

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

Regular Meeting Agenda

May 21, 2020

4:00-6:00 pm

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20. The Board of Directors ("Board") and employees of the NCSA shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at:

<https://zoom.us/j/98549337805?pwd=RFILRmZlWWZlUjFzWE9yWFhwTWc1dz09>

Meeting ID: 985 4933 7805

Password: 5XxefX

Call to Order: 4:00 p.m.

Roll Call:

Public Forum: *Members of the public who wish to comment during the Board meeting may use the "raise hand" tool on the Zoom platform. Individual comments will be limited to three (3) minutes. If an interpreter is needed for comments, they will be translated to English and the time limit shall be six (6) minutes. The Board of Directors may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a member of the public if comments or actions disrupts the Board meeting.*

Plaudits:

Action Items

1. Approve Agenda

Consent Agenda

2. Approve April 30, 2020 meeting minutes - *See attached*

Reports

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

Discussion Items

5. Review B Global Limitations/Global Executive Constraints – *See attached*
6. Discuss Upcoming Board Elections
7. Discuss Draft 20-21 Adopted Budget - *See attached*
8. Discuss Moving June Meeting to the 12th at 3:00
9. Discuss Covid-19 School Reentry Plan - *see attachment*
10. Discuss Construction Document from Site-Line

Action Items

11. Approve 2020 LCAP COVID-19 Operations Written Report – *See Attached*

Closed Session

12. Public Employee Performance Evaluation
Title: School Director

Adjournment 6:00 p.m.

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

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

Respectfully Submitted

Submitted by: Toni Holman, NCSA Administrative Secretary

4/30/2020

Approved by the NCSA Charter Council

Jeff Corbett, Board Chair

Date

LeeAnne Haglund, Board Secretary

Date



School Director FYI Report May 21, 2020

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 the paper packet pick up team - Toni, Joseph, Itzia, Carabeth and Maria - we have had fun passing out papers for 9 weeks! To Joseph Holman for rebuilding the Lower campus picnic tables - they look so much better!
- To Samantha Jones for creating several different distance learning schedules! She has an amazingly logical mind and I appreciate all her efforts.
- To Amie and Gabriel for stepping in to Jody's role and doing a terrific job so far! They are a great duo to work with.

Financial Information

Due to the recent pandemic, Melissa and I are planning for what is ahead financially. We are making the following assumptions/solutions:

- We will report on this at the meeting, but I assume everyone heard what the Governor said - 10% budget cut which means about a \$370,000 loss. Melissa and I will update you on our plans at the meeting, but at the time of this writing, I have not attended the budget workshop, so my information may change by the time we meet. This is what we know so far... *"For the first time since its creation, the Local Control Funding Formula (LCFF) is facing a reduction instead of an increase. Officially, the statutory cost-of-living adjustment (COLA) is calculated at 2.31% and applied to the LCFF, but a **reduction of 10%** (\$6.5 billion) will be applied unless "triggered off if the federal government provides sufficient funding to backfill this cut." As of this writing, no written details were provided as to how this cut would be applied."*

- Paycheck Protection Program - we did receive \$659,000 dollars through the PPP - that has been a remarkable help to our cash flow and outlook for next year.

Facilities Update

We are quietly making improvements on campus while the students are away.

- [Our ADA upgrade plans](#) are nearing completion and will be provided for your review. It is exciting to know that we have a plan to improve access and equitability for all our current and future students and staff. We have had very positive and supportive interactions with the county in regards to this process and I believe we are starting the implementation of these upgrades on the right foot with a supportive County Building Department working to support us.
- Our facilities have seen many small improvements with new wood on the picnic tables at lower campus and new door sweeps installed at upper campus to discourage mice and pests from entering our classrooms. A broken window was replaced at Building 3. The heating loop in Building 9 was leaking and has been repaired and our energy saving improvements to our Building 9 power infrastructure (transformer replacement) is underway and should be soon finished, potentially saving us thousands of dollars each month in energy costs in Building 9.
- Our real estate projects are moving ahead. It currently looks like both properties will close escrow in mid-June, if not before. They have been held up predominantly by delays at the county due to Covid-19, which has created many delays in scheduling and short staffing. Our most recent conversation with the building department officials was an opportunity to express the importance of the property sales to our school's ability to weather this pandemic and the County has told us that our projects will be prioritized.
- The 55-acre parcel has had its property lines approved by all the appropriate oversight bodies. Currently the only hold up is a failed septic system and the required perc and mantle (OSSE) test is scheduled for this week. After the test we can assess what solution to employ to remedy the failed system. This is the last piece of the puzzle before we can close escrow on this parcel.
- The buyers of the 106-acre parcel are still awaiting preapproval of development plans from the county. Craig Greisbach has expressed that the county will expedite this review on our behalf. The necessary easements to preserve our evaporation pond and waste treatment components on the northern parcel have been surveyed by Nevada City Engineering and are in process of being legally recorded. This will be complete by the time of the close of escrow. All of the necessary oversight (regional water board, etc.) authorities have been briefed on our plans to sale and have provided guidance and are on board with our plans to sale. One caveat is that the new owners will need to add their names to our waste water treatment permit

