

Nevada City School of the Arts

School Accountability Report Card Reported Using Data from 2013–14 School Year *Published During 2014–15*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local education 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 additional information about the school, parents and community members should contact the school principal or the district office. For more information about the LCFF or LCAP, visit the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.

- This report has been compiled by **Multiple Measures, LLC** (<http://www.multiplemeasures.com>).
- The data were acquired from both the school and the CDE (<http://www.cde.ca.gov/ta/ac/sa/>).
- A single asterisk in a cell (*) means that the size of the group was numerically insignificant.

I. About This School

District Contact Information (Most Recent Year)

District Name	Nevada County Office of Education
Phone Number	(530) 478-6400
Superintendent	Hermansen, Holly
E-mail Address	holly@nevco.k12.ca.us
Web Site	www.nevco.k12.ca.us

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	Ms. Holly Ann Pettitt, Director
E-mail Address	director@ncsota.org
Web Site	www.ncsota.org
County-District-School (CDS) Code	29102980114330

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 Pre-Kindergarten through the eighth grade. The school is located in a forest 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 subjects like art, dance and music are woven into the curriculum as often as possible during the school day.

Nevada city School of the Arts has been thrice honored: As a California Distinguished School and a California Award Recipient, NCSA is now the first charter school to be awarded the National Blue Ribbon School Award.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	43
Grade 1	30
Grade 2	30
Grade 3	30
Grade 4	40
Grade 5	41
Grade 6	51
Grade 7	52
Grade 8	33
Ungraded Elementary	0
Total Enrollment	350

Student Enrollment by Subgroup (School Year 2013-14)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.4%	White	82.3%
American Indian or Alaska Native	2.6%	Two or More Races	0%
Asian	0%	Socioeconomically Disadvantaged	49.3%
Filipino	0%	English Learners	0.3%
Hispanic or Latino	13.3%	Students with Disabilities	8.7%
Native Hawaiian/Pacific Islander	0%		

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	15	16	17	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes in Core Academic Subjects Taught by	
	Highly Qualified Teachers	Non-Highly Qualified Teachers
This School	73.91%	26.09%
All Schools in District	60.46%	39.54%
High-Poverty Schools in District	60.46%	39.54%
Low-Poverty Schools in District	0%	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 data were collected: January 2015

Core Curriculum Area	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	Appropriate and sufficient materials are supplied.	No	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

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 currently working to upgrade our facility through the new Clean Energy Proposition 39 funding, for the next 5 years, to install energy efficient improvements. NCSA has one full time and one part time custodian on staff that ensures our buildings are clean and 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

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		HVAC System needs upgrading by landlord or possible prop 39 funding.
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		We are continuously making upgrades and changes when we can.

Overall Facility Rate - Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide Assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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/Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science(Grades 5, 8, and 10)	69%	58%	67%	44%	44%	50%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMS), and California Alternate Performance Assessment (CAPA).

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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	50%
All Students at the School	67%
Male	75%
Female	59%
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/Pacific Islander	no data
White	no data
Two or More Races	67%
Socioeconomically Disadvantaged	63%
English Learners	no data
Students with Disabilities	no data
Students Receiving Migrant Education Services	no data

Note: Science assessments include (CSTs), (CMS), and (CAPA) in grades 5, 8, and 10

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.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	60%	55%	54%	45%	45%	45%	54%	56%	55%
Mathematics	47%	50%	51%	31%	32%	32%	49%	50%	50%
History-Social Science	67%	67%	75%	33%	35%	31%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	5	4	4
Similar Schools	1	1	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-2	-18	4
Black or African American	no data	no data	no data
American Indian or Alaska Native	no data	no data	no data
Asian	no data	no data	no data
Filipino	no data	no data	no data
Hispanic or Latino	no data	no data	no data
Native Hawaiian/Pacific Islander	no data	no data	no data
White	-2	-21	-3
Two or More Races		no data	no data
Socioeconomically Disadvantaged	-60	-15	3
English Learners	no data	no data	no data
Students with Disabilities	no data	no data	no data

Note: "ND" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. :C: means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

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

Pupil outcomes in physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.1%	24.4%	43.9%
7	10.6%	36.2%	36.2%

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 Parental Involvement State Priority (Priority 3)

Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (Most Recent Year)

Parents are always encouraged to participate at NCSA. From classroom volunteering and driving on Field Trips to serving on the Charter Governing Council Board and assisting with the two annual fundraisers that NCSA uses to support the arts program. Parents are also welcome to attend our Parent Advisory Meetings, held once a month, when our School Director listens to community concerns and updates parents on new happenings at the school. NCSA appreciates any and all help received from parents.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	2.8%	7.2%	3.3%	1.3%	0.9%	0.5%	5.7%	5.1%	4.4%
Expulsions	0%	0%	0%	0%	0%	0%	0.1%	0.1%	0.1%

School Safety Plan - (Most Recent Year)

Nevada City School of the Arts has developed a comprehensive school-wide safety and re-unification 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.

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 2013-14)

AYP Criteria	School	District
Met AYP Overall	no data	no data
Met Participation Rate - English-Language Arts	no data	no data
Met Participation Rate - Mathematics	no data	no data
Met Percent Proficient - English-Language Arts	no data	no data
Met Percent Proficient - Mathematics	no data	no data
Graduation Rate	no data	no data

Federal Intervention Program (School Year 2014-15)

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		no data
Percent of Schools Currently in Program Improvement		0

Note: Cells shaded in black do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	14.8	4	0	0	13	3	no data	no data	14	3	no data	no data
1	20	1	0	0	15	2	no data	no data	15	2	no data	no data
2	20	1	0	0	15	2	no data	no data	15	2	no data	no data
3	20	1	0	0	15	2	no data	no data	15	2	no data	no data
4	25	0	1	0	19	1	1	no data	20	1	1	no data
5	23.5	1	1	0	21	1	1	no data	21	1	1	no data
6	33	0	0	1	39	no data	no data	1	41	no data	2	4
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	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	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	no data	no data	no data	no data	41	no data	no data	2
Mathematics	no data	no data	no data	no data	no data	no data	no data	no data	28	no data	3	no data
Science	no data	no data	no data	no data	no data	no data	no data	no data	42	no data	no data	2
Social Science	no data	no data	no data	no data	no data	no data	no data	no data	41	no data	no data	2

* 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 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	No data	No data
Counselor (Social/Behavioral or Career Development)	No data	
Library Media Teacher (Librarian)	No data	
Library Media Services Staff (paraprofessional)		
Psychologist	.4	
Social Worker		
Nurse	.09	
Speech/Language/Hearing Specialist	.4	
Resource Specialist (non-teaching)	1	
Other	1	

Note: Cells shaded in gray 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 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,577	\$4,789	\$8,078	\$47,419
District				no data
Percent Difference: School Site and District				
State			\$5,537	no data
Percent Difference: School Site and State			70%	

Note: Cells shaded in gray do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2013-14)

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 2012-13)

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 concern for faculty is the new implementation of the Common Core State Standards testing and curriculum. 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 through observational evaluations, teacher-director meetings, student performance data reporting and any additional support that is needed.

This SARC report was compiled on 02/02/2015 with version 15.0.2e by

Multiple Measures, LLC
www.k12multiplemeasures.com