybercivics course provided 5000-5999: Services And Other Operating Expenditures Supplemental \$149</p> <p>Cyberstrong was provided - Typing course is being offered for free 5000-5999: Services And Other Operating Expenditures Supplemental \$300</p>

**Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Reduce Discipline Referrals &amp; Suspensions</p> <ul style="list-style-type: none"> <li>• Mindfulness implemented in all classrooms</li> <li>• Hire an assistant principal supporting evaluations &amp; discipline</li> <li>• Continue industrial arts program to provide a different option for hands-on learning</li> <li>• Continue to provide a school counselor</li> </ul>	<p>Discipline referrals and suspensions have decreased by:</p> <ul style="list-style-type: none"> <li>• Offering mindfulness training and apps for teachers and students</li> <li>• Providing an assistant principal for teacher support and student discipline</li> <li>• Continuing to provide Industrial Arts program</li> <li>• Continuing to provide a school counselor for</li> </ul>	<p>New Assistant Principal wages to support teachers and students K-5th grades 1000-1999: Certificated Personnel Salaries Supplemental \$75,000</p> <p>Industrial arts teacher 2000-2999: Classified Personnel Salaries Supplemental \$54,384</p> <p>Industrial arts teacher employer statutory expenses 3000-3999: Employee Benefits Supplemental \$14,296</p>	<p>Assistant principal wages 1000-1999: Certificated Personnel Salaries Supplemental \$75,000</p> <p>Industrial Arts/Facilities Director Wages 2000-2999: Classified Personnel Salaries Supplemental \$50,571</p> <p>Industrial Arts teacher employer statutory expenses 3000-3999: Employee Benefits Supplemental \$14,252</p>

	student behavior and family support	Mental health funds for counselor 2000-2999: Classified Personnel Salaries Other \$20,000	School Counselor wages using Mental Health Funds through special ed services JPA 5000-5999: Services And Other Operating Expenditures Other \$20,908
		Supplemental funds for school counselor 2000-2999: Classified Personnel Salaries Supplemental \$40,000	School counselor wages using Supplemental funds through special ed services JPA 5000-5999: Services And Other Operating Expenditures Supplemental \$55,138
		Statutory expenses for assistant principal 3000-3999: Employee Benefits Supplemental \$22,900	Assistant principal employer statutory expenses 3000-3999: Employee Benefits Supplemental \$22,626

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Mindfulness - Mindfulness is done in every classroom and all new teachers have been trained.

Positive Discipline - We held two PD Trainings - one for staff and one for parents. A trained classified staff member is offering monthly parenting workshops through positive discipline.

Diversity Awareness training was provided to all staff.

School Safety training was provided to all staff.

Counseling - Increased hours for our counselor to provide more support to students.

Industrial Arts program was continued for students who enjoy a more technical approach to art and creating.

Arts Integration - Began a school-wide revamp of arts integration curriculum.

Cleaning Program - while we were unable to implement a student cleaning program, we did hire a new custodian who is focused on sanitizing the classrooms.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Everything we implemented this year has had a profoundly positive effect on our students' emotional and physical health. Discipline referrals have decreased by 22% and suspensions decreased by 50% due to mindfulness and positive discipline implementation and having an almost full-time counselor. Students of mixed race report that they feel NCSA does a good job of honoring all races, cultures, and disabilities. The school classrooms are cleaner, and chronic absenteeism is down as well. The teachers are excited about new arts-integration ideas and are working hard toward implementing those changes for next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Emergency supplies were increase from budgeted amounts of \$181, we also purchased more emergency radios for an increase of \$4,810. We did not implement a student cleaning program, but we did hire a 3rd custodian to sanitize classrooms for an increase of \$1,500 in wages paid. Attendance incentives supplies were \$500 less than budgeted. Diversity training expenses were increase for professional development of \$4,848 and decreased for supplies of \$1,000 that was not needed. We added expenses for a Title I conference of \$1,350 and expenses for parent diversity group meetings of \$600. Chromebook expenses were increased by \$4,446 to accommodate a charging cart, but we did not purchased replacement tablets which resulted in \$6,500 less than budgeted. The same is true for Cyber-civics and Cyber-strong that was less than expected of \$1,101. We increased our school counselor wage expense by \$15,138 due to need of more hours.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes to this goal were made.

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 3

Student, Staff, Parent and Community Engagement - Create a school environment that will increase engagement, involvement and satisfaction of students, staff, parents and community members.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

A. % of families feel who feel engaged and part of the NCSA community.

**18-19**

A. 97% of families feel engaged and part of the NCSA community

**Baseline**

97% of families feel engaged and part of the NCSA community.

95% of families feel engaged and part of the NCSA community.

**Metric/Indicator**

B. % of families who feel satisfied with NCSA's overall program.

**18-19**

B. 93% of families feel satisfied with overall program.

**Baseline**

?% of families feel satisfied with overall program.

94% of families feel satisfied with overall program.

**Expected**

**Actual**

**Metric/Indicator**

C. % of staff feel engaged (staff survey).

**18-19**

100% of staff feel engaged and part of NCSA community.

**Baseline**

100% of staff feel engaged and part of NCSA community.

95% of staff feel engaged and part of NCSA community.

**Metric/Indicator**

E. % of students feel engaged in school.

**18-19**

95% of students feel engaged in school.

**Baseline**

95% of students feel happy at NCSA.

95% of students feel engaged in school.

81% of all white students feel engaged in school  
87% of all mixed race students feel engaged in school.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

**Planned  
Actions/Services**

Provide positive discipline workshops for parents.

**Actual  
Actions/Services**

Positive discipline classes were offered to parents through a trained staff member.

**Budgeted  
Expenditures**

In-house training 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000

**Estimated Actual  
Expenditures**

In-house training supplies were purchased, the trainings were offered to parents for a fee. There was no additional expense needed. 4000-4999: Books And Supplies Supplemental \$100

**Action 2**

**Planned  
Actions/Services**

Parent Advisory Group

- Supplies for meeting times

**Actual  
Actions/Services**

Continued to offer parent advisory group meetings

**Budgeted  
Expenditures**

Food & Misc 4000-4999: Books And Supplies Supplemental \$500

**Estimated Actual  
Expenditures**

No food or supplies have been purchased 4000-4999: Books And Supplies 0

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>School Facilities</p> <ul style="list-style-type: none"> <li>• Planning for ADA compliance renovations</li> <li>• Planning for deferred maintenance and building upkeep</li> <li>• Planning for additional play spaces and/or playground needs</li> </ul>	<p>School Facilities</p> <ul style="list-style-type: none"> <li>• Industrial Arts teacher has been hired for Facilities Director position to oversee ADA access &amp; compliance projects, in addition to ensuring equitable access to facilities</li> <li>• Planning continues with Architect for changes to school grounds</li> </ul>	<p>Architect fees &amp; misc 5000-5999: Services And Other Operating Expenditures General Fund \$10,000</p>	<p>Architect fees for planning 6000-6999: Capital Outlay Other \$2,500</p> <p>Facilities Director wages listed in Goal 2</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Staff Engagement</p> <ul style="list-style-type: none"> <li>• Provide more collaboration time for diversity and arts integration</li> <li>• Provide diversity training for staff.</li> </ul>	<p>Staff Engagement</p> <ul style="list-style-type: none"> <li>• Provided collaboration time mentioned in Goal 2</li> <li>• Provided Diversity Training for staff</li> <li>• Continued to provide stipends for teachers/staff to attend Advisory meetings</li> </ul>	<p>Stipend for classified advisory committee 2000-2999: Classified Personnel Salaries General Fund \$2,000</p> <p>Stipend for Credentialed advisory Committee 1000-1999: Certificated Personnel Salaries General Fund \$3,000</p>	<p>Stipends for classified Staff 2000-2999: Classified Personnel Salaries General Fund \$2,000</p> <p>Stipends for Credentialed staff 1000-1999: Certificated Personnel Salaries General Fund \$3,000</p>

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Community Engagement</p> <ul style="list-style-type: none"> <li>• Develop facilities plan for community arts/maker space</li> </ul>	<p>Community Engagement</p> <ul style="list-style-type: none"> <li>• Facilities plan is underway and an artist coop space has been leased</li> </ul>	<p>Utilities cost for maker space The Curious Forge 5000-5999: Services And Other Operating Expenditures Other \$16,000</p>	<p>Utilities cost for maker space 5000-5999: Services And Other Operating Expenditures Other \$16,000</p>

- Establish a partnership with local maker organization to align with industrial arts program

- Partnership with local maker organization has been implemented and teachers are being trained on equipment for class projects

Certification training on maker space equipment 5000-5999: Services And Other Operating Expenditures General Fund \$250

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b>Student Engagement</b> <ul style="list-style-type: none"> <li>• Continue to provide an industrial arts program</li> <li>• Supply classroom for hands-on learning</li> <li>• Hire a food services coordinator to provide healthy breakfast and lunches to students</li> </ul>	<b>Student Engagement</b> <ul style="list-style-type: none"> <li>• Continued to provide industrial arts program mentioned in Goal 2</li> <li>• Supplies purchased for industrial arts program</li> <li>• Food Services Coordinator hired to implement health lunch program expected to start in 19/20 school year</li> </ul>	<p>Supplies for program 4000-4999: Books And Supplies Supplemental \$5,000</p> <p>Hire a food services coordinator 2000-2999: Classified Personnel Salaries Supplemental \$45,000</p> <p>Statutory expenses for food services coordinator 3000-3999: Employee Benefits Supplemental \$12,344</p>	<p>Industrial arts program classroom supplies 4000-4999: Books And Supplies Supplemental \$1,551</p> <p>Food Services Coordinator Wages 2000-2999: Classified Personnel Salaries Supplemental \$46,600</p> <p>Employer statutory expenses for food services coordinatory 3000-3999: Employee Benefits Supplemental \$6,871</p>

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall implementation went as planned with the exception of completing the ADA upgrades for bathrooms and Upper Campus courtyard renovations. These will take place in July 2021.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Parent Equity Group was created and met once a month to develop a statement of Inclusion and Equity and to form part outreach groups.

Parent training in Positive Discipline was offered multiple times and parent reaction to the training was positive.

Staff was given release time to work with the art team to develop arts and diversity integrated units for each grade level.

Stipends were given to all members of the advisory committee.

We hired an extra custodian to sanitize and disinfect all classrooms on a regular basis.

We are in the process of creating construction documents for ADA compliance renovations, deferred maintenance, building upkeep and we are planning for additional play spaces and/or playground needs at the Upper Campus. Construction documents will be complete by October 2019.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Positive Discipline classes were offered to parents, but supplies were purchased with fee's charged to the parents, therefore we had a \$900 decrease in expense from our planned budget. We did not purchase food or supplies for the advisory group meetings. Less supplies were needed for Industrial Arts Elective so we have a material decrease from budget of \$3,449. We did not need to pay the architects as much as planned this year with a budget difference of \$7,653, however, we will include a much larger expense for 2019/20 as we plan for drafting final construction documents. Statutory expenses are less than budgeted due to not enrolling in health benefits.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes to this goal were made.

# Stakeholder Engagement

LCAP Year: **2019-20**

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Nevada City School of the Arts stakeholders are engaged and involved in the review and implementation of our LCAP goals in a variety of ways.

- Monthly Parent Advisory Group (PAG) meetings are held, with representation from parents of pupils in both significant subgroups. Stakeholders provided feedback on ELA and Math planning. They also discuss strategies to maintain connection between pupils, teachers, and parents and to voice concerns about facilities needs.

- Monthly Staff and Team Meetings are held to discuss progress with LCAP goals and identify areas of need for teacher and pupil support.

- Feedback from stakeholders is essential in supporting improved outcomes for unduplicated pupils related to state/local priorities during weekly special education team meetings. The team continues to refine a support structure for the MTSS process and pupils with disabilities. These meetings are fundamental in identifying ways to support teachers in providing explicit instruction to support students' needs.

- Weekly Team Meetings allow stakeholders the opportunity to express needs and concerns pertaining to instruction and assessment in ELA and Math, especially for unduplicated pupils.

- Twice-monthly Advisory Group meetings involve stakeholders in the school-wide decision-making process by allowing representatives to mediate staff concerns prior to final decisions about ELA, Math, Conditions of Learning, and Stakeholder engagement goals.

- Teachers/Staff Surveys, Parent Surveys, and Pupil Surveys are distributed to gain feedback on satisfaction with school support and suggestions for improvement.

- Monthly Charter Governance Council board meetings are held to share, discuss, and receive feedback on LCAP goals and actions/services.

August 18, 2018 - Discussed goals and aligned strategic plan to LCAP.

In the development of the annual update, stakeholder involvement and engagement in supporting the implementation of the LCAP was sought through monthly Charter Governance Council board meetings, monthly Parent Advisory Group meetings, bi-weekly Advisory Committee meetings, monthly staff meetings, weekly Special Education Team meetings, and surveys to parents, staff, and

students. At every Parent Advisory Group and CGC board meeting, updates on curriculum, student progress, and learning environment are given through the Director's Monitoring Reports and FYI Reports.

February 2019 - Stakeholders were asked to complete staff surveys. Two surveys were created, one for certificated staff and one for classified staff, in order to include specific stakeholder feedback about employment. These surveys also provided feedback about actions and services to support students, directly or indirectly, including unduplicated pupils. Results of this survey were compared to the prior year to measure progress and analyzed for modifications and additions to actions and services.

February 2019 - Instructional support for and assessment of pupils with disabilities was discussed with stakeholders. The purpose was to ensure that measurable outcomes were appropriate and to ensure that actions and services provided are meeting the needs of MTSS students and pupils with disabilities.

March 28, 2019 Parent and Student surveys completed and suggestions documented.

March 29, 2019 - The LCAP Goal/Progress Update was presented to Parent Advisory Group.

April 23, 2019 discussed overall results toward LCAP goals with staff and presented new LCAP Goals for 2019/2020

April 25, 2019 - Parent survey results shared with CGC and incorporated into LCAP goals.

May 15, 2018, at 5:00 pm - Public Meeting held to review LCAP

NCSA has no bargaining unit - staff and admin work together on all issues to build consensus.

June 13, 2019 - The LCAP was brought to CGC for approval.

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Stakeholder input provided NCSA with several identified areas of focus to promote student success. These needs were expressed across all stakeholder groups: pupils, including unduplicated pupils, teachers, staff, parents, and our Charter Governance Council board, which includes representatives for NCSA alumni and the community.

The following student priorities were described by stakeholders and have been incorporated into our plan:

- English Language Arts and Math achievement and increased rigor for all students - standards based grading in the middle school.
- Increasing discipline in the classrooms
- Creating a better lunch program utilizing our own cafeteria in 19-20
- Increased volunteerism and parent engagement
- Addition of Social Justice Standards aligned with Social Studies curriculum

Results from stakeholder feedback reinforced needs and clarified future goals. NCSA reevaluated actions and services provided to charter-wide and targeted pupil groups, which included revising and adding actions and services. Resulting expenditures were also reviewed.

The NCSA community response to updates on the LCAP was mostly positive. Significant accomplishments were made between initial stakeholder requests and current stakeholder needs.

Stakeholder feedback from the parent survey prompted updates to the LCAP in the following areas.

- More community programs/engagement/volunteering
- Stronger academic Program
- Improvement to the play areas for the Middle School and Transitional Kindergarten
- Discipline in classrooms

General Student Concerns

- Stronger academic program
- Student input into decisions
- Discipline
- More Inclusive

Positive Discipline training has been offered to all staff and has been 75% implemented in all classrooms.

Staff, Student and Parent Stakeholder feedback indicated a need for additional training in discipline - training will be provided to teachers and classified staff in August and to parents in September.

Stakeholders were in agreement with all actions and services.

Stakeholder feedback from the public meeting prompted updates to the LCAP.

Goal 1: No comments

Goal 2: No comments

Goal 3: No comments

No written responses were required.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 1

Increase academic achievement in both ELA and Math for all students including English Language Learners, low-income students, and students with disabilities using strategic academic intervention and differentiated instructional practices.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

CAASPP Test scores and local assessment data show a need for support in English Language Arts and Math, including maintaining a program to support response to intervention for ELA and Math.

Writing Assessment data indicates a need for a researched based writing curriculum.

Teacher, student and staff surveys indicate a continued need for professional development on standards-aligned curriculum and classroom management.

Ends Policies and review of LCAP goals from prior year indicated need for more consistent arts integration practice across disciplines.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. Developmental Reading Assessment Proficiency - % of all K-5 pupils	65% of all K-5 pupils are showing proficiency on the DRA.	A. 70% of all K-5 pupils will show proficiency in Developmental Reading Assessment.	A. 75% of all K-5 pupils will show proficiency in the Developmental Reading Assessment.	A. 17/18Modified - 75% of all K-5 pupils will show proficiency in the Developmental Reading Assessment.
B. CAASPP - Math % improvement of standard met/exceeded	School wide - 29% standard met/exceeded Low-Income - 19% standard met/exceeded SE - 16% standard met/exceeded	B. School 35% standard met/exceeded Low-Income 25% standard met/exceeded SE 20% standard met/exceeded	B. 17/18Modified - School 34% standard met/exceeded Low-Income 20% standard met/exceeded SE 17% standard met/exceeded	B. 17/18Modified - School 36% standard met/exceeded Low-Income 23% standard met/exceeded SE 19% standard met/exceeded
C. Writing Assessment Proficiency % of all pupils	40% of all pupils show proficiency in writing assessments.	C. 45% of all pupils will show proficiency in writing, as measured by student writing assessments.	C. 17/18Modified - 65% of 6th-8th grade students will show proficiency in writing, as measured by student writing assessments.	C. 17/18Modified - 70% of all 6th - 8th grade students will show proficiency in writing, as measured by student writing assessments.
D. % of pupils will receive full course access to standards aligned curriculum	100% of students have access to broad course of standards aligned curriculum. Including unduplicated pupils and those with special needs.	D. 100% of students have access to broad course of standards aligned curriculum. Including unduplicated pupils and those with special needs.	D. 100% of students have access to broad course of standards aligned curriculum. Including unduplicated pupils and those with special needs.	D. 100% of students have access to broad course of standards aligned curriculum. Including unduplicated pupils and those with special needs.
E. CAASPP ELA - % improvement of standard met/exceeded	School - 52% standard met/exceeded Low-Income - 42% standard met/exceeded SE - 20% standard met/exceeded	E. School 58% standard met/exceeded Low-Income 48% standard met/exceeded SE 25% standard met/exceeded	E. School 63% standard met/exceeded Low-Income 53% standard met/exceeded SE 30% standard met/exceeded	E. School 68% standard met/exceeded Low-Income 58% standard met/exceeded SE 35% standard met/exceeded

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
F. % of ELs will improve on CELDT	100% of ELs will improve on CELDT	F. 100% of ELs will improve on CELDT	F. 100% of ELs will improve on CELDT	F. 100% of ELs will improve on CELDT
G. % of teachers are appropriately assigned and fully credentialed.	100% of all teachers are appropriately assigned and fully credentialed	G. 100% of all teachers are appropriately assigned and fully credentialed	G. 100% of all teachers are appropriately assigned and fully credentialed	G. 100% of all teachers are appropriately assigned and fully credentialed
H. % of mastery on the Professional Development Needs Survey	77% of teachers report mastery of standards-aligned curriculum	H. 100% of teachers report confidence with standards aligned curriculum, including ELD	H. 100% of teachers report mastery of standards aligned curriculum, including ELD	H. 100% of teachers report mastery of standards aligned curriculum, including ELD
I. % of Reclassified Fluent English Proficient students	75% of FEP students will be reclassified.	I. 75% of FEP students will be reclassified.	I. 80% of FEP students will be reclassified.	I. 90% of FEP students will be reclassified.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Offer reading training to K-6th grade teachers through the Orton Gillingham methodology

2018-19 Actions/Services

Offer reading training to K-6th grade teachers through the Orton Gillingham methodology

2019-20 Actions/Services

Offer reading training to new K-6th grade teachers through the Orton Gillingham methodology

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$5,000	\$3,500
Source	Supplemental	Title II	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development training	5000-5999: Services And Other Operating Expenditures Professional development through OG	5000-5999: Services And Other Operating Expenditures Professional development training for new teachers through Orton Gillingham
Amount		\$1,500	\$1,500
Source		Title I	Title I
Budget Reference		4000-4999: Books And Supplies Curriculum for OG	4000-4999: Books And Supplies Curriculum for OG

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Training for all ELA teachers in a new writing program