and work with us to maintain working order of our infrastructure. This points to a long-term partnership with whoever owns the parcel and NCSA

School Wide Issues

Staff Not Returning Next Year

Jody Deaderick - Arts Director

Gary Griffith - 5th Grade (Retiring)

Rebecca Bear - 4th Grade (Moving to Sonoma)

Eli Ferrier - Facilities Director (Teaching at Silver Springs)

Red Feola - Maintenance (staying home with kids)

We have hired a 4th and 5th grade teacher to fill both positions. They are experienced teachers moving to the area. I feel very fortunate to have found both of them!

Due to budget cuts, we will not be able to fill either Eli's or Red's positions. Eli is leaving us in a very good position and Al and Ian have agreed to take on the maintenance for the school. Amie Ferrier and Gabriel will be handling Jody's duties.

Social Distancing Models

We are preparing for a social distancing model next year. As Superintendent Scott Lay mentioned in his Advisory Report, it is highly likely that all schools will open in August, but with social distancing protocols in place. This all depends on the orders from Public Health and the Governor. In order to facilitate appropriate social distancing, there is no way that NCSA could open as usual with all students coming 5 days a week. Next year may look like:

1. 2 days on - 3 days off. In other words, 1/2 of the students would come M/T, the other half would come W/Th, with no students coming on Fridays. We would make every effort to keep siblings on the same schedule, but the caveat is that some may not be able to attend with close friends.
2. 1 day a week for 1/4 of the students. In other words, we would split the students into 4 groups per class (5-7 per group/class), and each class group would come 1 day a week M-Th. No school Friday.

In addition, we WILL be offering a full-time home school option for students who are unable to attend on-site.

We have *received* no guidance from the Governor or Public Health, but did receive the [attached flow chart](#) from the CDE. as yet, so we are merely speculating and trying to provide a model that would allow social distancing requirements.

Events

- Drop off of Materials - June 1st - 3rd
- Driving Up Ceremony - June 5th - 11:00
- Graduation Drive Thru - June 5th - 11:30

Arts Based Choice for Education

- Enrollment is full for next year as of Now. We will be doing a home school program next year so we don't lose over 30 students.
- If we are doing a hybrid p[rogram, we will also increase

Academic, Arts & Social Emotional Achievement

- We hope to have a Mental Health Town Hall to address the recent suicide of our former student Lena Wiseman, as well as for basic support for our parents and students. Kids are at their limit and so are their parents and we think the parents need some support for how to help their kids. We are all looking forward to summer.

Safe, Respectful and Equitable Conditions for Learning and Working

- Nothing to report

Contributor and Collaborator to the Greater Community

- Nothing to report



The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

Should you consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at [higher risk](#) for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ANY NO



ALL YES



Are recommended health and safety actions in place?

- ✓ Promote [healthy hygiene practices](#) such as [hand washing](#) and [employees wearing a cloth face covering](#), as feasible
- ✓ Intensify [cleaning, disinfection](#), and ventilation
- ✓ Encourage [social distancing](#) through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

ANY NO



ALL YES



Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for [signs and symptoms](#) of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to [stay home](#)
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ANY NO



ALL YES



Policy Type: Executive Limitations
Policy Title: B – Global Executive Constraint
Last Revised: **November 22, 2016**

The School Director must not cause or allow any practice, activity, decision, or organizational circumstance that is unlawful; imprudent; in violation of commonly accepted business, educational and professional ethics and practices; or in violation of the NCSA charter.

