

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014–15 School Year
Published During 2015–16

Nevada City School of The Arts

Address: 13032 Bitney Springs Rd., Nevada City, CA 95959

Phone: 530-273-7736

Principal: Holly Pettitt

Grade Span: TK-8

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

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

DataQuest

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

Internet Access

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

About This School

District Contact Information – Most Recent Year

District Name	Nevada County
Phone Number	530-273-7736
Superintendent	Holly Pettitt
E-mail Address	director@ncsota.org
Web Site	www.ncsota.org

School Contact Information – Most Recent Year

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

School Description and Mission Statement – Most Recent Year

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

Student Enrollment by Grade Level (School Year 2014–15)

Grade Level	Number of Students
Kindergarten	54
Grade 1	39
Grade 2	30
Grade 3	30
Grade 4	39
Grade 5	41
Grade 6	52
Grade 7	53
Grade 8	52
Ungraded Elementary	0
Total Enrollment	390

Student Enrollment by Student Group (School Year 2014–15)

Student Group	Percent of Total Enrollment
Black or African American	0.8%
American Indian or Alaska Native	3.3%
Asian	0%
Filipino	0%
Hispanic or Latino	13.1%
Native Hawaiian or Pacific Islander	0.3%
White	82.6%
Two or More Races	0%
Socioeconomically Disadvantaged	50%
English Learners	0.5%
Students with Disabilities	10.5%
Foster Youth	0%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2013–14	School 2014–15	School 2015–16	District 2015–16
With Full Credential	16	17	18	N/A
Without Full Credential	0	0	0	N/A
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013–14	2014–15	2015–16
Misassignments of Teachers of English Learners	0.8%	0.8%	0.8%
Total Teacher Misassignments*	3.3%	3.3%	3.3%
Vacant Teacher Positions	0%	0%	0%

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014–15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	86.21%	13.79%
All Schools in District	64.65%	35.35%
High-Poverty Schools in District	63.61%	36.39%
Low-Poverty Schools in District	100%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

Year and month in which the data were collected: January, 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Appropriate and sufficient materials are supplied	No	0%
Mathematics	Singapore Math – Math In Focus, 2015	Yes	0%
Science	Appropriate and sufficient materials are supplied	No	0%
History-Social Science	Appropriate and sufficient materials are supplied	No	0%
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	Appropriate and sufficient materials are supplied	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

School Facility Conditions and Planned Improvements – Most Recent Year

Like most charter schools, our school facility is not provided by the state. Currently, we lease our facility while we investigate options such as those that may be provided by Proposition 39, or through the acquisition of funding for the purchase of our own site. We are upgrading our facility through Clean Energy Proposition 39 funding to install energy efficient improvements. We completed the addition of a state of the art theater, renovated two kindergarten classrooms, and are working to upgrade our playground structures to increase safety. NCSA has one full time and one part time custodian on staff who ensure our buildings are clean and who perform any needed maintenance that is required on site.

School Facility Good Repair Status – Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:

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

Year and month in which the data were collected: January, 2016

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rate – Most Recent Year

Year and month in which the data were collected: January, 2016

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	49%	45%	44%
Mathematics (grades 3-8 and 11)	30%	28%	33%

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

CAASPP Assessment Results – English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven
(School Year 2014–15)

ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	31	29	93.5%	41%	34%	17%	7%
Male		13		38%	31%	23%	8%
Female		16		44%	38%	13%	6%
Black or African American		1		no data	no data	no data	no data
American Indian or Alaska Native		2		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		5		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		21		43%	29%	19%	10%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		15		40%	40%	20%	0%
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		3		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	38	35	92.1%	26%	37%	29%	9%
Male		20		30%	30%	30%	10%
Female		15		20%	47%	27%	7%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		1		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		34		26%	38%	26%	9%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		18		22%	33%	39%	6%
English Learners		1		no data	no data	no data	no data
Students with Disabilities		6		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	41	39	95.1%	18%	31%	41%	10%
Male		21		24%	38%	24%	14%
Female		18		11%	22%	61%	6%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		3		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		5		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		31		16%	35%	35%	13%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		21		10%	33%	52%	5%
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		4		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	54	50	92.6%	32%	24%	34%	10%
Male		23		26%	26%	43%	4%
Female		27		37%	22%	26%	15%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		3		no data	no data	no data	no data
Asian		0		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		7		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		1		no data	no data	no data	no data
White		39		33%	21%	33%	13%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		27		41%	22%	30%	7%
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		6		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	52	52	100%	23%	17%	38%	21%
Male		19		26%	16%	42%	16%
Female		33		21%	18%	36%	24%
Black or African American		1		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		10		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		41		22%	15%	39%	24%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		21		38%	10%	29%	24%
English Learners		1		no data	no data	no data	no data
Students with Disabilities		6		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	53	51	96.2%	16%	20%	39%	25%
Male		25		12%	24%	40%	24%
Female		26		19%	15%	38%	27%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		0		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		8		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		43		14%	19%	40%	28%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		25		16%	20%	52%	12%
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		7		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