- Adopt new research-based writing curriculum

2018-19 Actions/Services

Training for new ELA teachers in writing program

- Continue support and implementation of research-based writing curriculum

2019-20 Actions/Services

Training for new ELA teachers in writing program

- Continue support and implementation of research-based writing curriculum

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,500	\$1,000	\$1,000
Source	Supplemental	Title I	Title I
Budget Reference	4000-4999: Books And Supplies Curriculum for writing program	4000-4999: Books And Supplies Writing curriculum	4000-4999: Books And Supplies Writing Curriculum
Amount	\$5,000	\$3,000	\$3,000
Source	Supplemental	Title II	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures In-House Workshop for orientation to new program	5000-5999: Services And Other Operating Expenditures Additional support for training on curriculum	5000-5999: Services And Other Operating Expenditures Additional support for training on curriculum

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Continued support to teachers by providing instructional aides for student tutoring and lesson prep.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Continued support to teachers by providing instructional aides for student tutoring and lesson prep.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Continued support to teachers by providing instructional aides for student tutoring and lesson prep.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$125,000	\$131,127	\$120,493
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Instructional Aide Salaries	2000-2999: Classified Personnel Salaries Instructional aide salaries	2000-2999: Classified Personnel Salaries Instructional aide salaries

Amount	\$22,360	\$25,432	\$23,962
Source	Supplemental	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Resource intern	2000-2999: Classified Personnel Salaries Student Services Resource Support Coordinator	2000-2999: Classified Personnel Salaries Student Services Resource Support Coordinator
Amount	\$43,436	\$43,930	\$28,538
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Employer statutory costs for Instructional assistants & Resource Intern	3000-3999: Employee Benefits Employer statutory costs for Instructional aides	3000-3999: Employee Benefits Employer statutory costs for Instructional aides
Amount		\$8,316	\$9,645
Source		Title I	Title I
Budget Reference		3000-3999: Employee Benefits Student Services Resource Support Coordinator Employer Statutory Expenses	3000-3999: Employee Benefits Student Services Resource Support Coordinator Employer Statutory Expenses
Amount		\$16,375	\$59,264
Source		Title I	Title I
Budget Reference		2000-2999: Classified Personnel Salaries Middle School Resource support aide - tutoring & math support	2000-2999: Classified Personnel Salaries Middle School Resource support aides - tutoring & math support
Amount		\$1,600	\$12,513
Source		Title I	Title I
Budget Reference		3000-3999: Employee Benefits Employer statutory expenses for Middle School Resource support aide - tutoring & math support	3000-3999: Employee Benefits Employer statutory expenses for Middle School Resource support aides - tutoring & math support

Amount			\$41,273
Source			Federal Funds
Budget Reference			2000-2999: Classified Personnel Salaries Providing two third grade instructional support aides for equitable access to academics
Amount			\$17,094
Source			Federal Funds
Budget Reference			3000-3999: Employee Benefits Employer statutory expenses for additional instructional aides for third grade
Amount			\$21,219
Source			Title I
Budget Reference			2000-2999: Classified Personnel Salaries Paraprofessional support for 5th grade to assist student with academics and behavior support
Amount			\$2,430
Source			Title I
Budget Reference			3000-3999: Employee Benefits Employer expenses for paraprofessional above

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to provide math curriculum & training

2018-19 Actions/Services

Continue to provide math curriculum & training

2019-20 Actions/Services

Continue to provide math curriculum & training

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$6,400	\$4,000	\$2,000
Source	Supplemental	Title II	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures PD & Webinars	5000-5999: Services And Other Operating Expenditures PD & Webinars	5000-5999: Services And Other Operating Expenditures PD & Webinars
Amount	\$4,500	\$4,500	\$4,500
Source	Supplemental	Title I	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures 150 ST Math Licenses	5000-5999: Services And Other Operating Expenditures 150 ST Math Licenses	5000-5999: Services And Other Operating Expenditures Purchase new math intervention program.

Amount		\$7,000	\$4,600
Source		Lottery	Lottery
Budget Reference		4000-4999: Books And Supplies Math Curriculum purchases	4000-4999: Books And Supplies Math curriculum purchases

**Action 5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
Specific Student Groups: Pupils with disabilities

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

2017-18 Actions/Services

Provide general curriculum for ELA, Math & Writing purchased by teachers

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Provide general curriculum for ELA, Math, & Writing purchased by teachers

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Provide general curriculum for ELA, Math & Writing purchased by teachers

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$12,500	\$2,000	\$1,600
Source	General Fund	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies General curriculum purchases (including science & maker supplies, News ELA)	4000-4999: Books And Supplies General curriculum purchases (Social Studies)	4000-4999: Books And Supplies General curriculum purchases, including Social Studies
Amount		\$4,000	\$4,750
Source		Lottery	Lottery
Budget Reference		4000-4999: Books And Supplies General Language arts curriculum	4000-4999: Books And Supplies General Language arts curriculum
Amount		\$3,500	\$2,500
Source		Lottery	Lottery
Budget Reference		4000-4999: Books And Supplies Science supplies to support science curriculum	4000-4999: Books And Supplies Science supplies to support science curriculum

**Action 6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from All, Students with Disabilities, or Specific Student Groups)

All  
 Specific Student Groups: Pupils with disabilities  
 [Add Students to be Served selection here]

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
 [Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from English Learners, Foster Youth,  
 and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to  
 Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or  
 Specific Grade Spans)

Specific Grade Spans: 1st-5th grades  
 [Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continued Licenses for Lexia

2018-19 Actions/Services

Continued Licenses for Lexia (3-year subscription)

2019-20 Actions/Services

Add additional Licenses for Lexia

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$12,000	\$2000
Source		Title I	Title I
Budget Reference	Paid for until August 2018	5000-5999: Services And Other Operating Expenditures Lexia (Renew 100 licenses)	5000-5999: Services And Other Operating Expenditures Increase Lexia licenses to support all of 1st and 2nd grade students

**Action 7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
Specific Student Groups: Pupils with disabilities

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Unchanged Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide a full-time reading specialist to support special education and RTI program

Continue to provide a full-time reading specialist to support special education and RTI program

Continue to provide a full-time reading specialist to support special education and Tier 2 & 3 students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$45,768	\$49,073	\$53,606
Source	Supplemental	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Salary	1000-1999: Certificated Personnel Salaries Reading Specialist Salary	1000-1999: Certificated Personnel Salaries Reading Specialist Salary
Amount	\$7,966	\$9,442	\$19,029
Source	Supplemental	Title I	Title I
Budget Reference	3000-3999: Employee Benefits Statutory costs	3000-3999: Employee Benefits Reading Specialist Statutory costs	3000-3999: Employee Benefits Reading Specialist Statutory costs
Amount			\$400
Source			Title I
Budget Reference			4000-4999: Books And Supplies Reading Specialist Classroom Supplies

**Action 8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Student Groups: Pupils with disabilities  
 [Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
 Foster Youth  
 Low Income  
 [Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide  
 [Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
 [Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide more collaboration time for arts and diversity integrated curriculum

2018-19 Actions/Services

Provide more collaboration time for arts and diversity integrated curriculum

2019-20 Actions/Services

Provide more collaboration time for arts and diversity integrated curriculum

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,400	\$5,400	\$5,400
Source	General Fund	General Fund	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries Sub time for release time & collaboration meetings	1000-1999: Certificated Personnel Salaries Sub time for release time & collaboration meetings for arts & diversity integrated curriculum	1000-1999: Certificated Personnel Salaries Sub time for release time & collaboration meetings for arts & diversity integrated curriculum

Amount		\$27,513	\$28,338
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries Wages paid to teachers for collaboration of differentiated curriculum instruction for unduplicated pupils	1000-1999: Certificated Personnel Salaries Wages paid to teachers for collaboration of differentiated curriculum instruction for unduplicated pupils

**Action 9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
Specific Student Groups: Pupils with disabilities

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide appropriately assigned and fully credentialed teachers

2018-19 Actions/Services

Provide appropriately assigned and fully credentialed teachers

2019-20 Actions/Services

Provide appropriately assigned and fully credentialed teachers

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,037,647	\$1,054,829	\$1,072,333
Source	General Fund	General Fund	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries Credentialed Teachers Salaries	1000-1999: Certificated Personnel Salaries Credentialed Teachers Salaries	1000-1999: Certificated Personnel Salaries Credentialed Teachers Salaries - less collaboration time listed above
Amount	\$329,590	\$391,351	\$372,288
Source	General Fund	General Fund	General Fund
Budget Reference	3000-3999: Employee Benefits Statutory payroll expenses for all credentialed teachers	3000-3999: Employee Benefits Statutory payroll expenses for all credentialed teachers	3000-3999: Employee Benefits Statutory payroll expenses for all credentialed teachers

**Action 10**

[Add Students to be Served selection here]	[Add Location(s) selection here]
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OR

English Learners Foster Youth Low Income	Schoolwide	All Schools
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**Actions/Services**

	New Action	New Action
	Hired a math intervention specialist to increase or improve services for unduplicated pupils	Continue a math intervention specialist to increase or improve services for unduplicated pupils.

**Budgeted Expenditures**

Amount		\$6,000	\$48,520
Source		Other	Federal Funds
Budget Reference		1000-1999: Certificated Personnel Salaries Hourly wages	1000-1999: Certificated Personnel Salaries Salaried wages - using the remainder of LPSBG funds and SRSA Title funding
Amount		\$1,130	\$16,624
Source		Other	Federal Funds
Budget Reference		3000-3999: Employee Benefits Employer statutory expenses for wages above	1000-1999: Certificated Personnel Salaries Statutory expenses for wages- using the remainder of LPSBG funds and SRSA Title funding

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 2

Ensure safe, respectful and equitable conditions of learning - All students will have access to equitable conditions of learning by: investing in highly qualified teachers, leaders, and staff, well-maintained facilities and equipment and an arts integrated course of study so all students are prepared with the academic skills and a growth mindset necessary for the successful completion of 8th Grade.

### State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

Discipline/Referrals - implement a program to reduce the amount of discipline referrals and suspensions

One-on-one devices - continue implementing one-to-one devices for middle school students and offering group devices to 1st through 5th-grade students

Clean facilities - work toward planning ADA compliance renovations and a cleaning program for better building aesthetics.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. % of staff feel knowledgeable about the school Safety Plan.	95.5% of staff feel knowledgeable about the school safety plan.	A. 100% of staff feel knowledgeable about the school safety plan.	A. 100% of staff feel knowledgeable about the school safety plan.	A. 100% of staff feel knowledgeable about the school safety plan.
B. % of parents who feel students are safe at school.	98.8% of parents feel students are safe at school.	B. 98% of parents feel students are safe at school.	B. 98% of parents feel students are safe at school.	B. 98% of parents feel safe feel students are safe at school.
C. % of parents who feel facilities are clean.	90% of parents feel facilities are clean and well cared for	C. 92% of parents feel facilities are clean	C. 94% of parents feel facilities are clean	C. 96% of parents feel facilities are clean
D. Maintain or increase overall attendance %	94% attendance rate including IS 91% classroom-based attendance	D. 94% attendance rate including IS 92% classroom-based attendance	D. 95% attendance rate including IS 93% classroom-based attendance	D. 96% attendance rate including IS 94% classroom-based attendance
E. % of families understand NCSA's Cultural Diversity program	0% of families understand NCSA's diversity program	E. 80% of families understand NCSA's diversity program	E. Modified - 85% of families feel NCSA creates an environment that is inclusive and respectful of all cultures and races and genders.	E. 90% of families feel NCSA creates an environment that is inclusive and respectful of all cultures and races and genders.
F. % of students feel harassed/bullied	69% of students of mixed race feel bullied/harassed 33% of students of white race feel bullied/harassed	F. 50% of students of mixed race feel bullied/harassed 30% of students of white race feel bullied/harassed	F. 40% of students of mixed race feel bullied/harassed 25% of students of white race feel bullied/harassed	Modified F. Survey Question % of students who feel NCSA respects all races, genders and cultures.  19-20 - 90% of mixed race students feel NCSA respects all races, genders and cultures. 90% of white students feel NCSA respects all

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				racess, genders and cultures.
G. # of technology devices provided to students	104 technology devices are provided to Middle School Students. 98 technology devices are provided to 1st-5th grade students.	G. 165 technology devices are provided to Middle School Students. 98 technology devices are provided to 1st - 5th grade students.	G. 165 technology devices are provided to Middle School Students. 98 technology devices are provided to 1st - 5th grade students.	G. 165 technology devices are provided to Middle School Students. 98 technology devices are provided to 1st - 5th grade students.
H. Reduce # of student discipline referrals and decrease low income student suspension rate by .3%	225 student discipline referrals 4% low income student suspensions	170 student discipline referrals 3.7% low-income student suspensions	150 student discipline referrals 3.4% low-income student suspensions	125 student discipline referrals 3% low-income student suspensions
I. % of facilities in good repair according to FIT Review.	100% of facilities are in good repair.	100% of facilities are in good repair.	100% of facilities are in good repair.	100% of facilities are in good repair.
J. % of students who are chronically absent.	14% rate of chronic absenteeism	12% rate of chronic absenteeism	Modified from 17/18- 25% rate of chronic absenteeism	Modified from 17/18 - 23% rate of chronic absenteeism
K. Maintain middle school dropout rate of 0%	Maintain 0% middle school drop out rate.	Maintain 0% middle school drop out rate.	Maintain 0% middle school drop out rate.	Maintain 0% middle school drop out rate.
L. Maintain expulsion rate of 0%	0% expulsion rate	0% expulsion rate	0% expulsion rate	0% expulsion rate

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
Specific Student Groups: Pupils with disabilities

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to provide Safety plan training and supplies

2018-19 Actions/Services

Continue to provide Safety plan training and supplies

2019-20 Actions/Services

Continue to provide Safety plan training and supplies

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	General Fund	General Fund	General Fund
Budget Reference	4000-4999: Books And Supplies Safety Backpacks	4000-4999: Books And Supplies Safety Backpacks	4000-4999: Books And Supplies Safety Backpacks

Amount	\$1,050	\$1,300	\$6,000
Source	General Fund	General Fund	General Fund
Budget Reference	4000-4999: Books And Supplies Emergency Radios	4000-4999: Books And Supplies Emergency Radios	5000-5999: Services And Other Operating Expenditures Emergency Radios - 2 year lease to purchase was signed

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
Specific Student Groups: Pupils with disabilities

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Implement a student cleaning program

2018-19 Actions/Services

Implement a student cleaning program

2019-20 Actions/Services

Implement a student cleaning program

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	General Fund	General Fund	General Fund
Budget Reference	4000-4999: Books And Supplies Janitorial supplies	4000-4999: Books And Supplies Janitorial supplies	4000-4999: Books And Supplies Janitorial supplies

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
Specific Student Groups: Pupils with disabilities

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Attendance incentive program to help in reducing SARB's and increase attendance awareness

2018-19 Actions/Services

Attendance incentive program to help in reducing SARB's and increase attendance awareness

2019-20 Actions/Services

Attendance incentive program to help in reducing SARB's and increase attendance awareness

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1000	\$1000	\$1000
Source	General Fund	General Fund	General Fund
Budget Reference	4000-4999: Books And Supplies Incentives & supplies	4000-4999: Books And Supplies Incentives & supplies	4000-4999: Books And Supplies Incentives & supplies

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Implement a cultural literacy program that provides tolerance and diversity curriculum.

2018-19 Actions/Services

Implement a cultural literacy program that provides tolerance and diversity curriculum.

2019-20 Actions/Services

Implement a cultural literacy program that provides tolerance and diversity curriculum.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1000	\$5000	\$2000
Source	General Fund	Supplemental	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures Outside vendors to provide assemblies/workshops	5000-5999: Services And Other Operating Expenditures Outside vendors to provide assemblies/workshops	5000-5999: Services And Other Operating Expenditures Outside vendors to provide assemblies/workshops for more diversity
Amount	\$1000	\$1000	\$1000
Source	General Fund	Supplemental	Title I
Budget Reference	4000-4999: Books And Supplies Supplies for curriculum	4000-4999: Books And Supplies Supplies for curriculum	4000-4999: Books And Supplies Supplies for curriculum

**Action 5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

## 2017-18 Actions/Services

- Continue to provide access to technology
- Middle school one-to-one devices
  - Maintain 1st-5th-grade tablets
  - Implement a technology literacy program
  - Provide social media training & a typing course

## 2018-19 Actions/Services

- Continue to provide access to technology
- Middle school one-to-one devices
  - Maintain 1st-5th-grade tablets
  - Implement a technology literacy program
  - Provide social media training & a typing course

## 2019-20 Actions/Services

- Continue to provide access to technology
- Middle school one-to-one devices
  - Maintain 1st-5th-grade tablets
  - Implement a technology literacy program
  - Provide social media training & a typing course

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$12,500	\$24,000	0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies 52 win-books	4000-4999: Books And Supplies 110 Chromebooks to provide one-to-one devices in middle school	4000-4999: Books And Supplies We will not be purchasing more Chromebooks until 2020-21
Amount	\$0	\$6,500	\$1,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Maintained & replacement 1st-5th-grade tablets	4000-4999: Books And Supplies Maintained & replacement 1st-5th-grade tablets	4000-4999: Books And Supplies Only replacement of 1st-5th-grade tablets will be purchased
Amount	\$500	\$500	\$500
Source	General Fund	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Technology literacy program	5000-5999: Services And Other Operating Expenditures Technology literacy program	5000-5999: Services And Other Operating Expenditures Technology literacy program

Amount	\$1,050	\$1,050	\$1,050
Source	General Fund	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Cyberstrong & typing course	5000-5999: Services And Other Operating Expenditures Cyberstrong & typing course	5000-5999: Services And Other Operating Expenditures Cyberstrong & typing course

**Action 6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action  
Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Reduce Discipline Referrals & Suspensions

- Mindfulness implemented in all classrooms

2018-19 Actions/Services

Reduce Discipline Referrals & Suspensions

- Mindfulness implemented in all classrooms

2019-20 Actions/Services

Reduce Discipline Referrals & Suspensions

- Mindfulness implemented in all classrooms

- Provide a stipend for a teacher on assignment supporting evaluations & discipline
- Hire an industrial arts teacher to provide a whole new program for hands-on learning
- Continue to provide a school counselor

- Hire an assistant principal supporting evaluations & discipline
- Continue industrial arts program to provide a different option for hands-on learning
- Continue to provide a school counselor

- Continue to have a K-5 assistant principal supporting evaluations & discipline
- Hire an industrial arts teacher to provide a whole new program for hands-on learning
- Continue to provide a school counselor

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$75,000	\$82,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher on assignment stipend	1000-1999: Certificated Personnel Salaries New Assistant Principal wages to support teachers and students K-5th grades	1000-1999: Certificated Personnel Salaries New Assistant Principal wages to support teachers and students K-5th grades
Amount	\$46,560	\$54,384	\$56,016
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Industrial arts teacher	2000-2999: Classified Personnel Salaries Industrial arts teacher	2000-2999: Classified Personnel Salaries Industrial arts teacher & Facilities Director
Amount	\$13,433	\$14,296	\$14,800
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Industrial arts teacher employer statutory expenses	3000-3999: Employee Benefits Industrial arts teacher employer statutory expenses	3000-3999: Employee Benefits Industrial arts teacher & Facilities Director employer statutory expenses

Amount	\$25,500	\$20,000	\$20,908
Source	Other	Other	Other
Budget Reference	2000-2999: Classified Personnel Salaries Mental health funds for counselor	2000-2999: Classified Personnel Salaries Mental health funds for counselor	5000-5999: Services And Other Operating Expenditures Mental health funds for counselor through JPA Services
Amount		\$40,000	\$55,500
Source		Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries Supplemental funds for school counselor	5000-5999: Services And Other Operating Expenditures Supplemental funds for school counselor
Amount		\$22,900	\$24,649
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits Statutory expenses for assistant principal	3000-3999: Employee Benefits Statutory expenses for assistant principal

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 3

Student, Staff, Parent and Community Engagement - Create a school environment that will increase engagement, involvement and satisfaction of students, staff, parents and community members.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

Parent Discipline Education - Provide Positive Discipline education classes for parents.

Facilities Improvements - ADA compliance, upgraded bathrooms, and overall cleanliness needs to improve.

More teacher and artist collaboration time - integrate arts into all areas of the curriculum (especially math), implement full mindfulness curriculum and increase positive discipline.