NEVADA CITY SCHOOL OF THE ARTS
Multi Year Budget Projections- Five Years Ended June 30, 2024

	Prior Budget		Current Year 1		Year 2		Year 3		Year 4	
	2019-20		2020-21		2021-22		2022-23		2023-24	
Enrollment	449.0		448.0		449.0		441.0		424.0	
ADA	422.34		423.94		423.94		415.48		398.56	
Revenue	Rates	3.26% COLA	Rates	-10% COLA	Rates	-10% COLA	Rates	0% COLA	Rates	0% COLA
Local Control Funding Formula	\$ 8,992	\$ 1,609,352	\$ 8,073	\$ 1,449,426	\$ 8,075	\$ 1,449,786	\$ 8,974	\$ 1,611,192	\$ 8,977	\$ 1,611,731
4-6	\$ 8,992	\$ 1,335,492	\$ 8,073	\$ 1,183,825	\$ 8,075	\$ 1,184,118	\$ 8,974	\$ 1,315,947	\$ 8,977	\$ 1,316,387
7-8	\$ 8,992	\$ 852,855	\$ 8,073	\$ 789,216	\$ 8,075	\$ 789,412	\$ 8,974	\$ 877,298	\$ 8,977	\$ 877,592
Total LCFF	\$ 3,797,736		\$3,407,469		\$ 3,354,878		\$ 3,576,718		\$ 3,578,018	
Mandated Block Grant	\$ 17	7,030	\$ 17.37	7,242	\$ 17.86	7,572	\$ 18.42	7,809	\$ 18.42	7,653
One-Time Discretionary Funds		-		-	\$ -	-		-		-
Forest Service Revenue		1,800		1,800		1,500		1,500		1,500
Low performing student block grant		-		-		-		-		-
Restricted Lottery	\$ 53	22,514	\$ 54	22,514	\$ 54	22,893	\$ 54	22,436	\$ 54	21,522
Unrestricted Lottery	\$ 151	63,791	\$ 153	63,791	\$ 153	64,863	\$ 153	63,568	\$ 153	60,980
Title I/II - Restricted		149,542		149,542		149,542		149,542		149,542
Charter Facilities Grant (SB740)	\$ 1,117	220,000	\$ 1,117	379,780	\$ 1,174	379,780	\$ 1,174	379,780	\$ 1,174	379,780
Student Lunch Program - NSLP		44,139		29,788		29,788		29,788		29,788
Bill Graham Grant		3,500		3,500		-		2,500		-
Special Ed - General (State)		203,338		228,031		232,592		237,243		237,243
Special Ed - Mental Health (State)		23,865		23,865		23,865		23,865		23,865
Special Ed - IDEA General (Federal)		78,833		70,851		70,851		70,851		70,851
Annual Giving Campaign		145,000		100,000	\$ -	100,000	\$ -	100,000	\$ -	100,000
A Matter of Taste		29,000		22,000	\$ -	22,000	\$ -	35,000	\$ -	35,000
Free Money (Escrip)		6,000		6,000	\$ -	6,000	\$ -	6,000	\$ -	6,000
Jog-a-Thon		25,000		20,000		20,000		20,000		20,000
Parent Donations - ASS/FS/Programs & Other Misc		97,193		11,000		11,000		11,000		11,000
Lunch Sales		40,000		44,000		40,000		40,000		40,000
Magic Forest Revenue		130,000		79,520		79,520		79,520		79,520
Leases & Rental Revenue		215,648		-		-		-		-
Interest & Other Local Revenue (prop tax & misc)		2,100		2,100	\$ -	2,100	\$ -	2,100	\$ -	2,100
Proceed from Sale of Land		425,000		-		-		-		-
Local - Other (Construction Loan)		250,000		250,000	\$ -	250,000	\$ -	250,000	\$ -	250,000
Total Revenue	5,981,029		4,922,793		4,868,743		5,109,221		5,104,363	
Personnel Costs										
Certificated Salaries	-13492	1,436,159		1,422,668		1,422,668		1,432,696		1,463,055
Certificated increases				-		10,028		30,359		38,371
Certificated decreases					0.0%		0.0%		0.0%	
Certificated Total		1,436,159		1,422,668		1,432,696		1,463,055		1,501,426
Classified Salaries		1,533,681		1,027,335		1,027,335		1,050,186		1,081,686
Classified increases		-		-	3.0%	22,852	3.0%	31,500	3.0%	32,500
Classified decreases		-		-	0.0%		0.0%		0.0%	
Classified Total		1,533,681		1,027,335		1,050,186		1,081,686		1,114,186