CAASPP Assessment Results – Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	31	28	90.3%	43%	46%	7%	4%
Male		12		50%	33%	17%	0%
Female		16		38%	56%	0%	6%
Black or African American		1		no data	no data	no data	no data
American Indian or Alaska Native		2		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		5		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		20		35%	50%	10%	5%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		14		57%	36%	7%	0%
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		3		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	38	35	92.1%	23%	54%	20%	3%
Male		20		10%	60%	25%	5%
Female		15		40%	47%	13%	0%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		1		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		34		24%	56%	18%	3%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		18		22%	56%	17%	6%
English Learners		1		no data	no data	no data	no data
Students with Disabilities		6		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	41	38	92.7%	32%	47%	13%	8%
Male		20		40%	45%	5%	10%
Female		18		22%	50%	22%	6%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		3		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		5		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		30		37%	40%	13%	10%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		21		33%	52%	10%	5%
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		4		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	54	50	92.6%	44%	36%	16%	4%
Male		23		39%	30%	26%	4%
Female		27		48%	41%	7%	4%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		3		no data	no data	no data	no data
Asian		0		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		7		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		1		no data	no data	no data	no data
White		39		44%	36%	15%	5%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		27		52%	33%	15%	0%
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		6		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	52	52	100%	27%	35%	29%	10%
Male		19		32%	21%	32%	16%
Female		33		24%	42%	27%	6%
Black or African American		1		no data	no data	no data	no data
American Indian or Alaska Native		no data		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		10		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		41		22%	37%	29%	12%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		21		33%	19%	29%	19%
English Learners		1		no data	no data	no data	no data
Students with Disabilities		6		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	53	51	96.2%	27%	22%	33%	18%
Male		25		20%	24%	40%	16%
Female		26		35%	19%	27%	19%
Black or African American		no data		no data	no data	no data	no data
American Indian or Alaska Native		0		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		8		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		43		23%	21%	35%	21%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		25		40%	16%	40%	4%
English Learners		no data		no data	no data	no data	no data
Students with Disabilities		7		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Science (grades 5, 8, and 10)	58%	67%	61%	50%	50%	48%	59%	60%	56%

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

California Standards Tests Results by Student Group in Science (School Year 2014–15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	48%
All Students at the School	61%
Male	62%
Female	60%
Black or African American	no data
American Indian or Alaska Native	no data
Asian	no data
Filipino	no data
Hispanic or Latino	no data
Native Hawaiian or Pacific Islander	no data
White	64%
Two or More Races	no data
Socioeconomically Disadvantaged	50%
English Learners	no data
Students with Disabilities	no data
Students Receiving Migrant Education Services	no data
Foster Youth	no data

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

State Priority: Other Pupil Outcome

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014–15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	14.6%	36.6%	36.6%
7	17.6%	21.6%	31.4%

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement – Most Recent Year

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Suspensions	7.16%	3.26%	3.32%	0.9%	0.55%	0.69%	5.07%	4.36%	3.8%
Expulsions	0%	0%	0%	0%	0%	0.07%	0.13%	0.1%	0.09%

School Safety Plan – Most Recent Year

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

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014–15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	
Met Participation Rate – English Language Arts	Yes	No	
Met Participation Rate – Mathematics	Yes	No	
Met Percent Proficient – English Language Arts	N/A	N/A	
Met Percent Proficient – Mathematics	N/A	N/A	
Met Attendance Rate	Yes	Yes	
Met Graduation Rate	N/A	No	

Federal Intervention Program (School Year 2015–16)

Indicator	School	District
Program Improvement Status	no data	In PI
First Year of Program Improvement	no data	2011-2012
Year in Program Improvement	no data	Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3%

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16	3	no data	no data	17	3	no data	no data	18	1	2	no data
1	20	1	no data	no data	20	1	no data	no data	18	2	no data	no data
2	20	1	no data	no data	20	1	no data	no data	20	1	no data	no data
3	20	2	no data	no data	20	2	no data	no data	20	2	no data	no data
4	26	no data	1	no data	27	no data	1	no data	20	no data	1	no data
5	27	no data	2	no data	27	no data	2	no data	27	no data	2	no data
6	39	no data	no data	1	41	no data	2	4	27	no data	2	1
Other	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	no data	no data	no data	no data	41	no data	no data	2	26	no data	4	no data
Mathematics	no data	no data	no data	no data	28	no data	3	no data	25	1	3	no data
Science	no data	no data	no data	no data	42	no data	no data	2	26	no data	4	no data
Social Science	no data	no data	no data	no data	41	no data	no data	2	26	no data	4	no data

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014–15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.55	N/A
Library Media Teacher (librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.09	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist (non-teaching)	1.75	N/A
Other	.8	N/A

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

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013–14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8,950	\$4,475	\$7,518	\$47,419
District	N/A	N/A	N/A	no data
Percent Difference – School Site and District	N/A	N/A	no data	no data
State	N/A	N/A	\$5,348	no data
Percent Difference – School Site and State	N/A	N/A	no data	no data

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

Types of Services Funded (Fiscal Year 2014–15)

Funding provides for all educational services, including instructional materials, professional development, salaries, facility costs, maintenance, health services and other expenses. Funds are provided through the Local Control Funding Formula, Lottery, local, state and federally funded programs and grants.

Teacher and Administrative Salaries (Fiscal Year 2013–14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	no data	no data
Mid-Range Teacher Salary	no data	no data
Highest Teacher Salary	no data	no data
Average Principal Salary (Elementary)	no data	no data
Average Principal Salary (Middle)	no data	no data
Average Principal Salary (High)	no data	no data
Superintendent Salary	no data	no data
Percent of Budget for Teacher Salaries	no data	no data
Percent of Budget for Administrative Salaries	no data	no data

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

Professional Development – Most Recent Three Years

The area of primary focus is implementation of the Common Core State Standards testing and curriculum. This includes training on our new math program, Singapore Math's *Math In Focus*, as well as providing high quality explicit instruction to growing readers, and shifting instruction in science to incorporate the Next Generation Science Standards. We include in our budget professional development money that can be spent on workshops and training geared toward Common Core. We have on-site training and allow for travel to conferences and workshops as necessary. Our teachers are supported by completing a reflective video-taping and goal-setting process that encourages internal reflection and growth, a formative process, rather than a focus on external evaluation. Resources, collaboration sessions, trainings, and workshops are recommended or provided based on these goals.

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Multiple Measures, LLC
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