Communicate with families regarding positive events taking place at school.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. % of families feel who feel engaged and part of the NCSA community.	97% of families feel engaged and part of the NCSA community.	A. 97% of families feel engaged and part of the NCSA community	A. 97% of families feel engaged and part of the NCSA community	A. 97% of families feel engaged and part of the NCSA community
B. % of families who feel satisfied with NCSA's overall program.	?% of families feel satisfied with overall program.	B. 90% of families feel satisfied with overall program.	B. 93% of families feel satisfied with overall program.	B. 95% of families feel satisfied with overall program.
C. % of staff feel engaged (staff survey).	100% of staff feel engaged and part of NCSA community.	100% of staff feel engaged and part of NCSA community.	100% of staff feel engaged and part of NCSA community.	100% of staff feel engaged and part of NCSA community.
E. % of students feel engaged in school.	95% of students feel happy at NCSA.	95% of students feel engaged in school.	95% of students feel engaged in school.	95% of students feel engaged in school.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Pupils with disabilities  
 [Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
 Foster Youth  
 Low Income  
 [Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide  
 [Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
 [Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide positive discipline workshops for parents.

2018-19 Actions/Services

Provide positive discipline workshops for parents.

2019-20 Actions/Services

Provide positive discipline workshops for parents.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$1,000	\$1,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures In-house training	5000-5999: Services And Other Operating Expenditures In-house training	5000-5999: Services And Other Operating Expenditures In-house training
Amount			
Amount			
Amount			

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	Schoolwide	All Schools
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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action	Unchanged Action	Unchanged Action
------------	------------------	------------------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Parent Advisory Group <ul style="list-style-type: none"> <li>Supplies for meeting times</li> </ul>	Parent Advisory Group <ul style="list-style-type: none"> <li>Supplies for meeting times</li> </ul>	Parent Advisory Group <ul style="list-style-type: none"> <li>Supplies for meeting times</li> </ul>
--	--	--

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Food & Misc	4000-4999: Books And Supplies Food & Misc	4000-4999: Books And Supplies Food & Misc

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Specific Student Groups: Pupils with disabilities	All Schools
--	-------------

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

**School Facilities**

- Planning for ADA compliance renovations
- Planning for deferred maintenance and building upkeep
- Planning for additional play spaces and/or playground needs

**2018-19 Actions/Services**

**School Facilities**

- Planning for ADA compliance renovations
- Planning for deferred maintenance and building upkeep
- Planning for additional play spaces and/or playground needs

**2019-20 Actions/Services**

**School Facilities**

- Planning for ADA compliance renovations
- Planning for deferred maintenance and building upkeep
- Planning for additional play spaces and/or playground needs

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$10,000	\$100,000
Source	General Fund	General Fund	General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures Architect fees & misc	5000-5999: Services And Other Operating Expenditures Architect fees & misc	5000-5999: Services And Other Operating Expenditures Architect fees & misc (Funded through construction loan with local bank)

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Staff Engagement

- Provide more collaboration time for diversity and arts integration.
- Consider Stipend as incentive for advisory committee
- Plan Field Trips to new industrial arts program.

2018-19 Actions/Services

Staff Engagement

- Provide more collaboration time for diversity and arts integration
- Provide diversity training for staff.

2019-20 Actions/Services

Staff Engagement

- Provide more collaboration time for diversity and arts integration
- Provide diversity training for staff.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	General Fund	General Fund	General Fund
Budget Reference	2000-2999: Classified Personnel Salaries Stipend for classified advisory committee	2000-2999: Classified Personnel Salaries Stipend for classified advisory committee	2000-2999: Classified Personnel Salaries Stipend for classified advisory committee

Amount	\$3,000	\$3,000	\$3,000
Source	General Fund	General Fund	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries Stipend for Credentialed advisory Committee	1000-1999: Certificated Personnel Salaries Stipend for Credentialed advisory Committee	1000-1999: Certificated Personnel Salaries Stipend for Credentialed advisory Committee

**Action 5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

- Community Engagement
- Develop facilities plan for community arts/maker space
  - Establish a partnership with local maker organization to align with industrial arts program

2018-19 Actions/Services

- Community Engagement
- Develop facilities plan for community arts/maker space
  - Establish a partnership with local maker organization to align with industrial arts program

2019-20 Actions/Services

- Community Engagement
- Develop facilities plan for community arts/maker space
  - Establish a partnership with local maker organization to align with industrial arts program

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,400	\$16,000	\$16,000
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Utilities cost for power in new building	5000-5999: Services And Other Operating Expenditures Utilities cost for maker space The Curious Forge	5000-5999: Services And Other Operating Expenditures Utilities cost for maker space The Curious Forge

**Action 6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Student Engagement

2018-19 Actions/Services

Student Engagement
 

- Continue to provide an industrial arts program

2019-20 Actions/Services

Student Engagement
 

- Continue to provide an industrial arts program

- Implement industrial arts program and purchase supplies to get started.
- Create classroom setting for hands-on learning

- Supply classroom for hands-on learning
- Hire a food services coordinator to provide healthy breakfast and lunches to students

- Supply classroom for hands-on learning
- Continue to provide a healthy food program

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$1,551	\$2,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Supplies for new program	4000-4999: Books And Supplies Supplies for program	4000-4999: Books And Supplies Supplies for program
Amount		\$45,000	\$45,320
Source		Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries Hire a food services coordinator	2000-2999: Classified Personnel Salaries Continue to pay a food services coordinator
Amount		\$12,344	\$7,159
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits Statutory expenses for food services coordinator	3000-3999: Employee Benefits Statutory expenses for food services coordinator

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$339,135

Percentage to Increase or Improve Services

9.89%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The proposed use of funds allows NCSA to implement planned actions and services that are principally directed to, and are effective in, meeting our goals for our unduplicated pupils. Our unduplicated pupils, both Low Income and Special Education students make up 48% of our population. Additionally, specific actions and services have been created to target those unduplicated pupils and increase their educational access, allowing them to achieve their full potential.

For Goal 1 (ELA):

- 68% of students receiving Response to Intervention support are low-income and have priority for Reading Specialist support, access to the Lexia reading intervention program, and access to in-school tablets for practice. The integration of Lexia reading has had positive results, especially in phonemic awareness. In addition, all new K-6 teachers are receiving training in the Orten-Gillingham method for reading and spelling and training in our writing program, Writing by Design.

For Goal 1 (Math):

- The implementation of Math in Focus in 2015, a research-based K-5 math program increased our consistency of instruction, and we have hired a math specialist to further support struggling students - unduplicated pupils have priority to see the Math Intervention Specialist. The school has also provided ST Math licenses for all 3rd - 5th-grade unduplicated pupils in order for them to continue to practice their math skills and we are planning on using the Khan Mastery program and the Art of Problem Solving for advanced students.

For Goals 1 & 2 - (ELA & Math) Writing by Design. In addition we are hiring two new aides for 3rd grade to support struggling students.

For Goal 2 (Equitable Conditions of Learning):

- It is essential that we provide a nurturing, safe, and engaging learning environment to all students, especially unduplicated pupils. Both improvements in survey results and stakeholder feedback indicate that the planned actions and services are effective in meeting this goal. One such action is the focus on increasing access to technology at school and adopting a new Student Information System that allows parents access to real time grade/assessment data for their children. In addition, research makes clear that in order to fully access curriculum, students from low-income families need to feel healthy and safe in their learning environments.
- Our focus on providing clean and safe facilities, and providing counseling services as needed to unduplicated pupils, providing Positive Discipline classes for parents, along with implementing a new lunch program for low-income families, and hiring an additional School Psychologist to support behavioral interventions in the classroom, supports this research.

Goal 3 (Student, Staff and Community Engagement):

- Continuously seeking out low-income parent representatives to serve on our board and on our advisory council increases community engagement as well as increasing volunteer opportunities at school that are outside of working hours. The alignment of Social Studies Curriculum with Social Justice Standards is essential in helping our all students feel included at school and show a growing awareness of their own identities as well as the identities of those different from themselves.

As the above research indicates, the actions and services provided are the most effective use of funds to meet our goals for our unduplicated pupils. Both state and local priorities were addressed.

9.81% is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils. For the 2019-20 school year, Nevada City School of the Arts was afforded an increase in supplemental funds. This increase has been used to provide additional school-based actions and services to provide appropriate support for unduplicated students.

- Provide Professional Development for all teachers in both ELA and Math, in order to provide high-quality instruction.
- Improving assessment practice and increasing progress monitoring of students to provide early intervention.
- Provide high-need students with first access to the Reading Specialist, counselor, and to technology.
- Improve health and safety of facilities to create a school environment conducive to learning and increase desire to come to school.
- Implement a school lunch program by offering healthy lunch and breakfast options to unduplicated students.

- Support teachers with curriculum implementation and unduplicated student support.
- Add another School Psychologist for 2 days/wk.
- Continue to offer an Industrial Arts program as an alternative to traditional arts activities.
- Continue to offer Instructional Aides to all teachers in grades TK-2nd and floating aides for grades 3-5 for in-class student and teacher support
- Continued professional development in Social Justice and Equity
- Social Justice Alignment with CA History Standards
- Offer parent groups to discuss Equity and Inclusion
- Create Volunteer Parent group to increase participation and feeling of community
- Create Recess Behavior Standards and Mindful Time Out for students who break rules
- Hire two more Instructional Aides for 3rd Grade

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$337,198

Percentage to Increase or Improve Services

10.81%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The proposed use of funds allows NCSA to implement planned actions and services that are principally directed to, and are effective in, meeting our goals for our unduplicated pupils. Our unduplicated pupils, both Low Income and Special Education students make up 53% of our population, we believe our recently updated charter-wide goals benefit their needs. Additionally, specific actions and services have been created to target those unduplicated pupils and increase their educational access, allowing them to achieve their full potential.

For Goal 1 (ELA) - All of the planned actions and services support the implementation of instructional best-practices. 50% of students receiving Response to Intervention support are low-income and have priority for Reading Specialist support, access to the Lexia reading intervention program, and access to in-school tablets for practice. According to What Works Clearinghouse, <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=274>, and local results of student achievement, the integration of Lexia reading has positive results, especially in phonemic awareness. In addition, all K-6 teachers are receiving training in the Orten-Gillingham method for reading and spelling and training in a newly adopted writing program, Writing by Design.

For Goal 1 (Math), the implementation of Math in Focus in 2015, a research-based K-5 math program increased our consistency of instruction, but we will continue to provide teacher training to further deepen the teachers' ability to use the curriculum effectively and we will provide collaboration time for arts integration in math. The school has also provided ST Math licenses for all 3rd - 5th-grade unduplicated pupils in order for them to continue to practice their math skills.

For Goal 2 (Equitable Conditions of Learning), it is essential that we provide a nurturing, safe, and engaging learning environment to all students, especially unduplicated pupils. Both improvements in survey results and stakeholder feedback indicate that the planned actions and services are effective in meeting this goal. One such action is the focus on increasing access to technology at school. An educational theory makes explicit the connection between income-level and technology access:

<http://www.digitalresponsibility.org/digital-divide-the-technology-gap-between-rich-and-poor/>. In addition, research makes clear that in order to fully access curriculum, students from low-income families need to feel healthy and safe in their learning environments. Our focus on providing clean and safe facilities, and providing counseling services as needed to unduplicated pupils, providing Positive Discipline classes for parents and teachers, along with implementing a new lunch program for low-income families supports this research.

<http://www.ascd.org/publications/books/109003/chapters/Fostering-a-Healthy,-Safe,-and-Supportive-Learning-Environment@-How-HP~HP-Schools-Do-It.aspx>.

Goal 3 (Student, Staff and Community Engagement) Continuously seeking out low-income parent representatives to serve on our board and on our advisory council increases community engagement. Further, offering proper collaboration time for teachers to work together on differentiated curriculum also supports the needs of our low-income students.

As the above research indicates, the actions and services provided are the most effective use of funds to meet our goals for our unduplicated pupils. Both state and local priorities were addressed.

10.81% is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils. For the 2018-19 school year, Nevada City School of the Arts was afforded an increase in supplemental funds. This increase has been used to provide additional school-based actions and services to provide appropriate support for unduplicated students.

- Providing Professional Development for all teachers in both ELA and Math, in order to provide high-quality instruction.
- Improving assessment practice and increasing progress monitoring of students to provide early intervention.
- Provide high-need students with first access to the Reading Specialist, counselor, and to technology.
- Improve health and safety of facilities to create a school environment conducive to learning and increase desire to come to school.
- Implement a school lunch program by offering healthy lunch and breakfast options to unduplicated students.
- Hire an assistant principal to support teachers with curriculum implementation and unduplicated student support.
- Continue increase school counselor time for unduplicated students.
- Continue to offer an Industrial Arts program as an alternative to traditional arts activities.
- Continue to offer Instructional Aides to all teachers in grades TK-2nd and floating aides for grades 3-5 for in-class student and teacher support

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$307,481

Percentage to Increase or Improve Services

10.88%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The proposed use of funds allows NCSA to implement planned actions and services that are principally directed to, and are effective in, meeting our goals for our unduplicated pupils. Our unduplicated pupils, both Low Income and Special Education students make up 51% of our population, we believe our recently updated charter-wide goals benefit their needs. Additionally, specific actions and services have been created to target those unduplicated pupils and increase their educational access, allowing them to achieve their full potential.

For Goal 1 (ELA) - All of the planned actions and services support the implementation of instructional best-practices. 50% of students receiving Response to Intervention support are low-income and have priority for Reading Specialist support, access to the Lexia reading intervention program, and access to in-school tablets for practice. According to What Works Clearinghouse, <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=274>, and local results of student achievement, the integration of Lexia reading has positive results, especially in phonemic awareness. In addition, all K-6 teachers are receiving training in the Orten-Gillingham method for reading and spelling and training in a newly adopted writing program.

For Goal 1 (Math), the implementation of Math in Focus in 2015, a research-based K-5 math program increased our consistency of instruction, but we will continue to provide teacher training to further deepen the teachers' ability to use the curriculum effectively and we will provide collaboration time for arts integration in math. The school has also provided ST Math licenses for all 3rd - 5th-grade unduplicated pupils in order for them to continue to practice their math skills.

For Goal 2 (Equitable Conditions of Learning), it is essential that we provide a nurturing, safe, and engaging learning environment to all students, especially unduplicated pupils. Both improvements in survey results and stakeholder feedback indicate that the planned actions and services are effective in meeting this goal. One such action is the focus in increasing access to technology at school. An educational theory makes explicit the connection between income-level and technology access: <http://www.digitalresponsibility.org/digital-divide-the-technology-gap-between-rich-and-poor/>. In addition, research makes clear that in order to fully access curriculum, students from low-income families need to feel healthy and safe in their learning environments. Our focus on providing clean and safe facilities, and providing counseling services as needed to unduplicated pupils, providing Positive Discipline classes for parents and subsidizing our lunch program for low-income families supports this research. <http://www.ascd.org/publications/books/109003/chapters/Fostering-a-Healthy,-Safe,-and-Supportive-Learning-Environment@-How-HP~HP-Schools-Do-It.aspx>.

Goal 3 (Student, Staff and Community Engagement) Continuously seeking out low-income parent representatives to serve on our board and on our advisory council increases community engagement. Further, offering proper collaboration time for teachers to work together on differentiated curriculum also supports the needs of our low-income students.

As the above research indicates, the actions and services provided are the most effective use of funds to meet our goals for our unduplicated pupils. Both state and local priorities were addressed.

This is the percentage by which services for unduplicated pupils must be an increase or improved as compared to the services provided to all pupils. For the 2017-18 school year, Nevada City School of the Arts was afforded an increase in supplemental funds. This increase has been used to provide additional school-based actions and services to provide appropriate support for high-needs students.

- Providing Professional Development for all teachers in both ELA and Math, in order to provide high-quality instruction.
- Improving assessment practice and increasing progress monitoring of students to provide early intervention.
- Provide high-need students with first access to the Reading Specialist, counselor, and to technology.
- Improve health and safety of facilities to create a school environment conducive to learning and increase desire to come to school.
- Improve the school lunch program by offering healthy lunch options to high-need students.

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

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

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

## Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

## Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

## Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

## Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

#### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    - (A) enrolled less than 31 days
    - (B) enrolled at least 31 days but did not attend at least one day
    - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      - (i) are enrolled in a Non-Public School
      - (ii) receive instruction through a home or hospital instructional setting
      - (iii) are attending a community college full-time.
  - (2) The number of students who meet the enrollment requirements.
  - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
- (1) For a 4-Year Cohort Graduation Rate:
    - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    - (B) The total number of students in the cohort.
    - (C) Divide (1) by (2).
  - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      - (i) a regular high school diploma
      - (ii) a High School Equivalency Certificate
      - (iii) an adult education diploma
      - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    - (B) The number of students in the DASS graduation cohort.
    - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

## APPENDIX B: GUIDING QUESTIONS

### Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, January 2019*

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	2,174,662.00	2,123,973.00	1,796,560.00	2,178,343.00	2,429,321.00	6,404,224.00
	0.00	0.00	0.00	0.00	0.00	0.00
Federal Funds	0.00	64,966.00	0.00	0.00	123,511.00	123,511.00
General Fund	1,469,880.00	1,385,862.00	1,398,737.00	1,469,880.00	1,563,021.00	4,431,638.00
Lottery	5,500.00	11,446.00	0.00	16,500.00	13,450.00	29,950.00
Other	36,000.00	48,408.00	27,900.00	43,130.00	36,908.00	107,938.00
Supplemental	544,519.00	472,592.00	369,923.00	507,595.00	469,863.00	1,347,381.00
Title I	110,763.00	121,219.00	0.00	129,238.00	214,068.00	343,306.00
Title II	8,000.00	19,480.00	0.00	12,000.00	8,500.00	20,500.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	2,174,662.00	2,123,973.00	1,796,560.00	2,178,343.00	2,429,321.00	6,404,224.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,214,815.00	1,175,609.00	1,096,815.00	1,220,815.00	1,310,321.00	3,627,951.00
2000-2999: Classified Personnel Salaries	334,318.00	321,431.00	221,420.00	334,318.00	369,547.00	925,285.00
3000-3999: Employee Benefits	504,179.00	449,828.00	394,425.00	505,309.00	508,145.00	1,407,879.00
4000-4999: Books And Supplies	59,300.00	41,724.00	40,050.00	55,851.00	23,350.00	119,251.00
5000-5999: Services And Other Operating Expenditures	62,050.00	132,881.00	43,850.00	62,050.00	217,958.00	323,858.00
6000-6999: Capital Outlay	0.00	2,500.00	0.00	0.00	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	2,174,662.00	2,123,973.00	1,796,560.00	2,178,343.00	2,429,321.00	6,404,224.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Federal Funds	0.00	0.00	0.00	0.00	65,144.00	65,144.00
1000-1999: Certificated Personnel Salaries	General Fund	1,063,229.00	1,038,460.00	1,046,047.00	1,063,229.00	1,080,733.00	3,190,009.00
1000-1999: Certificated Personnel Salaries	Other	0.00	9,000.00	0.00	6,000.00	0.00	6,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	102,513.00	79,076.00	50,768.00	102,513.00	110,838.00	264,119.00
1000-1999: Certificated Personnel Salaries	Title I	49,073.00	49,073.00	0.00	49,073.00	53,606.00	102,679.00
2000-2999: Classified Personnel Salaries	Federal Funds	0.00	52,639.00	0.00	0.00	41,273.00	41,273.00
2000-2999: Classified Personnel Salaries	General Fund	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	6,000.00
2000-2999: Classified Personnel Salaries	Other	20,000.00	0.00	25,500.00	20,000.00	0.00	45,500.00
2000-2999: Classified Personnel Salaries	Supplemental	286,886.00	231,192.00	193,920.00	270,511.00	221,829.00	686,260.00
2000-2999: Classified Personnel Salaries	Title I	25,432.00	35,600.00	0.00	41,807.00	104,445.00	146,252.00
3000-3999: Employee Benefits	Federal Funds	0.00	12,327.00	0.00	0.00	17,094.00	17,094.00
3000-3999: Employee Benefits	General Fund	391,351.00	344,652.00	329,590.00	391,351.00	372,288.00	1,093,229.00
3000-3999: Employee Benefits	Other	0.00	0.00	0.00	1,130.00	0.00	1,130.00
3000-3999: Employee Benefits	Supplemental	95,070.00	69,249.00	64,835.00	93,470.00	75,146.00	233,451.00
3000-3999: Employee Benefits	Title I	17,758.00	23,600.00	0.00	19,358.00	43,617.00	62,975.00
4000-4999: Books And Supplies		0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies	General Fund	3,300.00	500.00	16,550.00	3,300.00	2,000.00	21,850.00
4000-4999: Books And Supplies	Lottery	5,500.00	10,446.00	0.00	16,500.00	13,450.00	29,950.00
4000-4999: Books And Supplies	Supplemental	44,000.00	30,778.00	23,500.00	33,551.00	4,000.00	61,051.00
4000-4999: Books And Supplies	Title I	6,500.00	0.00	0.00	2,500.00	3,900.00	6,400.00
5000-5999: Services And Other Operating Expenditures	General Fund	10,000.00	250.00	4,550.00	10,000.00	106,000.00	120,550.00
5000-5999: Services And Other Operating Expenditures	Lottery	0.00	1,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	16,000.00	36,908.00	2,400.00	16,000.00	36,908.00	55,308.00
5000-5999: Services And Other Operating Expenditures	Supplemental	16,050.00	62,297.00	36,900.00	7,550.00	58,050.00	102,500.00
5000-5999: Services And Other Operating Expenditures	Title I	12,000.00	12,946.00	0.00	16,500.00	8,500.00	25,000.00
5000-5999: Services And Other Operating Expenditures	Title II	8,000.00	19,480.00	0.00	12,000.00	8,500.00	20,500.00
6000-6999: Capital Outlay	Other	0.00	2,500.00	0.00	0.00	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

**Total Expenditures by Goal**

<b>Goal</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	1,811,888.00	1,756,622.00	1,666,067.00	1,819,018.00	1,983,919.00	5,469,004.00
<b>Goal 2</b>	267,930.00	288,479.00	109,593.00	267,930.00	268,423.00	645,946.00
<b>Goal 3</b>	94,844.00	78,872.00	20,900.00	91,395.00	176,979.00	289,274.00
<b>Goal 4</b>			0.00	0.00	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Expenditures Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources					

<b>Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources					

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA name:

Nevada City School of the Arts

## CDS code:

29-10298-0114330

## Link to the LCAP:

*(optional)*

[https://www.ncsota.org/wp-content/uploads/2018/06/2018\\_Local\\_Control\\_and\\_Accountability\\_Plan\\_Annual\\_Update\\_Nevada\\_City\\_School\\_of\\_the\\_Arts\\_20180627.pdf](https://www.ncsota.org/wp-content/uploads/2018/06/2018_Local_Control_and_Accountability_Plan_Annual_Update_Nevada_City_School_of_the_Arts_20180627.pdf)

## For which ESSA programs will your LEA apply?

Choose from:

### TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

### TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

### TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

TITLE I, PART A  
TITLE II, PART A  
TITLE IV, PART A

*In the following pages, ONLY complete the sections for the corresponding programs.*

# Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the

LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Nevada City School of the Art's goals are to continue to assist all students moving toward proficiency in ELA and mathematics as measured by DRA, CAASPP, ELPAC and other school assessment instruments chosen by teachers.

The school has chosen to direct federal funds (Title I, II & Title IV) towards three efforts:

1. **SUPPORT INTERVENTION PROGRAM:** Paraprofessional staff under the supervision of the classroom teacher will provide Tier 2 and 3 level academic supports to individual students. The reading & math intervention teachers will focus efforts in grades K-5 to develop Pre- and Post- tests in mathematics and reading to develop the Tier 3 Intervention program including entrance and exit criteria. We also offer a Student Services Resource Coordinator to assist with student support & services.

2. **TEACHERS:** Title II funds will be used to support professional development and training in diversity and cultural awareness, mindfulness for better classroom management, Orton Gillingham for increased LA scores and continued licenses for Lexia software to support struggling readers. We are in the process of researching a math intervention software, but plan to have one available to struggling math students for the 2019-20 school year. The school will provide teacher collaboration time to allow teachers and support staff to support Tier 1 & 2 students.

3. **ASSESSMENTS:** Teachers will Identify students who may be at risk for academic failure. Teachers will develop Tier 2 lessons and accommodations to support students who are identified as not meeting grade level standards and remediate their gaps in learning.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The schools mission, End's Policies and LCAP goals are designed to nurture and inspire academic excellence through the arts. The school strives to align the use of federal, state and local funds to help students grow academically, socially, emotionally, culturally and physically. The LCAP describes the following efforts to contribute to this: continue to ensure all teachers are qualified and appropriately credentialed (Goal 1, Action 9). Provide professional development and instructional coaching as well as staff collaboration time to increase student learning outcomes. Develop the curriculum and alignment to include lesson design, arts & diversity integration and assessment processes (LCAP Goal 1, Action 8). Ensure that students have access to first good instruction in the form of high quality teachers; including universal access in differentiation in mathematics for all students through professional development. Provide Tier 2 and Tier 3 interventions to remediate student learning (LCAP Goal 1, Action 11). Maintain an instructional support staff to assist teachers and other certificated staff toward meeting student academic performance objectives.

# ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 ( <i>as applicable</i> )

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 ( <i>as applicable</i> )

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 ( <i>as applicable</i> )

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## TITLE I, PART A

### Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

# ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. LEA is a charter school.

### Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Nevada City School of the Arts stakeholders are engaged and involved in the review and implementation of our LCAP goals in a variety of ways.

- Monthly Parent Advisory Group (PAG) meetings are held, with representation from parents of pupils in both significant subgroups. Stakeholders provided feedback on ELA and Math planning. They also discuss strategies to maintain connection between pupils, teachers, and parents and to voice concerns about

facilities needs. In addition, parents have collaborated with staff to create a more dedicated volunteer group.

-Monthly Staff and Team Meetings are held to discuss progress with LCAP goals and identify areas of need for teacher and pupil support.

- Feedback from stakeholders is essential in supporting improved outcomes for unduplicated pupils related to state/local priorities during weekly special education team meetings. The team continues to refine a support structure for the MTSS process and pupils with disabilities. These meetings are fundamental in identifying ways to support teachers in providing explicit instruction to support students' needs.

-Weekly Team Meetings allow stakeholders the opportunity to express needs and concerns pertaining to instruction and assessment in ELA and Math, especially for unduplicated pupils.

- Twice-monthly Advisory Group meetings involve stakeholders in the school-wide decision-making process by allowing representatives to mediate staff concerns prior to final decisions about ELA, Math, Conditions of Learning, and Stakeholder engagement goals.

- Teachers/Staff Surveys, Parent Surveys, and Pupil Surveys are distributed to gain feedback on satisfaction with school support and suggestions for improvement.

- Monthly Charter Governance Council board meetings are held to share, discuss, and receive feedback on LCAP goals and actions/services.

In the development of the annual update, stakeholder involvement and engagement in supporting the implementation of the LCAP was sought through monthly Charter Governance Council board meetings, monthly Parent Advisory Group meetings, bi-weekly Advisory Committee meetings, monthly staff meetings, weekly Special Education Team meetings, and surveys to parents, staff, and students. At every Parent Advisory Group and CGC board meeting, updates on curriculum, student progress, and learning environment are given through the Director's Monitoring Reports and FYI Reports.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable.

## Homeless Children and Youth Services

### ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

The Charter Governance Council has adopted a Homeless Student Policy to provide for their unique needs. Briefly, that policy designates a school liaison for homeless students to ensure that homeless students have full and equal opportunity to enroll and succeed in school. Eligible students are identified through the enrollment process in the registration packets. These students are given priority enrollment. Should any such students enter our school, we would convene an SST meeting early in the school year to provide the best possible supports for the child. Homeless services will be provided to all homeless students, so they can participate fully in all school activities and programs for which they are eligible. We currently do not have any students that are from homeless shelters.

## Student Transitions

### ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Middle School Orientation: The Middle school part of our campus provides a parent and student orientation prior to the beginning of school to support new students transitioning to our Middle School. Students become familiar with the campus and staff. Students will engage in team building activities to get to know their classmates the first three days of school.

## Additional Information Regarding Use of Funds Under this Part

### ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NCSA does not receive funds for gifted/talented students.  
NCSA does not receive funds for a library.

## TITLE I, PART D

### Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Successful Transitions**

## ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Educational Needs**

## ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Social, Health, and Other Services**

## ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## Postsecondary and Workforce Partnerships

### ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

## Parent and Family Involvement

### ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

## Program Coordination

### ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

## Probation Officer Coordination

### ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

### **Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NCSA is a small, rural public charter school and funds will be prioritized to benefit all students. The school has identified that there are weaknesses in mathematics and has focused comprehensive support and improvement activities and targeted support and improvement activities at the K-8 level. All students will have access to well-rounded, first good instruction (Tier 1) in the form of high quality

teacher instruction, appropriate amount of instructional time per grade level. Tier 1 curricula exists and procedures are in place to measure fidelity of implementation. All students will complete universal screenings. Progress monitoring occurs at least three times a year. Identification includes school math pre- and post- tests ,DRA, WBD, CAASPP, ELPAC, and multiple other sources. Students who are identified as not meeting grade level standards in Mathematics and ELA will be provided Tier 2 and Tier 3 interventions to remediate their gaps in learning. The K-8 Resource Teachers will implement Tier 3 interventions, facilitate the use of paraprofessional staff, and provide additional academic support.

## **Prioritizing Funding**

### **ESSA SECTION 2102(b)(2)(C)**

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## **Data and Ongoing Consultation to Support Continuous Improvement**

### **ESSA SECTION 2102(b)(2)(D)**

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## **TITLE III, PART A**

### **Title III Professional Development**

#### **ESSA SECTION 3115(c)(2)**

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## TITLE IV, PART A

### Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

We plan to take advantage of federal transferability rules to move our Title IV, Part A funding, (we expect to receive \$10,000), into Title I & Title II programs to support professional development, increased academic rigor and intervention and social- emotional learning.

**Nevada City School of the Arts**

**Projected Expenditures through: June 30, 2020  
 For Resource 1400 Education Protection Account**

<b>Description</b>	<b>Object Codes</b>	<b>Amount</b>
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	628,139.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
<b>TOTAL AVAILABLE</b>		<b>628,139.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
<b>(Objects 1000-7999)</b>		
Instruction	1000-1999	628,139.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>		<b>628,139.00</b>
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		<b>0.00</b>





## Nevada City School of the Arts Homeless Student Policy

### Definitions

1. "Enrollment" means attending classes and participating fully in school activities.
2. "School of origin" means the school that a student attended when permanently housed or the school in which the student was last enrolled.

When the student has completed the final grade served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

3. "Homeless student" means individuals who lack a fixed, regular and adequate nighttime residence and includes:
  - a. Students who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
  - b. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
  - c. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; and
  - d. Migratory students who qualify as homeless because the students are living in circumstances described in a.-c.
4. "Unaccompanied student" includes a student not in the physical custody of a parent or guardian.

### Assignment to School

The school shall, according to the student's best interest, continue the student's education in the school of origin for the duration of homelessness, or enroll the student in a district school that non-homeless students who live in the attendance area in which the student is actually living are eligible to attend.

In determining the best interest of the student, the school shall:

1. Presume that keeping the student in their school of origin is in their best interest, unless doing so is contrary to the request of the student's parent or guardian;
2. Provide a written explanation, including a statement regarding the right to appeal, if the school sends a homeless student to a school other than the school of origin or a school requested by the parent or guardian;

3. Ensure that the school's liaison helps with placement or enrollment decisions for an unaccompanied student and considers the request of the student, and provides a notice of the right to appeal on placement and enrollment decisions.

## **Enrollment**

The school shall immediately enroll the student in the school selected even if the student is unable to produce records normally required for enrollment, such as academic records, medical records, proof of residency or other documentation.

The school shall immediately contact the school last attended to obtain relevant academic and other student records.

If the student needs to obtain immunizations, or immunization or medical records, the school shall immediately refer the parent or guardian to the school's liaison, who will help in obtaining necessary immunizations or records.

A student shall be granted enrollment even if he or she has missed application or enrollment deadlines during any period of homelessness.

## **Records**

Any records ordinarily maintained by the school, including immunization or medical records, academic records, birth certificates, guardianship records and evaluations for special services or programs, shall be maintained so that the records are available, in a timely fashion, when a homeless student enters a new school or district, consistent with state and federal law.

## **Enrollment Disputes**

If a dispute arises over school selection, enrollment or eligibility, the student shall be immediately admitted to the school requested, pending resolution of the dispute.

The parent or guardian of the student shall be provided with a written explanation of the school's decision regarding school selection, including the rights of the parent, guardian or student to appeal the decision through the McKinney-Vento Act dispute resolution and appeal process, including final appeal to the California Department of Education (CDE) State Coordinator.

The student, parent or guardian shall be referred to the school's liaison, who shall ensure the resolution process is carried out as expeditiously as possible. In the case of an unaccompanied student, the school's liaison shall ensure the student is immediately enrolled in school pending the resolution of the dispute.

## **Services**

Each homeless student shall be provided with services comparable to services offered to other students, including the following:

1. Transportation services;

2. Education services for which the student is eligible, such as:
  - a. Title I<sup>1</sup>;
  - b. Special education;
  - c. Programs for English Learners;
3. School nutrition programs.

### **Coordination**

The school shall coordinate the provision of services to homeless students with local social service agencies, and other agencies or programs providing services to homeless students and their families. Services will also be provided in cooperation with other districts on inter-district issues such as transportation, transfer of school records and issues concerning appropriate credit for full or partial course work completed at a prior school to ensure that homeless students have access to available educational and related services.

### **School Liaison**

The school's liaison shall ensure that:

1. Homeless students are identified;
2. Homeless students enroll in and have a full and equal opportunity to succeed in this school;
3. Homeless families and students receive educational services for which they are eligible, and referrals to health care services, dental services, mental health service and other appropriate services;
4. Parents of homeless students are informed of the educational and related opportunities available to the students and are provided with meaningful opportunities to participate in the education of their students;
5. Public notice of the educational rights of homeless students is distributed where such students receive services (e.g., schools, shelters, public libraries and soup kitchens);
6. Enrollment disputes are mediated through McKinney-Vento Act dispute resolution procedures;
7. The parents of homeless students, or any unaccompanied student, is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the school selected, if available;

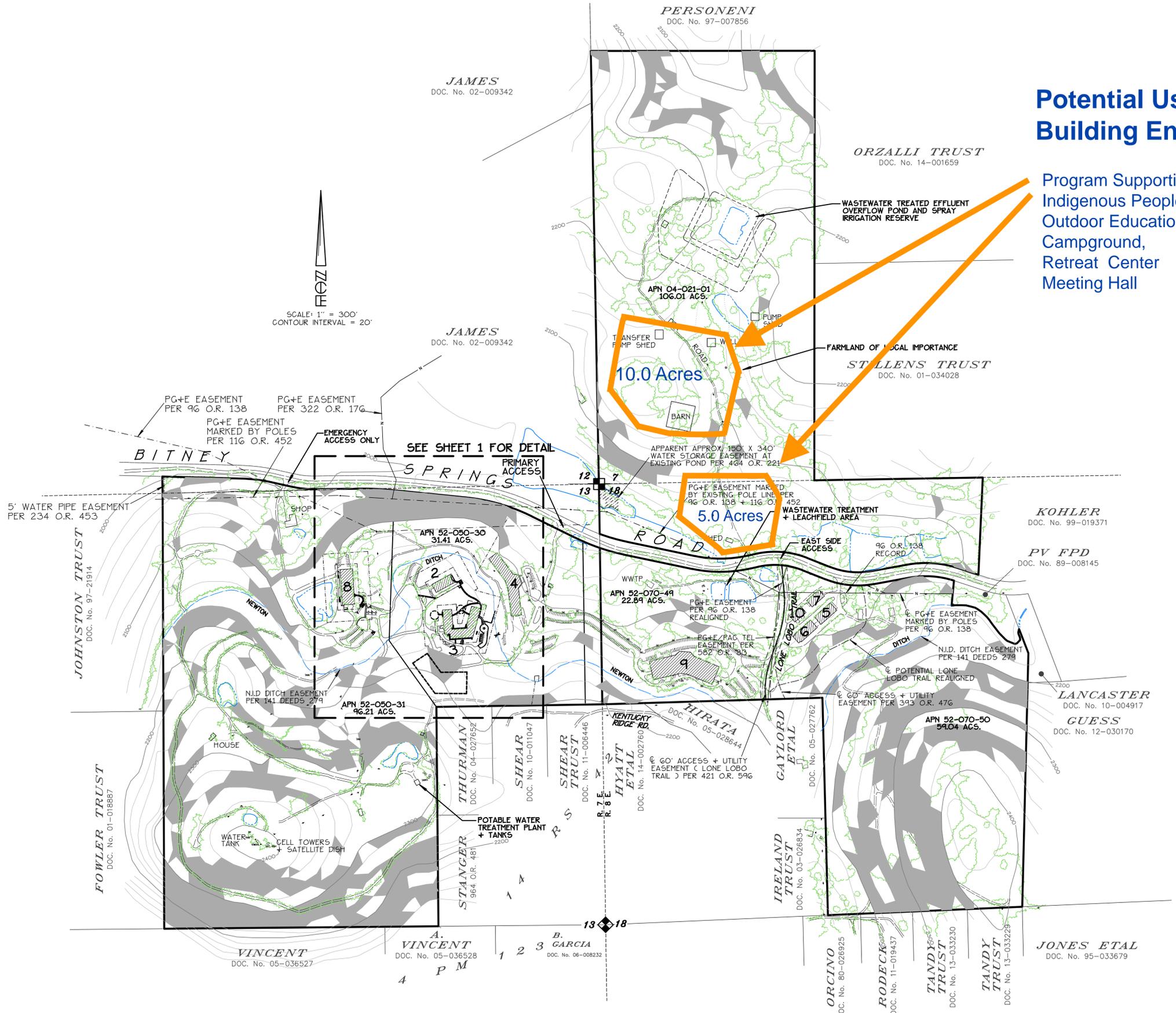
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<sup>1</sup>All homeless students are automatically eligible for Title I services, regardless of their current academic performance.



### Potential Uses for these Building Envelopes:

- Program Supporting Structures,
- Indigenous Peoples Traditional Structures,
- Outdoor Education Facility,
- Campground,
- Retreat Center
- Meeting Hall



**LEGEND**

EXISTING CONTOUR	— 2200
EXISTING DRAINAGE FLOW	↗
EXISTING A.C. ROAD	====
EXISTING DIRT ROAD	-----
EXISTING POWER POLE	●
EXISTING LIGHT POLE	✱
EXISTING VEGETATION OR TREE COVERAGE	🌳
EXISTING BUILDING	▨
ACCESSIBLE PARKING STALL	⊠
APPROXIMATE SLOPES GREATER THAN 30% (APPROXIMATE FROM USGS)	■
FARMLAND OF LOCAL IMPORTANCE	⋯

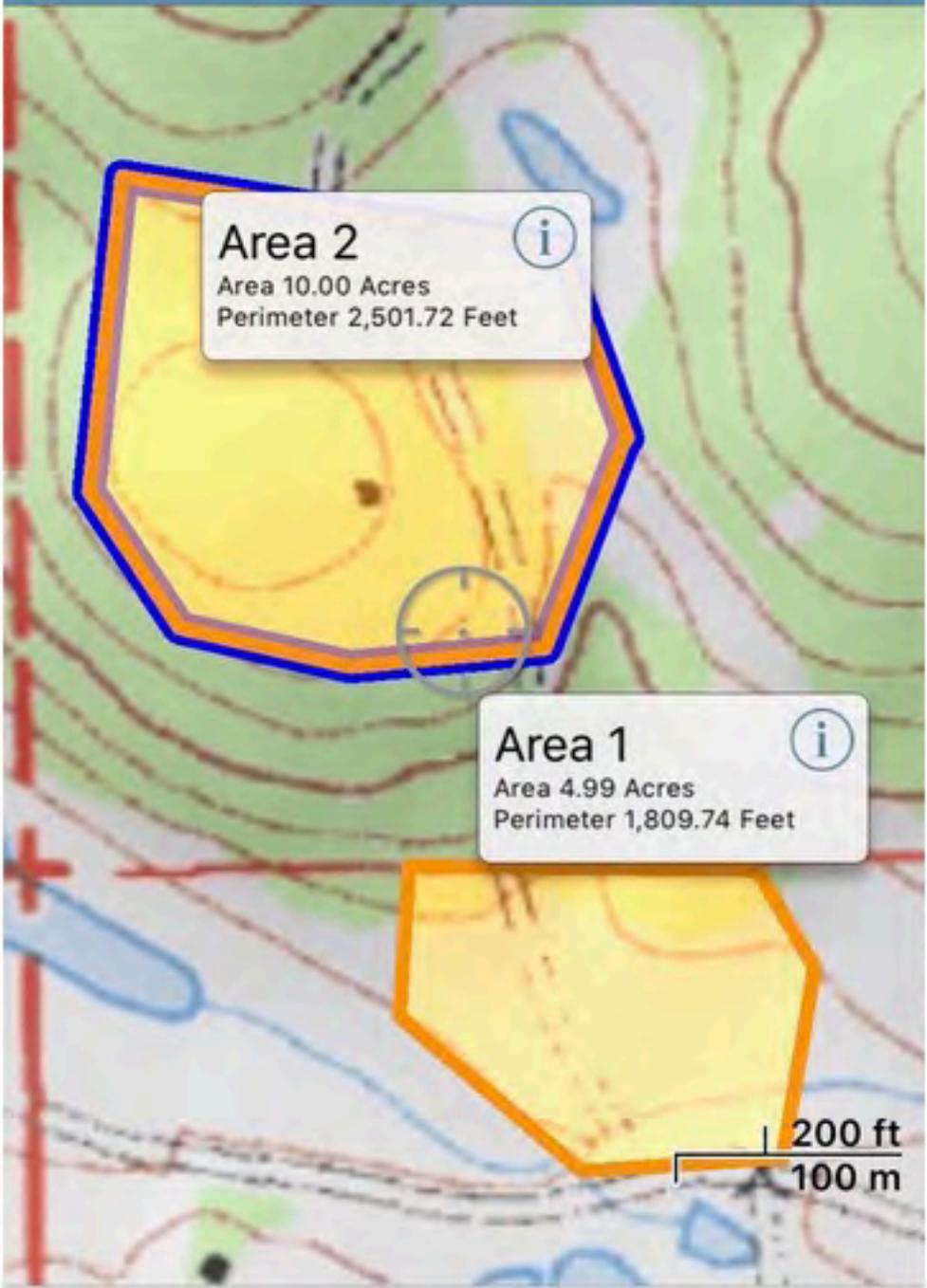
- NOTES:**
- SEE ACCOMPANYING TEXT FOR INFORMATION ON BUILDING TYPES AND USES.
  - PLEASE SEE ACCOMPANYING REPORTS FROM SAUERS ENGINEERING, INC. REGARDING THE ONSITE SEWER AND WATER SYSTEMS.

### OVERALL SITE PLAN

DEVELOPMENT PERMIT PLN16-0044  
 COMPREHENSIVE MASTER PLAN  
 USE PERMIT SITE PLAN  
 FOR  
**NEVADA CITY SCHOOL OF THE ARTS**  
 BEING A PORTION OF  
**S.E. 1/4 SEC. 12 + N.E. 1/4 SEC. 13, T. 16 N., R. 7 E., M.D.M.**  
 WITHIN THE UNINCORPORATED TERRITORY OF  
**NEVADA COUNTY, CALIFORNIA**  
 SCALE: 1" = 300'      OCTOBER, 2016  
**NEVADA CITY ENGINEERING, INC.**  
 505 COYOTE STREET • P.O. BOX 1437 • NEVADA CITY • CALIFORNIA  
 SHEET 2 OF 2 SHEETS

P:\Land Projects\2016\16-015 NCSA Drawings\16-015 NCSA Master Plan.dwg, 11/2/2016, 10:10:58 AM, 1:1







Form **990**

**Return of Organization Exempt From Income Tax**  
Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

**2017**

Open to Public Inspection

Department of the Treasury  
Internal Revenue Service

Do not enter social security numbers on this form as it may be made public.  
Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for instructions and the latest information.

**A For the 2017 calendar year, or tax year beginning JUL 1, 2017 and ending JUN 30, 2018**

<b>B</b> Check if applicable:  <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	<b>C Name of organization</b> NEVADA CITY SCHOOL OF THE ARTS Doing business as Number and street (or P.O. box if mail is not delivered to street address) Room/suite 13032 BITNEY SPRINGS RD BUILDING 8 City or town, state or province, country, and ZIP or foreign postal code NEVADA CITY, CA 95959 <b>F Name and address of principal officer:</b> HOLLY PETTITT 13032 BITNEY SPRINGS RD BUILDING 8, NEVADA CA	<b>D Employer identification number</b> 45-3591730 <b>E Telephone number</b> (530) 273-7736 <b>G Gross receipts \$</b> 4,709,596. <b>H(a) Is this a group return for subordinates?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> <b>H(b) Are all subordinates included?</b> Yes <input type="checkbox"/> No <input type="checkbox"/> If "No," attach a list. (see instructions) <b>H(c) Group exemption number</b>
<b>I Tax-exempt status:</b> <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) ( ) (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
<b>J Website:</b> WWW.NCSOTA.ORG		
<b>K Form of organization:</b> <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other		
<b>L Year of formation:</b> 2007		<b>M State of legal domicile:</b> CA

**Part I Summary**

	<b>1</b> Briefly describe the organization's mission or most significant activities: <u>SEE SCHEDULE O</u>		
Activities & Governance	<b>2</b> Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	<b>3</b> Number of voting members of the governing body (Part VI, line 1a)	<b>3</b>	7
	<b>4</b> Number of independent voting members of the governing body (Part VI, line 1b)	<b>4</b>	7
	<b>5</b> Total number of individuals employed in calendar year 2017 (Part V, line 2a)	<b>5</b>	130
	<b>6</b> Total number of volunteers (estimate if necessary)	<b>6</b>	300
	<b>7a</b> Total unrelated business revenue from Part VIII, column (C), line 12	<b>7a</b>	0.
	<b>b</b> Net unrelated business taxable income from Form 990-T, line 34	<b>7b</b>	0.
Revenue	<b>8</b> Contributions and grants (Part VIII, line 1h)	Prior Year 8,249,729.	Current Year 4,305,247.
	<b>9</b> Program service revenue (Part VIII, line 2g)	0.	0.
	<b>10</b> Investment income (Part VIII, column (A), lines 3, 4, and 7d)	315.	229.
	<b>11</b> Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	292,212.	404,120.
	<b>12</b> Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	8,542,256.	4,709,596.
	Expenses	<b>13</b> Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.
<b>14</b> Benefits paid to or for members (Part IX, column (A), line 4)		0.	0.
<b>15</b> Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)		2,980,051.	3,356,476.
<b>16a</b> Professional fundraising fees (Part IX, column (A), line 11e)		0.	0.
<b>b</b> Total fundraising expenses (Part IX, column (D), line 25)		0.	0.
<b>17</b> Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)		1,399,088.	1,764,535.
<b>18</b> Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)		4,379,139.	5,121,011.
<b>19</b> Revenue less expenses. Subtract line 18 from line 12	4,163,117.	-411,415.	
Net Assets or Fund Balances	<b>20</b> Total assets (Part X, line 16)	Beginning of Current Year 6,693,801.	End of Year 6,543,963.
	<b>21</b> Total liabilities (Part X, line 26)	1,526,422.	1,787,999.
	<b>22</b> Net assets or fund balances. Subtract line 21 from line 20	5,167,379.	4,755,964.

**Part II Signature Block**

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

<b>Sign Here</b>	Signature of officer HOLLY PETTITT, CEO Type or print name and title	Date			
<b>Paid Preparer Use Only</b>	Print/Type preparer's name DERRICK DEBRUYNE, CPA	Preparer's signature DERRICK DEBRUYNE, CP	Date 04/29/19	Check if self-employed <input type="checkbox"/>	PTIN P00591016
	Firm's name CLIFTONLARSONALLEN LLP			Firm's EIN 41-0746749	
	Firm's address 2210 EAST ROUTE 66 GLENDORA, CA 91740			Phone no. 626-857-7300	

May the IRS discuss this return with the preparer shown above? (see instructions)  Yes  No

**Part III Statement of Program Service Accomplishments**

Check if Schedule O contains a response or note to any line in this Part III

**1** Briefly describe the organization's mission:  
NEVADA CITY SCHOOL OF THE ARTS IS A PUBLIC CHARTER SCHOOL SERVING KINDERGARTEN-8TH GRADE STUDENTS THROUGHOUT NEVADA COUNTY, CALIFORNIA. THE SHARED VISION OF OUR SCHOOL IS TO PROVIDE A RIGOROUS ACADEMIC ENVIRONMENT, USING ART AS A LENS TO SHAPE CURRICULUM.

**2** Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ?  Yes  No  
If "Yes," describe these new services on Schedule O.

**3** Did the organization cease conducting, or make significant changes in how it conducts, any program services?  Yes  No  
If "Yes," describe these changes on Schedule O.

**4** Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

**4a** (Code: \_\_\_\_\_) (Expenses \$ 3,985,839. including grants of \$ \_\_\_\_\_) (Revenue \$ 242,197.)  
NEVADA CITY SCHOOL OF THE ARTS WAS THE FIRST CHARTER SCHOOL TO BE AWARDED THE CALIFORNIA BLUE RIBBON AWARD FOR SCHOOL EXCELLENCE. WE HAVE EXPANDED OUR ARTS AND MUSIC PROGRAMS CONSISTENTLY OVER THE PAST 4-5 YEARS, IN SPITE OF DRASTIC CUTS TO STATE EDUCATION FUNDING. AS A RESULT, WE OFTEN HAVE WAITING LISTS IN MORE OR ALL OF OUR CLASSES (STUDENTS TRYING TO COME TO OUR SCHOOL). THIS IS ESPECIALLY REMARKABLE, SINCE OUR COUNTY IS AN A STATE OF OVERALL DECLINING ENROLLMENT (THE NUMBER OF ELEMENTARY AND MIDDLE SCHOOL- AGED CHILDREN IN THE COUNTY IS DECLINING).

**4b** (Code: \_\_\_\_\_) (Expenses \$ \_\_\_\_\_ including grants of \$ \_\_\_\_\_) (Revenue \$ \_\_\_\_\_)

**4c** (Code: \_\_\_\_\_) (Expenses \$ \_\_\_\_\_ including grants of \$ \_\_\_\_\_) (Revenue \$ \_\_\_\_\_)

**4d** Other program services (Describe in Schedule O.)  
(Expenses \$ \_\_\_\_\_ including grants of \$ \_\_\_\_\_) (Revenue \$ \_\_\_\_\_)

**4e** Total program service expenses **▶ 3,985,839.**

**Part IV Checklist of Required Schedules**

	Yes	No
<b>1</b> Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i> .....	X	
<b>2</b> Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ? .....		X
<b>3</b> Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i> .....		X
<b>4 Section 501(c)(3) organizations.</b> Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i> .....		X
<b>5</b> Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i> .....		X
<b>6</b> Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i> .....		X
<b>7</b> Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i> .....		X
<b>8</b> Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i> .....		X
<b>9</b> Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i> .....		X
<b>10</b> Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i> .....		X
<b>11</b> If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
<b>a</b> Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i> .....	X	
<b>b</b> Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i> .....		X
<b>c</b> Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i> .....		X
<b>d</b> Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i> .....		X
<b>e</b> Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i> .....		X
<b>f</b> Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i> .....	X	
<b>12a</b> Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i> .....	X	
<b>b</b> Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i> .....		X
<b>13</b> Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i> .....	X	
<b>14a</b> Did the organization maintain an office, employees, or agents outside of the United States? .....		X
<b>b</b> Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i> .....		X
<b>15</b> Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i> .....		X
<b>16</b> Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i> .....		X
<b>17</b> Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i> .....		X
<b>18</b> Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i> .....		X
<b>19</b> Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i> .....		X

**Part IV Checklist of Required Schedules** (continued)

	Yes	No
<b>20a</b> Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i> .....		X
<b>b</b> If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return? .....		
<b>21</b> Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i> .....		X
<b>22</b> Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i> .....		X
<b>23</b> Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i> .....		X
<b>24a</b> Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i> .....		X
<b>b</b> Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception? .....		
<b>c</b> Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds? .....		
<b>d</b> Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year? .....		
<b>25a</b> <b>Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.</b> Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i> .....		X
<b>b</b> Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i> .....		X
<b>26</b> Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If "Yes," complete Schedule L, Part II</i> .....		X
<b>27</b> Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i> .....		X
<b>28</b> Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
<b>a</b> A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i> .....		X
<b>b</b> A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i> .....		X
<b>c</b> An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i> .....		X
<b>29</b> Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i> .....		X
<b>30</b> Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i> .....		X
<b>31</b> Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i> .....		X
<b>32</b> Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i> .....		X
<b>33</b> Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i> .....		X
<b>34</b> Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i> .....		X
<b>35a</b> Did the organization have a controlled entity within the meaning of section 512(b)(13)? .....		X
<b>b</b> If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i> .....		
<b>36</b> <b>Section 501(c)(3) organizations.</b> Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i> .....		X
<b>37</b> Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i> .....		X
<b>38</b> Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? .....		
<b>Note.</b> All Form 990 filers are required to complete Schedule O .....	X	

**Part V** Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

		Yes	No
<b>1a</b>	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable		
<b>1b</b>	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable		
<b>1c</b>	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	X	
<b>2a</b>	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return		
<b>2b</b>	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? <b>Note.</b> If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)	X	
<b>3a</b>	Did the organization have unrelated business gross income of \$1,000 or more during the year?		X
<b>3b</b>	If "Yes," has it filed a Form 990-T for this year? If "No," to line 3b, provide an explanation in Schedule O		
<b>4a</b>	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		X
<b>4b</b>	If "Yes," enter the name of the foreign country: See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
<b>5a</b>	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		X
<b>5b</b>	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		X
<b>5c</b>	If "Yes," to line 5a or 5b, did the organization file Form 8886-T?		
<b>6a</b>	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?		X
<b>6b</b>	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		
<b>7</b>	<b>Organizations that may receive deductible contributions under section 170(c).</b>		
<b>7a</b>	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?		X
<b>7b</b>	If "Yes," did the organization notify the donor of the value of the goods or services provided?		
<b>7c</b>	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		X
<b>7d</b>	If "Yes," indicate the number of Forms 8282 filed during the year		
<b>7e</b>	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		X
<b>7f</b>	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		X
<b>7g</b>	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?		
<b>7h</b>	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?		
<b>8</b>	<b>Sponsoring organizations maintaining donor advised funds.</b> Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?		
<b>9</b>	<b>Sponsoring organizations maintaining donor advised funds.</b>		
<b>9a</b>	Did the sponsoring organization make any taxable distributions under section 4966?		
<b>9b</b>	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?		
<b>10</b>	<b>Section 501(c)(7) organizations.</b> Enter:		
<b>10a</b>	Initiation fees and capital contributions included on Part VIII, line 12		
<b>10b</b>	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities		
<b>11</b>	<b>Section 501(c)(12) organizations.</b> Enter:		
<b>11a</b>	Gross income from members or shareholders		
<b>11b</b>	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)		
<b>12a</b>	<b>Section 4947(a)(1) non-exempt charitable trusts.</b> Is the organization filing Form 990 in lieu of Form 1041?		
<b>12b</b>	If "Yes," enter the amount of tax-exempt interest received or accrued during the year		
<b>13</b>	<b>Section 501(c)(29) qualified nonprofit health insurance issuers.</b>		
<b>13a</b>	Is the organization licensed to issue qualified health plans in more than one state? <b>Note.</b> See the instructions for additional information the organization must report on Schedule O.		
<b>13b</b>	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans		
<b>13c</b>	Enter the amount of reserves on hand		
<b>14a</b>	Did the organization receive any payments for indoor tanning services during the tax year?		X
<b>14b</b>	If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O		

**Part VI Governance, Management, and Disclosure** For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

**Section A. Governing Body and Management**

		Yes	No
<b>1a</b>	Enter the number of voting members of the governing body at the end of the tax year If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.		
<b>1b</b>	Enter the number of voting members included in line 1a, above, who are independent		
<b>2</b>	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
<b>3</b>	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person?		X
<b>4</b>	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
<b>5</b>	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
<b>6</b>	Did the organization have members or stockholders?		X
<b>7a</b>	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		X
<b>7b</b>	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		X
<b>8</b>	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
<b>8a</b>	The governing body?	X	
<b>8b</b>	Each committee with authority to act on behalf of the governing body?	X	
<b>9</b>	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O		X

**Section B. Policies** (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
<b>10a</b>	Did the organization have local chapters, branches, or affiliates?		X
<b>10b</b>	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
<b>11a</b>	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?		X
<b>11b</b>	Describe in Schedule O the process, if any, used by the organization to review this Form 990.		
<b>12a</b>	Did the organization have a written conflict of interest policy? If "No," go to line 13	X	
<b>12b</b>	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
<b>12c</b>	Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done	X	
<b>13</b>	Did the organization have a written whistleblower policy?	X	
<b>14</b>	Did the organization have a written document retention and destruction policy?		X
<b>15</b>	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
<b>15a</b>	The organization's CEO, Executive Director, or top management official	X	
<b>15b</b>	Other officers or key employees of the organization	X	
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).		
<b>16a</b>	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
<b>16b</b>	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?		

**Section C. Disclosure**

- 17** List the states with which a copy of this Form 990 is required to be filed **NONE**
- 18** Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.  
 Own website     Another's website     Upon request     Other (explain in Schedule O)
- 19** Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
- 20** State the name, address, and telephone number of the person who possesses the organization's books and records: **MELISSA BROKENSHIRE - 530-273-7736**  
**13032 BITNEY SPRING RD, NEVADA CITY, CA 95959**

**Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors**

Check if Schedule O contains a response or note to any line in this Part VII

**Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees**

**1a** Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) CHRISTOPHER MAHER PRESIDENT	2.00	X		X				0.	0.	0.
(2) SUZANNE DOYLE TREASURER/CFO	2.00	X		X				0.	0.	0.
(3) JEFF CORBETT MEMBER	2.00	X						0.	0.	0.
(4) PAUL HARTON MEMBER	2.00	X						0.	0.	0.
(5) MACKENZIE HARDWICK MEMBER	2.00	X						0.	0.	0.
(6) JENNI JORDAN MEMBER	2.00	X						0.	0.	0.
(7) LEAH DELIRA MEMBER	2.00	X						0.	0.	0.
(8) HOLLY PETTITT EXECUTIVE DIRECTOR	40.00			X				85,369.	0.	0.
(9) MELISSA BROKENSHIRE BUSINESS MANAGER	40.00			X				57,161.	0.	8,000.



**Part VIII Statement of Revenue**

Check if Schedule O contains a response or note to any line in this Part VIII

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514	
<b>Contributions, Gifts, Grants and Other Similar Amounts</b>	<b>1 a</b> Federated campaigns .....	<b>1a</b>					
	<b>b</b> Membership dues .....	<b>1b</b>					
	<b>c</b> Fundraising events .....	<b>1c</b>					
	<b>d</b> Related organizations .....	<b>1d</b>					
	<b>e</b> Government grants (contributions) .....	<b>1e</b>	4,132,908.				
	<b>f</b> All other contributions, gifts, grants, and similar amounts not included above .....	<b>1f</b>	172,339.				
	<b>g</b> Noncash contributions included in lines 1a-1f: \$ .....						
	<b>h Total.</b> Add lines 1a-1f .....		4,305,247.				
<b>Program Service Revenue</b>	<b>2 a</b> _____ <b>Business Code</b> _____						
	<b>b</b> _____						
	<b>c</b> _____						
	<b>d</b> _____						
	<b>e</b> _____						
	<b>f</b> All other program service revenue .....						
	<b>g Total.</b> Add lines 2a-2f .....						
<b>Other Revenue</b>	<b>3</b> Investment income (including dividends, interest, and other similar amounts) .....		229.			229.	
	<b>4</b> Income from investment of tax-exempt bond proceeds .....						
	<b>5</b> Royalties .....						
	<b>6 a</b> Gross rents .....	(i) Real	(ii) Personal				
		<b>b</b> Less: rental expenses .....					
		<b>c</b> Rental income or (loss) .....					
		<b>d</b> Net rental income or (loss) .....					
	<b>7 a</b> Gross amount from sales of assets other than inventory .....	(i) Securities	(ii) Other				
		<b>b</b> Less: cost or other basis and sales expenses .....					
		<b>c</b> Gain or (loss) .....					
		<b>d</b> Net gain or (loss) .....					
	<b>8 a</b> Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18 .....	<b>a</b>					
		<b>b</b> Less: direct expenses .....	<b>b</b>				
		<b>c</b> Net income or (loss) from fundraising events .....					
	<b>9 a</b> Gross income from gaming activities. See Part IV, line 19 .....	<b>a</b>					
<b>b</b> Less: direct expenses .....		<b>b</b>					
<b>c</b> Net income or (loss) from gaming activities .....							
<b>10 a</b> Gross sales of inventory, less returns and allowances .....	<b>a</b>						
	<b>b</b> Less: cost of goods sold .....	<b>b</b>					
	<b>c</b> Net income or (loss) from sales of inventory .....						
<b>Miscellaneous Revenue</b>		<b>Business Code</b>					
<b>11 a</b> SHORT TERM RENTAL INCO	532000	161,923.			161,923.		
<b>b</b> AFTER SCHOOL PROGRAM	611710	108,290.	108,290.				
<b>c</b> FIELD TRIPS	611710	70,406.	70,406.				
<b>d</b> All other revenue .....	611710	63,501.	63,501.				
<b>e Total.</b> Add lines 11a-11d .....			404,120.				
<b>12 Total revenue.</b> See instructions. ....			4,709,596.	242,197.	0.	162,152.	

**Part IX Statement of Functional Expenses**

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	184,094.	105,747.	78,347.	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	2,448,422.	2,000,940.	447,482.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	266,001.	266,001.		
9 Other employee benefits	420,895.	295,906.	124,989.	
10 Payroll taxes	37,064.	25,945.	11,119.	
11 Fees for services (non-employees):				
a Management	54,909.		54,909.	
b Legal	13,171.		13,171.	
c Accounting	11,870.		11,870.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	396,683.	317,346.	79,337.	
12 Advertising and promotion				
13 Office expenses	122,616.		122,616.	
14 Information technology	85,068.	85,068.		
15 Royalties				
16 Occupancy	299,475.	239,580.	59,895.	
17 Travel	21,032.	21,032.		
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	53,666.	53,666.		
20 Interest	76,674.	61,339.	15,335.	
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	266,155.	212,924.	53,231.	
23 Insurance	62,871.		62,871.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a <b>INSTRUCTIONAL MATERIAL</b>	138,781.	138,781.		
b <b>FIELD TRIPS</b>	88,933.	88,933.		
c <b>BOOKS AND SUPPLIES</b>	31,188.	31,188.		
d <b>DUES &amp; MEMBERSHIPS</b>	9,523.	9,523.		
e All other expenses	31,920.	31,920.		
25 <b>Total functional expenses.</b> Add lines 1 through 24e	5,121,011.	3,985,839.	1,135,172.	0.
26 <b>Joint costs.</b> Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here  if following SOP 98-2 (ASC 958-720)

**Part X Balance Sheet**

Check if Schedule O contains a response or note to any line in this Part X

		(A) Beginning of year		(B) End of year
<b>Assets</b>	<b>1</b> Cash - non-interest-bearing .....	142,023.	<b>1</b>	15,086.
	<b>2</b> Savings and temporary cash investments .....		<b>2</b>	
	<b>3</b> Pledges and grants receivable, net .....		<b>3</b>	
	<b>4</b> Accounts receivable, net .....	580,296.	<b>4</b>	649,522.
	<b>5</b> Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L .....		<b>5</b>	
	<b>6</b> Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instr). Complete Part II of Sch L .....		<b>6</b>	
	<b>7</b> Notes and loans receivable, net .....		<b>7</b>	
	<b>8</b> Inventories for sale or use .....		<b>8</b>	
	<b>9</b> Prepaid expenses and deferred charges .....	70,837.	<b>9</b>	23,123.
	<b>10a</b> Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D .....	<b>10a</b> 6,307,066.		
	<b>b</b> Less: accumulated depreciation .....	<b>10b</b> 450,834.	5,886,859.	<b>10c</b> 5,856,232.
	<b>11</b> Investments - publicly traded securities .....		<b>11</b>	
	<b>12</b> Investments - other securities. See Part IV, line 11 .....		<b>12</b>	
	<b>13</b> Investments - program-related. See Part IV, line 11 .....		<b>13</b>	
	<b>14</b> Intangible assets .....		<b>14</b>	
	<b>15</b> Other assets. See Part IV, line 11 .....	13,786.	<b>15</b>	0.
<b>16 Total assets.</b> Add lines 1 through 15 (must equal line 34) .....	6,693,801.	<b>16</b>	6,543,963.	
<b>Liabilities</b>	<b>17</b> Accounts payable and accrued expenses .....	46,678.	<b>17</b>	101,297.
	<b>18</b> Grants payable .....		<b>18</b>	
	<b>19</b> Deferred revenue .....		<b>19</b>	
	<b>20</b> Tax-exempt bond liabilities .....		<b>20</b>	
	<b>21</b> Escrow or custodial account liability. Complete Part IV of Schedule D .....		<b>21</b>	
	<b>22</b> Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L .....		<b>22</b>	
	<b>23</b> Secured mortgages and notes payable to unrelated third parties .....	1,479,744.	<b>23</b>	1,686,702.
	<b>24</b> Unsecured notes and loans payable to unrelated third parties .....		<b>24</b>	
	<b>25</b> Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D .....		<b>25</b>	
	<b>26 Total liabilities.</b> Add lines 17 through 25 .....	1,526,422.	<b>26</b>	1,787,999.
<b>Net Assets or Fund Balances</b>	<b>Organizations that follow SFAS 117 (ASC 958), check here</b> <input checked="" type="checkbox"/> <b>and complete lines 27 through 29, and lines 33 and 34.</b>			
	<b>27</b> Unrestricted net assets .....	5,147,068.	<b>27</b>	4,755,964.
	<b>28</b> Temporarily restricted net assets .....	20,311.	<b>28</b>	0.
	<b>29</b> Permanently restricted net assets .....		<b>29</b>	
	<b>Organizations that do not follow SFAS 117 (ASC 958), check here</b> <input type="checkbox"/> <b>and complete lines 30 through 34.</b>			
	<b>30</b> Capital stock or trust principal, or current funds .....		<b>30</b>	
	<b>31</b> Paid-in or capital surplus, or land, building, or equipment fund .....		<b>31</b>	
	<b>32</b> Retained earnings, endowment, accumulated income, or other funds .....		<b>32</b>	
<b>33</b> Total net assets or fund balances .....	5,167,379.	<b>33</b>	4,755,964.	
<b>34</b> Total liabilities and net assets/fund balances .....	6,693,801.	<b>34</b>	6,543,963.	

**Part XI Reconciliation of Net Assets**

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	4,709,596.
2	Total expenses (must equal Part IX, column (A), line 25)	2	5,121,011.
3	Revenue less expenses. Subtract line 2 from line 1	3	-411,415.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	5,167,379.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	4,755,964.

**Part XII Financial Statements and Reporting**

Check if Schedule O contains a response or note to any line in this Part XII

	Yes	No
1 Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
2a Were the organization's financial statements compiled or reviewed by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		X
b Were the organization's financial statements audited by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	X	
c If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? _____ If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.	X	
3a As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133? _____		X
b If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits _____		

Form 990 (2017)

**SCHEDULE A**  
**(Form 990 or 990-EZ)**

Department of the Treasury  
Internal Revenue Service

**Public Charity Status and Public Support**

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.  
▶ Attach to Form 990 or Form 990-EZ.

▶ Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for instructions and the latest information.

**2017**

Open to Public Inspection

Name of the organization **NEVADA CITY SCHOOL OF THE ARTS** Employer identification number **45-3591730**

**Part I Reason for Public Charity Status** (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

- 1  A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i)**.
- 2  A school described in **section 170(b)(1)(A)(ii)**. (Attach Schedule E (Form 990 or 990-EZ).)
- 3  A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii)**.
- 4  A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state: \_\_\_\_\_
- 5  An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv)**. (Complete Part II.)
- 6  A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v)**.
- 7  An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 8  A community trust described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 9  An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: \_\_\_\_\_
- 10  An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2)**. (Complete Part III.)
- 11  An organization organized and operated exclusively to test for public safety. See **section 509(a)(4)**.
- 12  An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3)**. Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.
  - a  **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
  - b  **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
  - c  **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
  - d  **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
  - e  Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
  - f Enter the number of supported organizations .....
  - g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
<b>Total</b>						

**Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)**

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

**Section A. Public Support**

Calendar year (or fiscal year beginning in) ►	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
<b>1</b> Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.") .....						
<b>2</b> Tax revenues levied for the organization's benefit and either paid to or expended on its behalf .....						
<b>3</b> The value of services or facilities furnished by a governmental unit to the organization without charge ...						
<b>4 Total.</b> Add lines 1 through 3 .....						
<b>5</b> The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f) .....						
<b>6 Public support.</b> Subtract line 5 from line 4.						

**Section B. Total Support**

Calendar year (or fiscal year beginning in) ►	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
<b>7</b> Amounts from line 4 .....						
<b>8</b> Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources ...						
<b>9</b> Net income from unrelated business activities, whether or not the business is regularly carried on ...						
<b>10</b> Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.) .....						
<b>11 Total support.</b> Add lines 7 through 10						
<b>12</b> Gross receipts from related activities, etc. (see instructions) .....					12	
<b>13 First five years.</b> If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and <b>stop here</b> .....						<input type="checkbox"/>

**Section C. Computation of Public Support Percentage**

<b>14</b> Public support percentage for 2017 (line 6, column (f) divided by line 11, column (f)) .....	14	%
<b>15</b> Public support percentage from 2016 Schedule A, Part II, line 14 .....	15	%
<b>16a 33 1/3% support test - 2017.</b> If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and <b>stop here.</b> The organization qualifies as a publicly supported organization .....		<input type="checkbox"/>
<b>b 33 1/3% support test - 2016.</b> If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and <b>stop here.</b> The organization qualifies as a publicly supported organization .....		<input type="checkbox"/>
<b>17a 10% -facts-and-circumstances test - 2017.</b> If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and <b>stop here.</b> Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization .....		<input type="checkbox"/>
<b>b 10% -facts-and-circumstances test - 2016.</b> If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and <b>stop here.</b> Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization .....		<input type="checkbox"/>
<b>18 Private foundation.</b> If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions .....		<input type="checkbox"/>

**Part III Support Schedule for Organizations Described in Section 509(a)(2)**

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

**Section A. Public Support**

Calendar year (or fiscal year beginning in) ►	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
<b>1</b> Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.") .....						
<b>2</b> Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose .....						
<b>3</b> Gross receipts from activities that are not an unrelated trade or business under section 513 .....						
<b>4</b> Tax revenues levied for the organization's benefit and either paid to or expended on its behalf .....						
<b>5</b> The value of services or facilities furnished by a governmental unit to the organization without charge .....						
<b>6 Total.</b> Add lines 1 through 5 .....						
<b>7a</b> Amounts included on lines 1, 2, and 3 received from disqualified persons .....						
<b>b</b> Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year .....						
<b>c</b> Add lines 7a and 7b .....						
<b>8 Public support.</b> (Subtract line 7c from line 6.)						

**Section B. Total Support**

Calendar year (or fiscal year beginning in) ►	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
<b>9</b> Amounts from line 6 .....						
<b>10a</b> Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources .....						
<b>b</b> Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975 .....						
<b>c</b> Add lines 10a and 10b .....						
<b>11</b> Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on .....						
<b>12</b> Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.) .....						
<b>13 Total support.</b> (Add lines 9, 10c, 11, and 12.)						

**14 First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** .....

**Section C. Computation of Public Support Percentage**

<b>15</b> Public support percentage for 2017 (line 8, column (f) divided by line 13, column (f)) .....	<b>15</b>	%
<b>16</b> Public support percentage from 2016 Schedule A, Part III, line 15 .....	<b>16</b>	%

**Section D. Computation of Investment Income Percentage**

<b>17</b> Investment income percentage for 2017 (line 10c, column (f) divided by line 13, column (f)) .....	<b>17</b>	%
<b>18</b> Investment income percentage from 2016 Schedule A, Part III, line 17 .....	<b>18</b>	%

**19a 33 1/3% support tests - 2017.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization .....

**b 33 1/3% support tests - 2016.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization .....

**20 Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions .....

**Part IV Supporting Organizations**

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

**Section A. All Supporting Organizations**

	Yes	No
<b>1</b> Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
<b>2</b> Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
<b>3a</b> Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i>		
<b>b</b> Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
<b>c</b> Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
<b>4a</b> Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked 12a or 12b in Part I, answer (b) and (c) below.</i>		
<b>b</b> Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
<b>c</b> Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
<b>5a</b> Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
<b>b Type I or Type II only.</b> Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
<b>c Substitutions only.</b> Was the substitution the result of an event beyond the organization's control?		
<b>6</b> Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
<b>7</b> Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
<b>8</b> Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
<b>9a</b> Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
<b>b</b> Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
<b>c</b> Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
<b>10a</b> Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer 10b below.</i>		
<b>b</b> Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

**Part IV Supporting Organizations** (continued)

	Yes	No
<b>11</b> Has the organization accepted a gift or contribution from any of the following persons?		
<b>a</b> A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
<b>b</b> A family member of a person described in (a) above?		
<b>c</b> A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in <b>Part VI</b> .		

**Section B. Type I Supporting Organizations**

	Yes	No
<b>1</b> Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? If "No," describe in <b>Part VI</b> how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.		
<b>2</b> Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in <b>Part VI</b> how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		

**Section C. Type II Supporting Organizations**

	Yes	No
<b>1</b> Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in <b>Part VI</b> how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		

**Section D. All Type III Supporting Organizations**

	Yes	No
<b>1</b> Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
<b>2</b> Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in <b>Part VI</b> how the organization maintained a close and continuous working relationship with the supported organization(s).		
<b>3</b> By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in <b>Part VI</b> the role the organization's supported organizations played in this regard.		

**Section E. Type III Functionally Integrated Supporting Organizations**

<b>1</b> Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).			
<b>a</b> <input type="checkbox"/> The organization satisfied the Activities Test. Complete <b>line 2</b> below.			
<b>b</b> <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete <b>line 3</b> below.			
<b>c</b> <input type="checkbox"/> The organization supported a governmental entity. Describe in <b>Part VI</b> how you supported a government entity (see instructions).			
<b>2</b> Activities Test. Answer (a) and (b) below.		Yes	No
<b>a</b> Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in <b>Part VI</b> identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.			
<b>b</b> Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in <b>Part VI</b> the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.			
<b>3</b> Parent of Supported Organizations. Answer (a) and (b) below.			
<b>a</b> Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in <b>Part VI</b> .			
<b>b</b> Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in <b>Part VI</b> the role played by the organization in this regard.			

**Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations**

1  Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI.) **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

<b>Section A - Adjusted Net Income</b>		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	<b>Adjusted Net Income</b> (subtract lines 5, 6, and 7 from line 4)	8	

<b>Section B - Minimum Asset Amount</b>		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	<b>Total</b> (add lines 1a, 1b, and 1c)	1d	
e	<b>Discount</b> claimed for blockage or other factors (explain in detail in <b>Part VI</b> ):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions)	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035	6	
7	Recoveries of prior-year distributions	7	
8	<b>Minimum Asset Amount</b> (add line 7 to line 6)	8	

<b>Section C - Distributable Amount</b>		(A) Prior Year	Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3	4	
5	Income tax imposed in prior year	5	
6	<b>Distributable Amount.</b> Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

**Part V** Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions	Current Year
<b>1</b> Amounts paid to supported organizations to accomplish exempt purposes	
<b>2</b> Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
<b>3</b> Administrative expenses paid to accomplish exempt purposes of supported organizations	
<b>4</b> Amounts paid to acquire exempt-use assets	
<b>5</b> Qualified set-aside amounts (prior IRS approval required)	
<b>6</b> Other distributions (describe in <b>Part VI</b> ). See instructions.	
<b>7 Total annual distributions.</b> Add lines 1 through 6.	
<b>8</b> Distributions to attentive supported organizations to which the organization is responsive (provide details in <b>Part VI</b> ). See instructions.	
<b>9</b> Distributable amount for 2017 from Section C, line 6	
<b>10</b> Line 8 amount divided by line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2017	(iii) Distributable Amount for 2017
<b>1</b> Distributable amount for 2017 from Section C, line 6			
<b>2</b> Underdistributions, if any, for years prior to 2017 (reasonable cause required- explain in <b>Part VI</b> ). See instructions.			
<b>3</b> Excess distributions carryover, if any, to 2017			
<b>a</b>			
<b>b</b> From 2013			
<b>c</b> From 2014			
<b>d</b> From 2015			
<b>e</b> From 2016			
<b>f Total</b> of lines 3a through e			
<b>g</b> Applied to underdistributions of prior years			
<b>h</b> Applied to 2017 distributable amount			
<b>i</b> Carryover from 2012 not applied (see instructions)			
<b>j</b> Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
<b>4</b> Distributions for 2017 from Section D, line 7: \$			
<b>a</b> Applied to underdistributions of prior years			
<b>b</b> Applied to 2017 distributable amount			
<b>c</b> Remainder. Subtract lines 4a and 4b from 4.			
<b>5</b> Remaining underdistributions for years prior to 2017, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in <b>Part VI</b> . See instructions.			
<b>6</b> Remaining underdistributions for 2017. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in <b>Part VI</b> . See instructions.			
<b>7 Excess distributions carryover to 2018.</b> Add lines 3j and 4c.			
<b>8</b> Breakdown of line 7:			
<b>a</b> Excess from 2013			
<b>b</b> Excess from 2014			
<b>c</b> Excess from 2015			
<b>d</b> Excess from 2016			
<b>e</b> Excess from 2017			

Schedule A (Form 990 or 990-EZ) 2017

**Part VI** **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Lined area for supplemental information with a large diagonal 'DRAFT' watermark.

**SCHEDULE D**  
**(Form 990)**

Department of the Treasury  
Internal Revenue Service

**Supplemental Financial Statements**

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.

▶ Attach to Form 990.

▶ Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for instructions and the latest information.

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OMB No. 1545-0047

**2017**

Open to Public Inspection

Name of the organization **NEVADA CITY SCHOOL OF THE ARTS** Employer identification number **45-3591730**

**Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.** Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year .....		
2 Aggregate value of contributions to (during year) .....		
3 Aggregate value of grants from (during year) .....		
4 Aggregate value at end of year .....		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? .....		<input type="checkbox"/> Yes <input type="checkbox"/> No
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? .....		<input type="checkbox"/> Yes <input type="checkbox"/> No

**Part II Conservation Easements.** Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

Preservation of land for public use (e.g., recreation or education)  Preservation of a historically important land area

Protection of natural habitat  Preservation of a certified historic structure

Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements .....	2a
b Total acreage restricted by conservation easements .....	2b
c Number of conservation easements on a certified historic structure included in (a) .....	2c
d Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register .....	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ \_\_\_\_\_

4 Number of states where property subject to conservation easement is located ▶ \_\_\_\_\_

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? .....

Yes  No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ \_\_\_\_\_

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ▶ \$ \_\_\_\_\_

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? .....

Yes  No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

**Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 .....

▶ \$ \_\_\_\_\_

(ii) Assets included in Form 990, Part X .....

▶ \$ \_\_\_\_\_

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenue included on Form 990, Part VIII, line 1 .....

▶ \$ \_\_\_\_\_

b Assets included in Form 990, Part X .....

▶ \$ \_\_\_\_\_

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule D (Form 990) 2017

**Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets** (continued)

3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):

- a  Public exhibition
- b  Scholarly research
- c  Preservation for future generations
- d  Loan or exchange programs
- e  Other \_\_\_\_\_

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection?  Yes  No

**Part IV Escrow and Custodial Arrangements.** Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X?  Yes  No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

	Amount
c Beginning balance	1c
d Additions during the year	1d
e Distributions during the year	1e
f Ending balance	1f

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability?  Yes  No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII

**Part V Endowment Funds.** Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a Board designated or quasi-endowment  %
- b Permanent endowment  %
- c Temporarily restricted endowment  %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

	Yes	No
(i) unrelated organizations	3a(i)	
(ii) related organizations	3a(ii)	
b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?	3b	

4 Describe in Part XIII the intended uses of the organization's endowment funds.

**Part VI Land, Buildings, and Equipment.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land		1,380,293.		1,380,293.
b Buildings		4,878,513.	450,834.	4,427,679.
c Leasehold improvements				
d Equipment				
e Other		48,260.		48,260.
<b>Total.</b> Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				5,856,232.

**Part VII Investments - Other Securities.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives .....		
(2) Closely-held equity interests .....		
(3) Other .....		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
<b>Total.</b> (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

**Part VIII Investments - Program Related.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
<b>Total.</b> (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

**Part IX Other Assets.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
<b>Total.</b> (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	

**Part X Other Liabilities.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
<b>Total.</b> (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII

**Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

<b>1</b>	Total revenue, gains, and other support per audited financial statements		<b>1</b>	4,709,596.
<b>2</b>	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
<b>a</b>	Net unrealized gains (losses) on investments	<b>2a</b>		
<b>b</b>	Donated services and use of facilities	<b>2b</b>		
<b>c</b>	Recoveries of prior year grants	<b>2c</b>		
<b>d</b>	Other (Describe in Part XIII.)	<b>2d</b>		
<b>e</b>	Add lines <b>2a</b> through <b>2d</b>		<b>2e</b>	0.
<b>3</b>	Subtract line <b>2e</b> from line <b>1</b>		<b>3</b>	4,709,596.
<b>4</b>	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
<b>a</b>	Investment expenses not included on Form 990, Part VIII, line 7b	<b>4a</b>		
<b>b</b>	Other (Describe in Part XIII.)	<b>4b</b>		
<b>c</b>	Add lines <b>4a</b> and <b>4b</b>		<b>4c</b>	0.
<b>5</b>	Total revenue. Add lines <b>3</b> and <b>4c</b> . (This must equal Form 990, Part I, line 12.)		<b>5</b>	4,709,596.

**Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.**

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

<b>1</b>	Total expenses and losses per audited financial statements		<b>1</b>	5,121,011.
<b>2</b>	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
<b>a</b>	Donated services and use of facilities	<b>2a</b>		
<b>b</b>	Prior year adjustments	<b>2b</b>		
<b>c</b>	Other losses	<b>2c</b>		
<b>d</b>	Other (Describe in Part XIII.)	<b>2d</b>		
<b>e</b>	Add lines <b>2a</b> through <b>2d</b>		<b>2e</b>	0.
<b>3</b>	Subtract line <b>2e</b> from line <b>1</b>		<b>3</b>	5,121,011.
<b>4</b>	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
<b>a</b>	Investment expenses not included on Form 990, Part VIII, line 7b	<b>4a</b>		
<b>b</b>	Other (Describe in Part XIII.)	<b>4b</b>		
<b>c</b>	Add lines <b>4a</b> and <b>4b</b>		<b>4c</b>	0.
<b>5</b>	Total expenses. Add lines <b>3</b> and <b>4c</b> . (This must equal Form 990, Part I, line 18.)		<b>5</b>	5,121,011.

**Part XIII Supplemental Information.**

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

**PART X, LINE 2:**

THE SCHOOL IS A NON-PROFIT ENTITY EXEMPT FROM THE PAYMENT OF INCOME TAXES UNDER INTERNAL REVENUE CODE SECTION 501(C)(3) AND CALIFORNIA REVENUE AND TAXATION CODE SECTION 23701D. ACCORDINGLY, NO PROVISION HAS BEEN MADE FOR INCOME TAXES. MANAGEMENT HAS DETERMINED THAT ALL INCOME TAX POSITIONS ARE MORE LIKELY THAN NOT OF BEING SUSTAINED UPON POTENTIAL AUDIT OR EXAMINATION; THEREFORE, NO DISCLOSURES OF UNCERTAIN INCOME TAX POSITIONS ARE REQUIRED. THE SCHOOL FILES INFORMATIONAL RETURNS IN THE U.S. FEDERAL JURISDICTION, AND THE STATE OF CALIFORNIA.



**SCHEDULE E**  
**(Form 990 or 990-EZ)**

Department of the Treasury  
Internal Revenue Service

**Schools**

- ▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.
- ▶ Attach to Form 990 or Form 990-EZ.
- ▶ Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for the latest information.

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OMB No. 1545-0047

**2017**

Open to Public Inspection

Name of the organization

NEVADA CITY SCHOOL OF THE ARTS

Employer identification number

45-3591730

**Part I**

- 1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body? .....
- 2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships? .....
- 3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II .....

**NONDISCRIMANTORY POLICY INCLUDED IN ALL ENROLLMENT MATERIALS**

- 4 Does the organization maintain the following?
- a Records indicating the racial composition of the student body, faculty, and administrative staff? .....
- b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis? .....
- c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships? .....
- d Copies of all material used by the organization or on its behalf to solicit contributions? .....
- If you answered "No" to any of the above, please explain. If you need more space, use Part II.

- 5 Does the organization discriminate by race in any way with respect to:
- a Students' rights or privileges? .....
- b Admissions policies? .....
- c Employment of faculty or administrative staff? .....
- d Scholarships or other financial assistance? .....
- e Educational policies? .....
- f Use of facilities? .....
- g Athletic programs? .....
- h Other extracurricular activities? .....
- If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.

- 6a Does the organization receive any financial aid or assistance from a governmental agency? .....
- b Has the organization's right to such aid ever been revoked or suspended? .....
- If you answered "Yes" on either line 6a or line 6b, explain on Part II.

- 7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II .....

	YES	NO
1	X	
2	X	
3	X	
4a	X	
4b	X	
4c	X	
4d	X	
5a		X
5b		X
5c		X
5d		X
5e		X
5f		X
5g		X
5h		X
6a	X	
6b		X
7	X	

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or Form 990-EZ.

Schedule E (Form 990 or 990-EZ) 2017

**Part II** **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable.

Also provide any other additional information.

**LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:**

AS A PUBLIC CHARTER SCHOOL, NEVADA CITY SCHOOL OF THE ARTS RECEIVES A PER  
ADA FEE FROM THE CALIFORNIA DEPARTMENT OF EDUCATION FOR EVERY PUPIL  
ATTENDING THE SCHOOL. ADDITIONALLY, NEVADA CITY SCHOOL OF THE ARTS IS  
ELIGIBLE FOR LOCAL, STATE FEDERAL PROGRAMS, AND CALIFORNIA LOTTERY FUNDS.

DRAFT

**SCHEDULE O**  
**(Form 990 or 990-EZ)**

Department of the Treasury  
Internal Revenue Service

**Supplemental Information to Form 990 or 990-EZ**

Complete to provide information for responses to specific questions on  
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for the latest information.

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OMB No. 1545-0047

**2017**

Open to Public  
Inspection

Name of the organization

NEVADA CITY SCHOOL OF THE ARTS

Employer identification number

45-3591730

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

NEVADA CITY SCHOOL OF THE ARTS IS A PUBLIC CHARTER SCHOOL SERVING  
KINDERGARTEN-8TH GRADE STUDENTS THROUGHOUT NEVADA COUNTY, CALIFORNIA.  
THE SHARED VISION OF OUR SCHOOL IS TO PROVIDE A RIGOROUS ACADEMIC  
ENVIRONMENT, USING ART AS A LENS TO SHAPE CURRICULUM.

FORM 990, PART VI, SECTION B, LINE 11B:

RETURN IS REVIEWED BY THE BUSINESS MANAGER AND CFO/TREASURER, THEN THE  
CEO/SCHOOL DIRECTOR SIGNS THE FORM.

FORM 990, PART VI, SECTION B, LINE 12C:

BOARD MEMBERS SIGN AN ANNUAL ACKNOWLEDGMENT REGARDING FOLLOWING POLICY.  
BOARD MEMBERS FILE ANNUAL FORMS 700 WITH THE FPPA.

FORM 990, PART VI, SECTION B, LINE 15:

COMPENSATION IS REVIEWED AGAINST MARKET AND IS SUBJECT TO BOARD APPROVAL.

FORM 990, PART VI, SECTION C, LINE 19:

AVAILABLE UPON REQUEST AT SCHOOL BUSINESS OFFICE AND IN BOARD RECORDS.

TAXABLE YEAR

# California Exempt Organization Annual Information Return

**2017**

**199**

Calendar Year 2017 or fiscal year beginning (mm/dd/yyyy) **07/01/2017**, and ending (mm/dd/yyyy) **06/30/2018**

Corporation/Organization name <b>NEVADA CITY SCHOOL OF THE ARTS</b>		California corporation number <b>2992877</b>	
Additional information. See instructions.		FEIN <b>45-3591730</b>	
Street address (suite or room) <b>13032 BITNEY SPRINGS RD BUILDING 8</b>		PMB no.	
City <b>NEVADA CITY</b>	State <b>CA</b>	ZIP code <b>95959</b>	
Foreign country name	Foreign province/state/county		Foreign postal code

<p><b>A</b> First Return <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>B</b> Amended Return <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>C</b> IRC Section 4947(a)(1) trust <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>D</b> Final Information Return?  <input type="checkbox"/> Dissolved <input type="checkbox"/> Surrendered (Withdrawn) <input type="checkbox"/> Merged/Reorganized                  Enter date: (mm/dd/yyyy)</p> <p><b>E</b> Check accounting method: (1) <input type="checkbox"/> Cash (2) <input checked="" type="checkbox"/> Accrual (3) <input type="checkbox"/> Other</p> <p><b>F</b> Federal return filed? (1) <input type="checkbox"/> 990T (2) <input type="checkbox"/> 990PF (3) <input type="checkbox"/> Sch H (990) (4) <input checked="" type="checkbox"/> Other 990 series</p> <p><b>G</b> Is this a group filing? See instructions <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>H</b> Is this organization in a group exemption <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes," what is the parent's name?</p> <p><b>I</b> Did the organization have any changes to its guidelines not reported to the FTB? See instructions <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p><b>J</b> If exempt under R&amp;TC Section 23701d, has the organization engaged in political activities? See instructions. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>K</b> Is the organization exempt under R&amp;TC Section 23701g? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes," enter the gross receipts from nonmember sources \$ _____</p> <p><b>L</b> If organization is exempt under R&amp;TC Section 23701d and meets the filing fee exception, check box. No filing fee is required. <input checked="" type="checkbox"/></p> <p><b>M</b> Is the organization a Limited Liability Company? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>N</b> Did the organization file Form 100 or Form 109 to report taxable income? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>O</b> Is the organization under audit by the IRS or has the IRS audited in a prior year? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>P</b> Is federal Form 1023/1024 pending? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Date filed with IRS _____</p>
--	---

**Part I Complete Part I unless not required to file this form. See General Information B and C.**

<b>Receipts and Revenues</b>	1	Gross sales or receipts from other sources. From Side 2, Part II, line 8	1	404,349.00
	2	Gross dues and assessments from members and affiliates	2	00
	3	Gross contributions, gifts, grants, and similar amounts received	3	4,305,247.00
	4	Total gross receipts for filing requirement test. Add line 1 through line 3. This line must be completed. If the result is less than \$50,000, see General Information B	4	4,709,596.00
	5	Cost of goods sold	5	00
	6	Cost or other basis, and sales expenses of assets sold	6	00
	7	Total costs. Add line 5 and line 6	7	00
	8	Total gross income. Subtract line 7 from line 4	8	4,709,596.00
<b>Expenses</b>	9	Total expenses and disbursements. From Side 2, Part II, line 18	9	5,121,011.00
	10	Excess of receipts over expenses and disbursements. Subtract line 9 from line 8	10	-411,415.00
<b>Filing Fee</b>	11	Total payments	11	00
	12	Use tax. See General Information K	12	00
	13	Payments balance. If line 11 is more than line 12, subtract line 12 from line 11	13	00
	14	Use tax balance. If line 12 is more than line 11, subtract line 11 from line 12	14	00
	15	Filing fee \$10 or \$25. See General Information F	15	N/A 00
	16	Penalties and Interest. See General Information J	16	00
	17	<b>Balance due.</b> Add line 12, line 15, and line 16. Then subtract line 11 from the result	17	00

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

<b>Sign Here</b>	Signature of officer	Title <b>CEO</b>	Date	• Telephone
<b>Paid Preparer's Use Only</b>	Preparer's signature	<b>DERRICK DEBRUYNE, CPA</b>	<b>04/29/19</b>	• PTIN <b>P00591016</b>
	Firm's name (or yours, if self-employed) and address	<b>CLIFTONLARSONALLEN LLP 2210 EAST ROUTE 66 GLEN DORA, CA 91740</b>		• FEIN <b>41-0746749</b>
				• Telephone <b>626-857-7300</b>

May the FTB discuss this return with the preparer shown above? See instructions  Yes  No

**Part II Organizations with gross receipts of more than \$50,000 and private foundations regardless of amount of gross receipts - complete Part II or furnish substitute information.**

<b>Receipts from Other Sources</b>	1	Gross sales or receipts from all business activities. See instructions	•	1	00
	2	Interest	•	2	229.00
	3	Dividends	•	3	00
	4	Gross rents	•	4	00
	5	Gross royalties	•	5	00
	6	Gross amount received from sale of assets (See Instructions)	•	6	00
	7	Other income	•	7	404,120.00
	8	<b>Total</b> gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1	•	8	404,349.00
	9	Contributions, gifts, grants, and similar amounts paid	•	9	00
	10	Disbursements to or for members	•	10	00
	11	Compensation of officers, directors, and trustees	•	11	184,094.00
	12	Other salaries and wages	•	12	2,448,422.00
	13	Interest	•	13	76,674.00
	14	Taxes	•	14	37,064.00
	15	Rents	•	15	299,475.00
	16	Depreciation and depletion (See instructions)	•	16	266,155.00
	17	Other Expenses and Disbursements	•	17	1,809,127.00
	18	<b>Total</b> expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9	•	18	5,121,011.00

<b>Schedule L Balance Sheet</b>		Beginning of taxable year		End of taxable year	
		(a)	(b)	(c)	(d)
<b>Assets</b>					
1	Cash		142,023.		15,086.
2	Net accounts receivable		580,296.		649,522.
3	Net notes receivable				
4	Inventories				
5	Federal and state government obligations				
6	Investments in other bonds				
7	Investments in stock				
8	Mortgage loans				
9	Other investments				
10 a	Depreciable assets	4,691,245.		4,926,773.	
b	Less accumulated depreciation	(184,679.)	4,506,566.	(450,834.)	4,475,939.
11	Land		1,380,293.		1,380,293.
12	Other assets <b>STMT 4</b>		84,623.		23,123.
13	<b>Total assets</b>		6,693,801.		6,543,963.
<b>Liabilities and net worth</b>					
14	Accounts payable		46,678.		101,297.
15	Contributions, gifts, or grants payable				
16	Bonds and notes payable				
17	Mortgages payable		1,479,744.		1,686,702.
18	Other liabilities				
19	Capital stock or principal fund				
20	Paid-in or capital surplus. Attach reconciliation				
21	Retained earnings or income fund		5,167,379.		4,755,964.
22	<b>Total liabilities and net worth</b>		6,693,801.		6,543,963.

<b>Schedule M-1 Reconciliation of income per books with income per return</b>			
Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than \$50,000.			
1	Net income per books	•	-411,415.
2	Federal income tax	•	
3	Excess of capital losses over capital gains	•	
4	Income not recorded on books this year	•	
5	Expenses recorded on books this year not deducted in this return	•	
6	<b>Total.</b> Add line 1 through line 5	•	-411,415.
7	Income recorded on books this year not included in this return	•	
8	Deductions in this return not charged against book income this year	•	
9	<b>Total.</b> Add line 7 and line 8	•	
10	<b>Net income per return.</b> Subtract line 9 from line 6	•	-411,415.

CA 199	OTHER INCOME	STATEMENT	1
DESCRIPTION		AMOUNT	
ALL OTHER REVENUE		63,501.	
SHORT TERM RENTAL INCOME		161,923.	
AFTER SCHOOL PROGRAM		108,290.	
FIELD TRIPS		70,406.	
TOTAL TO FORM 199, PART II, LINE 7		404,120.	

CA 199	COMPENSATION OF OFFICERS, DIRECTORS AND TRUSTEES	STATEMENT	2
--------	--	-----------	---

NAME AND ADDRESS	TITLE AND AVERAGE HRS WORKED/WK	COMPENSATION
CHRISTOPHER MAHER 13032 BITNEY SPRINGS RD BUILDING 8 NEVADA CITY, CA 95959	PRESIDENT 2.00	0.
SUZANNE DOYLE 13032 BITNEY SPRINGS RD BUILDING 8 NEVADA CITY, CA 95959	TREASURER/CFO 2.00	0.
JEFF CORBETT 13032 BITNEY SPRINGS RD BUILDING 8 NEVADA CITY, CA 95959	MEMBER 2.00	0.
PAUL HARTON 13032 BITNEY SPRINGS RD BUILDING 8 NEVADA CITY, CA 95959	MEMBER 2.00	0.
MACKENZIE HARDWICK 13032 BITNEY SPRINGS RD BUILDING 8 NEVADA CITY, CA 95959	MEMBER 2.00	0.
JENNI JORDAN 13032 BITNEY SPRINGS RD BUILDING 8 NEVADA CITY, CA 95959	MEMBER 2.00	0.
LEAH DELIRA 13032 BITNEY SPRINGS RD BUILDING 8 NEVADA CITY, CA 95959	MEMBER 2.00	0.
HOLLY PETTITT 13032 BITNEY SPRINGS RD BUILDING 8 NEVADA CITY, CA 95959	EXECUTIVE DIRECTOR 40.00	109,220.

MELISSA BROKENSHERE  
 13032 BITNEY SPRINGS RD BUILDING 8  
 NEVADA CITY, CA 95959

BUSINESS MANAGER  
 40.00

74,874.

TOTAL TO FORM 199, PART II, LINE 11

184,094.

CA 199 OTHER EXPENSES STATEMENT 3

DESCRIPTION	AMOUNT
INSTRUCTIONAL MATERIAL	138,781.
FIELD TRIPS	88,933.
BOOKS AND SUPPLIES	31,188.
DUES & MEMBERSHIPS	9,523.
PENSION PLAN CONTRIBUTIONS	266,001.
OTHER EMPLOYEE BENEFITS	420,895.
MANAGEMENT FEES	54,909.
LEGAL FEES	13,171.
ACCOUNTING FEES	11,870.
OTHER PROFESSIONAL FEES	396,683.
OFFICE EXPENSES	122,616.
INFORMATION TECHNOLOGY	85,068.
TRAVEL	21,032.
CONFERENCES AND CONVENTIONS	53,666.
INSURANCE	62,871.
ALL OTHER EXPENSES	31,920.
TOTAL TO FORM 199, PART II, LINE 17	1,809,127.

CA 199 OTHER ASSETS STATEMENT 4

DESCRIPTION	BEG. OF YEAR	END OF YEAR
PREPAID EXPENSES AND DEFERRED CHARGES	70,837.	23,123.
OTHER ASSETS	13,786.	0.
TOTAL TO FORM 199, SCHEDULE L, LINE 12	84,623.	23,123.

CA 199	FUND BALANCES	STATEMENT	5
DESCRIPTION	BEG. OF YEAR	END OF YEAR	
UNRESTRICTED ASSETS	5,147,068.	4,755,964.	
TEMPORARILY RESTRICTED ASSETS	20,311.	0.	
TOTAL TO FORM 199, SCHEDULE L, LINE 21	5,167,379.	4,755,964.	

DRAFT



California Department of Education

Form J-13A

**REQUEST FOR ALLOWANCE OF ATTENDANCE  
BECAUSE OF EMERGENCY CONDITIONS  
Form J-13A (Rev. 01-05)**

School District (or Charter School) Name: Nevada City School of the Arts

School District (or Charter School) Address: 13032 Bitney Springs Rd. Nevada City, CA 95959

County-District Code: 29 10298

County Name: Nevada

This form replaces the Form J-13A (Rev. 4-90) and should be used to obtain approval of attendance and instructional time credit under one or more of the following conditions:

- When one or more schools were closed because of conditions described in *Education Code* Section 41422
- When one or more schools were kept open but experienced a material decrease in attendance because of conditions described in *Education Code* Section 46392
- When attendance records have been lost or destroyed as described in *Education Code* Section 46391

Approved credit for instructional time may be used in conjunction with regular instructional days to satisfy the requirements of *Education Code* Section 37202 (equal length of instructional time among schools within a district).

A separate form should be submitted for each emergency event, but credit may be requested for more than one school and under one or more of the foregoing conditions on the same form. Each separate form must include the affidavit of the governing board members and the county superintendent before it can be approved by the State Superintendent of Public Instruction.

The original form (with the board members' affidavit) and two copies should be filed with the county superintendent of schools. If the county superintendent approves the request, he or she should execute the affidavit certifying that approval and forward all pages of the original and one copy of the form to:

Office of Principal Apportionment and Special Education  
School Fiscal Services Division  
California Department of Education  
1430 N Street, Suite 3800  
Sacramento, CA 95814

This form consists of five preprinted pages. Pages 1 and 5 (5C for charter schools) must accompany all submissions. Page 4 (Lost or Destroyed Attendance Records) will not need to be submitted by most

districts. Multiple copies of Pages 2 and/or 3 may have to be submitted when claims are made on a school-by-school basis.

California Department of Education

Form J-13A

## SCHOOL CLOSURE

Nature of Emergency (describe):

Nevada City School of the Arts was impacted by a power outage that stretched from Newtown Road past the school to Lake Wildwood six miles down the road. The roads were also unsafe from downed trees and power lines.

Name of School(s):  
(if request covers all schools, write "all schools")

Nevada City School of the Arts

School Code(s):

0114330

We request that apportionments be maintained and instructional time credited for the above named school(s) without regard to the fact that the school(s) were closed on (dates):

February 14<sup>th</sup>, 2019

because of the described emergency. Approval of this request authorizes the local educational agency to disregard these days in the computation of average daily attendance (ADA) (per Section 41422) and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *Education Code* Section 46200, et seq.

If the school closure resulted from a power outage or impassable roads caused by inclement weather, state the number of school closure days for the same conditions in each of the last five years:

N/A

**AFFIDAVIT OF CHARTER SCHOOL GOVERNING BOARD MEMBERS**

We, members constituting a majority of the governing board of the Nevada City School of the Arts charter school, hereby swear (or affirm) that the foregoing statements are true and are based on official district records.

Jeff Corbett

LeeAnne Haglund

Paul Harton

Mackenzie Leeke

Leah DeLira

Angie Tomey

Meshawn Simmons

Winter Shaw

John Gilman

Printed names

Signatures

**At least a majority of the members of the governing board shall execute this affidavit.**

Subscribed and sworn (or affirmed) before me, this 13<sup>th</sup> day of June, 2019.

Signature, Title \_\_\_\_\_, Business Manager  
of Nevada County, California

Contact/Individual responsible for preparing this form:

Name: Melissa Brokenshire Title: Business Manager

Phone: (530) 273-7736 X303 Fax : (530)273-1522

E-mail: businessmanager@ncsota.org

**Approval by Superintendent of Authorized Local Educational Agency (LEA)**

Signature, Title \_\_\_\_\_, School Director  
of Nevada City School of the Arts (LEA).

**AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS**

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

Signature, County Superintendent of Schools \_\_\_\_\_  
Date: \_\_\_\_\_

Subscribed and sworn (or affirmed) before me, this \_\_\_\_ day of \_\_\_\_\_, 2\_\_\_\_.

Signature, Title \_\_\_\_\_  
of \_\_\_\_\_ County, California

**CUSTOMERS OUT IN NEVADA CITY: PG&E HAS**  
assigned a crew to assess the outage.

**February 14, 2019 at 8:21 AM** Power lines low in the roadway, roadway is blocked at Mooney Flat Road near Englebright Dam.



**February 14, 2019 at 8:14 AM** Power lines down on East Mine Street in Grass Valley.

Power lines down on Banner Lave Cap near Pittsburg Mine Road - the roadway is blocked.

Tree in the roadway on McCourtney Road at Windwhistle Way.

**February 14, 2019 at 8:13 AM** Power pole with transformer blown on South Pine Street in Nevada City.

**February 14, 2019 at 8:02 AM** Power outage from Newtown Road to Bridgeport, Rough&Ready and Lake Wildwood. 3,438 customers affected. PG&E has assigned a crew to assess the outage.

**February 14, 2019 at 7:25 AM** Lower Colfax Road is now open to traffic.



**February 14, 2019 at 7:20 AM** Tree in the northbound lane on Tyler Foote at Oak Tree in North San Juan.

**February 14, 2019 at 7:10 AM** Power outages:

- 548 customers out along Hwy 49 at Cherry Creek. PG&E is assessing the cause at the outage location.
- 413 Customers along McCourtney Road near Starbright Acres are without power. PG&E is assessing the cause at the outage location, no estimated time of restoration.
- 71 customers out on Ball Road in Alta Sierra. PG&E has assigned a crew to assess the outage.



**February 14, 2019 at 8:36 AM 2,488**  
 customers out along Hwy 20, Cascade Shores, Deer Creek Park, Willow Valley to Brunswick Road and Idaho-Maryland Road.

**February 14, 2019 at 8:30 AM** Tree blocking both lanes on You Bet Road near Greenhaven Lane. Emergency services en route.



**February 14, 2019 at 8:28 AM** Tree into a house on Turpentine Street/Long Street in Nevada City. Emergency services en route.

**February 14, 2019 at 8:28 AM** From a reader: NCSA has been reporting that they are without power and school is currently out until they get it back online.

**February 14, 2019 at 8:25 AM** Power lines down across North Bloomfield Road. Emergency services en route.

**February 14, 2019 at 8:23 AM** Large cedar tree down on Meadow Drive off Hwy 174. Roadway is blocked.

**February 14, 2019 at 8:22 AM 1,078**  
 customers out in Nevada City. PG&E has assigned a crew to assess the outage.

**February 14, 2019 at 8:21 AM** Power lines low in the roadway, roadway is blocked at Moonay Flat Road near Englebright Dam.



**February 14, 2019 at 8:14 AM** Power lines down on East Mine Street in Grass Valley.

Power lines down on Banner Lave Cap near Pittsburg Mine Road - the roadway is blocked.

Tree in the roadway on McCourtney Road at Windwhistle Way.





California Department of Education

Form J-13A

**REQUEST FOR ALLOWANCE OF ATTENDANCE  
BECAUSE OF EMERGENCY CONDITIONS  
Form J-13A (Rev. 01-05)**

School District (or Charter School) Name: Nevada City School of the Arts

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County-District Code: 29 10298

County Name: Nevada

This form replaces the Form J-13A (Rev. 4-90) and should be used to obtain approval of attendance and instructional time credit under one or more of the following conditions:

- When one or more schools were closed because of conditions described in *Education Code* Section 41422
- When one or more schools were kept open but experienced a material decrease in attendance because of conditions described in *Education Code* Section 46392
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districts. Multiple copies of Pages 2 and/or 3 may have to be submitted when claims are made on a school-by-school basis.

California Department of Education

Form J-13A

## SCHOOL CLOSURE

Nature of Emergency (describe):

Nevada City School of the Arts was closed due to snow fall at low levels in the county. The driveways to the two campuses are sloped and were impassable and unsafe for two wheel drive vehicles.

Name of School(s):  
(if request covers all schools, write "all schools")

Nevada City School of the Arts

School Code(s):

0114330

We request that apportionments be maintained and instructional time credited for the above named school(s) without regard to the fact that the school(s) were closed on (dates):

February 21<sup>st</sup>, 2019

because of the described emergency. Approval of this request authorizes the local educational agency to disregard these days in the computation of average daily attendance (ADA) (per Section 41422) and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *Education Code* Section 46200, et seq.

If the school closure resulted from a power outage or impassable roads caused by inclement weather, state the number of school closure days for the same conditions in each of the last five years:

N/A

**AFFIDAVIT OF CHARTER SCHOOL GOVERNING BOARD MEMBERS**

We, members constituting a majority of the governing board of the Nevada City School of the Arts charter school, hereby swear (or affirm) that the foregoing statements are true and are based on official district records.

Jeff Corbett

LeeAnne Haglund

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Mackenzie Leeke

Leah DeLira

Angie Tomey

Meshawn Simmons

Winter Shaw

John Gilman

Printed names

Signatures

**At least a majority of the members of the governing board shall execute this affidavit.**

Subscribed and sworn (or affirmed) before me, this 13<sup>th</sup> day of June, 2019.

Signature, Title \_\_\_\_\_, Business Manager  
of Nevada County, California

Contact/Individual responsible for preparing this form:

Name: Melissa Brokenshire Title: Business Manager

Phone: (530) 273-7736 X303 Fax : (530)273-1522

E-mail: businessmanager@ncsota.org

**Approval by Superintendent of Authorized Local Educational Agency (LEA)**

Signature, Title \_\_\_\_\_, School Director  
of Nevada City School of the Arts (LEA).

**AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS**

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

Signature, County Superintendent of Schools \_\_\_\_\_  
Date: \_\_\_\_\_

Subscribed and sworn (or affirmed) before me, this \_\_\_\_ day of \_\_\_\_\_, 2\_\_\_\_.  
Signature, Title \_\_\_\_\_  
of \_\_\_\_\_ County, California

Classifieds Jobs Real Estate Autos Place Ad  
Search ALL Homes For Sale  
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# SCHOOL CLOSURES: Western Nevada County schools closed today

The Union staff February 21, 2020

The Grass Valley Elementary School District will be closed today, Thursday, Feb. 21, due to ice and unsafe driving conditions.

This includes: Bell Hill Academy, Margaret G. Scotten School, Lyman Gilmore Middle School, Grass Valley Charter School, as well as all preschools and before and after-school programs in the district.

Nevada City School District has announced it will be closed today.

Nevada Joint Union High School District also closed all of its schools.

"On behalf of the superintendent's office, I am writing to inform you that all districts high schools will be closed today due to freezing temperatures and icy hazardous road conditions," Assistant Superintendent Dan Frisella wrote in an email. "This was a challenging decision for county leaders to make today. Given concerns with running school buses and our student drivers we are erring on the side of safety. Again, all district high schools will be closed today."



Saturday, March 2 • 1 to 4 pm  
Stroll, Sip, Sample, Shop!  
Only in Downtown Grass Valley!  
Footfalls  
Click here to purchase tickets  
Celebration  
A Unique Valley Event

### TOP JOBS



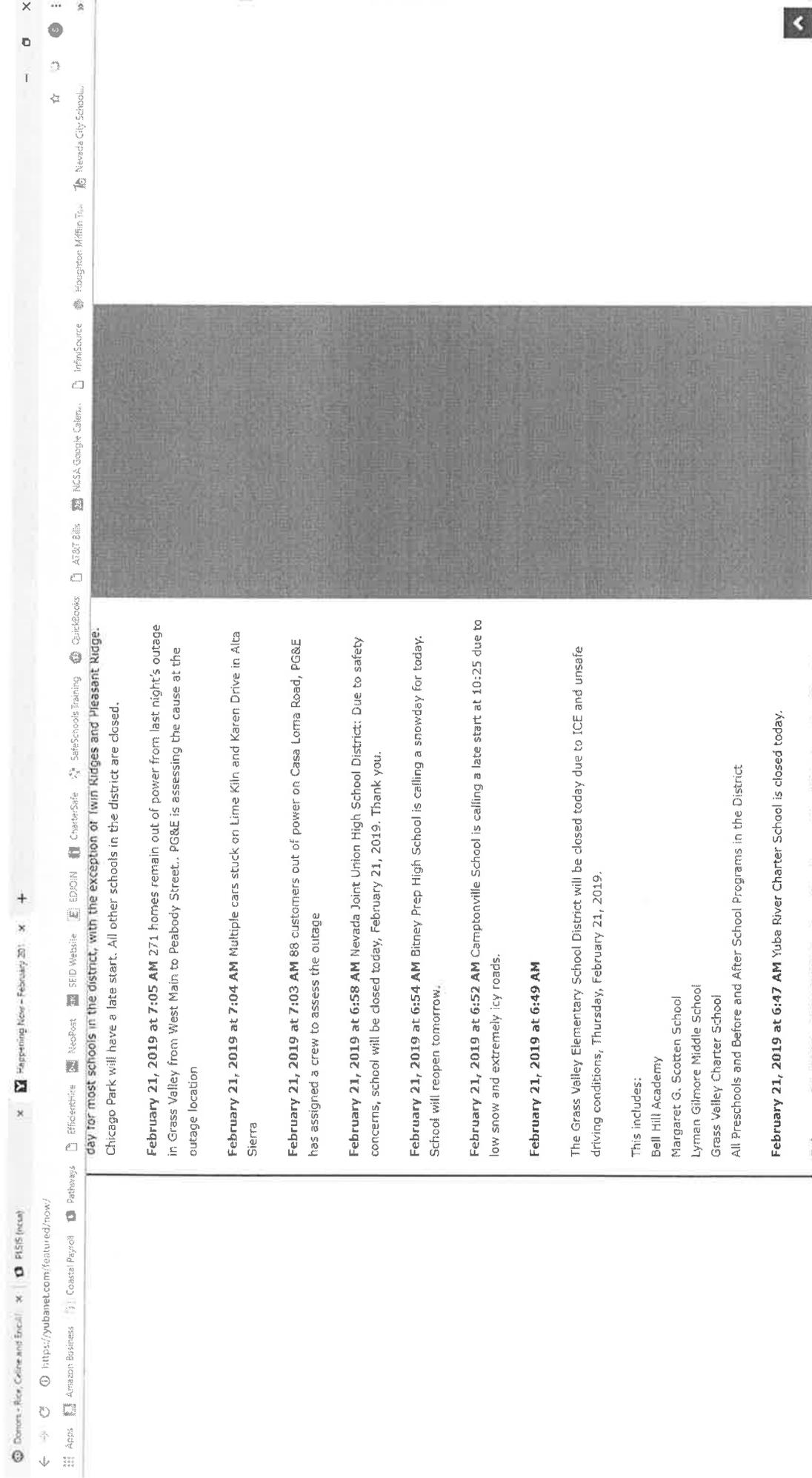
Chape De Indian Health  
Registered Dental Hygienist

Grass Valley, CA 95945

Help Change Lives In A Place That Could

Change Yours. [Apply Now](#)

View All



**day for most schools in the district, with the exception of Twin Ridges and Pleasant Ridge.**  
Chicago Park will have a late start. All other schools in the district are closed.

**February 21, 2019 at 7:05 AM** 271 homes remain out of power from last night's outage in Grass Valley from West Main to Peabody Street. PG&E is assessing the cause at the outage location

**February 21, 2019 at 7:04 AM** Multiple cars stuck on Lime Kiln and Karen Drive in Alta Sierra

**February 21, 2019 at 7:03 AM** 88 customers out of power on Casa Loma Road, PG&E has assigned a crew to assess the outage

**February 21, 2019 at 6:58 AM** Nevada Joint Union High School District: Due to safety concerns, school will be closed today, February 21, 2019. Thank you.

**February 21, 2019 at 6:54 AM** Bitney Prep High School is calling a snowday for today. School will reopen tomorrow.

**February 21, 2019 at 6:52 AM** Camptonville School is calling a late start at 10:25 due to low snow and extremely icy roads.

**February 21, 2019 at 6:49 AM**

The Grass Valley Elementary School District will be closed today due to ICE and unsafe driving conditions, Thursday, February 21, 2019.

This includes:

- Bell Hill Academy
- Margaret G. Scotten School
- Lyman Gilmore Middle School
- Grass Valley Charter School
- All Preschools and Before and After School Programs in the District

**February 21, 2019 at 6:47 AM** Yuba River Charter School is closed today.

California Department of Education

Form J-13A

**REQUEST FOR ALLOWANCE OF ATTENDANCE  
BECAUSE OF EMERGENCY CONDITIONS  
Form J-13A (Rev. 01-05)**

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California Department of Education

Form J-13A

**MATERIAL DECREASE**

Nature of Emergency (describe):

Nevada City School of the Arts was impacted by the Camp Fire in Butte County that started on Thursday, 11/8/19. The smoke levels were unhealthy and NCSA stayed open as a safe place to be, but attendance was significantly impacted with 73 absences.

Name of School: Nevada City School of the Arts

School Code(s): 0114330

We request the substitution of estimated days of attendance for actual days of attendance in accordance with the provisions of Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of apportionments for the foregoing school(s) for (dates) 11/15/18 during which school attendance was materially decreased because of the described emergency.

Estimated attendance for each day (October ADA): 424.05 students per day.  
Estimated daily attendance multiplied by number of days of material decrease, yields 424.05 days of attendance requested.

State method of determining estimated daily attendance (October or May ADA):

ADA for school month beginning on 09/24/18 and ending on 10/19/18.

Actual apportionable attendance for days of material decrease:

Site: Nevada City School of the Arts Date: 11/15/18 Actual Attendance: 359

**Material Decrease Day**

Grade	# of Days	Enrollment	Non Apport Days	Total Apport	ADA	
TK	1	17	3	14	14	82.35%
KN	1	42	6	36	36	85.71%
1	1	42	6	36	36	85.71%
2	1	41	7	34	34	82.93%
3	1	42	8	34	34	80.95%
4	1	50	10	40	40	80.00%
5	1	50	9	41	41	82.00%
6	1	54	12	42	42	77.78%
7	1	50	9	41	41	82.00%
8	1	53	5	48	48	90.57%
	1	441	75	366	366	82.99%

%	Extra Apport Days Per Grade
0.0383	2.22
0.0984	5.71
0.0984	5.71
0.0929	5.39
0.0929	5.39
0.1093	6.34
0.1120	6.50
0.1148	6.66
0.1120	6.50
0.1311	7.61
1.0000	58.05

Diff between apportionment days on 11/15 and newly allowed total: 58.05

**Approved Day**

LP 2: 9/24/18-10/19/18

Grade	# of Days	Enrollment	Days Not Enrolled	Non Apport Days	Total Apport	ADA	
TK	20	17	15	4	321	16.05	0.00%
KN	20	43	23	37	800	40.00	95.58%
1	20	42	0	16	824	41.20	98.10%
2	20	42	9	23	808	40.40	97.23%
3	20	42	0	15	825	41.25	98.21%
4	20	50	0	45	955	47.75	95.50%
5	20	50	0	53	947	47.35	94.70%
6	20	53	0	58	1002	50.10	94.53%
7	20	54	23	49	1008	50.40	95.36%
8	20	53	15	54	991	49.55	94.83%
	20	446	85	354	8481	424.05	95.99%

**2018-19 P2**

Grade	# of Days	Enrollment	Days Not Enrolled	Non Apport Days	Total Apport	ADA	
TK	135	14	381	123	1388.22	10.28	0.00%
KN	135	42	513	380	4782.71	35.43	92.74%
1	135	41	381	231	4928.71	36.51	95.63%
2	135	40	283	259	4863.39	36.03	95.04%
3	135	40	138	313	4954.39	36.70	94.15%
						154.94	
4	135	36	143	340	4383.34	32.47	92.93%
5	135	41	278	320	4943.50	36.62	94.04%
6	135	52	153	575	6298.66	46.66	91.72%
						115.74	
7	135	49	98	386	6137.50	45.46	94.18%
8	135	51	0	344	6548.61	48.51	95.11%
						93.97	
	135	406	2368	3271	49229.05	364.66	93.87%

**AFFIDAVIT OF CHARTER SCHOOL GOVERNING BOARD MEMBERS**

We, members constituting a majority of the governing board of the Nevada City School of the Arts charter school, hereby swear (or affirm) that the foregoing statements are true and are based on official district records.

Jeff Corbett

LeeAnne Haglund

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John Gilman

Printed names

Signatures

**At least a majority of the members of the governing board shall execute this affidavit.**

Subscribed and sworn (or affirmed) before me, this 13<sup>th</sup> day of June, 2019.

Signature, Title \_\_\_\_\_, Business Manager

of Nevada County, California

Contact/Individual responsible for preparing this form:

Name: Melissa Brokenshire Title: Business Manager

Phone: (530) 273-7736 X303 Fax : (530)273-1522

E-mail: businessmanager@ncsota.org

**Approval by Superintendent of Authorized Local Educational Agency (LEA)**

Signature, Title \_\_\_\_\_, School Director

of Nevada City School of the Arts (LEA).

**AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS**

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

Signature, County Superintendent of Schools \_\_\_\_\_

Date: \_\_\_\_\_

Subscribed and sworn (or affirmed) before me, this \_\_\_\_ day of \_\_\_\_\_, 2\_\_\_\_.

Signature, Title \_\_\_\_\_

of \_\_\_\_\_ County, California



## School Open - Unhealthy Air quality forecasted through the end of the week

18-19 Adminx

?

**Holly Pettitt, Director** <director@ncsota.org> Wed, Nov 14, 2018, 5:45 PM

to me

A message from NEVADA CITY SCHOOL OF THE ARTS

Hello NCSA Families,

Air quality is predicted to be in the unhealthy range for the balance of the week and into the beginning of next. NCSA is planning for continued inside activities this week and we have changed our air filters (they are rated MERV 10) so that our air handlers are functioning at their best. The advice from county officials is that a school's HVAC system is more able to filter the smoke than home filters. However, we understand if you still feel uncomfortable sending your student to school, so please make the best decision for your family. If you choose to keep your child home, please communicate with the school. **You can email or leave a message for our Attendance Coordinator, Erin Bancroft, at 530-273-7736 ext. 300 or email [attendance@ncsota.org](mailto:attendance@ncsota.org).**

If you do have your child come to school, **please know we will have indoor pick-up for BOTH Lower and Upper Campus** and really appreciate your patience. 4th/5th electives will be cancelled and we will NOT have 6th-8th students walking up or down the Hill to and from electives. We do have to have kids walk to Ravenwolf as there are too many to transport, so please factor that into your decision making.

Check these links for more information about air quality and to sign up for notifications.

**Spare The Air:** <http://sparetheair.com/>

**Air Now:** <https://airnow.gov/index.cfm?action=airnow.main>

### Best Practices for Spare the Air Days

- Stay inside
- Keep doors and windows closed
- If you need to go outside, reduce activity as much as possible.
- Drink plenty of water

Thanks and let me know if you have any questions or concerns.

Holly Pettitt

School Director