Benefits	28.17%	836,568	29.61%	725,471	28.77%	714,232	28.40%	722,726	29.28%	765,918
Total Personnel Costs		3,806,408		3,175,473		3,197,114		3,267,467		3,381,531
Program Costs										
Books and supplies		194,437		144,370		152,550		155,273		164,051
Special education JPA services		582,954		530,644	1.0%	535,950	1.0%	541,310	1.0%	546,723
Other services (facilities/admin/programs)		818,591		378,579	2.0%	395,648	2.0%	387,847	2.0%	385,510
Facilities Debt Service (Interest for loans)		92,717		600,000		600,000		600,000		600,000
NCSOs oversight	1.0%	37,977	1.0%	34,075	1.0%	33,549	1.0%	35,767	1.0%	35,780
Total Program Costs		1,726,676		1,687,668		1,717,697		1,720,197		1,732,064
Total Expenses		5,533,085		4,863,141		\$ 4,914,811		4,987,664		\$ 5,113,595
Capital Expenditures/Construction		\$200,000		\$0						
Annual Operating Surplus (Deficit)		247,943		59,653		(46,068)		121,557		(9,232)
Depreciation for Land & Building Values	\$	301,000	\$	\$0	\$	-	\$	-	\$	-
Other Sources										
FINAL Net Income/(Loss)	\$	(53,056)	\$	59,653	\$	(46,068)	\$	121,557	\$	(9,232)
Beginning Fund Balance	\$	4,755,964	\$	4,702,908	\$	4,762,561	\$	4,716,493	\$	4,838,050
Adjustments (PY Fund Balance Corrections)										
Annual operating surplus (deficit) from above		(53,056)		59,653		(46,068)		121,557		(9,232)
Debt Service Ratio		2.25		0.39		3.65		4.76		3.90
Ending Fund Balance		\$4,702,908		4,762,561		\$4,716,493		\$4,838,050		\$4,828,818
Components of Ending Fund Balance										
Restricted-Required 5% reserve	5.00%	\$ 268,847	5.00%	\$ 243,157	5.00%	\$ 245,700	5.00%	\$ 249,400	5.00%	\$ 255,700
Designated-Special ed 2% reserve	2.00%	\$ 107,539	2.00%	\$ 97,263	2.00%	\$ 98,300	2.00%	\$ 99,800	2.00%	\$ 102,300
Designated-JPA Deposit/Lease Deposit		\$ 13,786		\$ 13,786		\$ 13,786		\$ 13,786		\$ 13,786
Designated - Restricted & Unrestricted Lottery		\$ 3,750		\$ 3,750		\$ 3,750		\$ 3,750		\$ 3,750
Designated - Classified PD Grant		\$ 5,759		\$ -		\$ -		\$ -		\$ -
Designated - Low Perf Stud Blck Grnt		\$ -		\$ -		\$ -		\$ -		\$ -
Designated - Prop 39 Energy Grant		\$ -		\$ -		\$ -		\$ -		\$ -
Designated - Jog-a-thon Carryover		\$ 59,185		\$ 79,185		\$ 99,185		\$ 119,185		\$ 139,185
Designated - Facilities Reserve 5%	5.00%	\$ 276,654	5.00%	\$ 243,157	5.00%	\$ 245,741	5.00%	\$ 249,383	5.00%	\$ 255,680
Undesignated fund balance		\$ 3,973,147		\$ 4,082,263		\$ 4,010,032		\$ 4,102,746		\$ 4,058,417
Reserves as % of annual expenditures		13.3%		14.0%		14.4%		14.7%		15.1%
Undesignated Fund balance as % of annual expendit		71.8%		83.9%		81.6%		82.3%		79.4%

NEVADA CITY SCHOOL OF THE ARTS
2019-20 2nd Interim Budget

CGC 5/21/2020, Pg. 12

Statements of Revenues, Expenditures and Changes in Fund Balance

	2018-19 Unaudited Actuals	2019-20 2nd Interim Budget	2020-21 Adopted Budget	Change From Prior Budget
<i>Enrollment</i>	440.0	449.0	-	(452.00)
<i>Attendance %</i>	94.5%	94.1%	#DIV/0!	#DIV/0!
<i>Average Daily Attendance (ADA)</i>	416.46	422.34	415.48	(9.40)
REVENUES				
Total State Aid Revenue 8000-8099	\$ 3,656,506	\$ 3,797,736	\$ 3,407,469	(390,267)
Total Federal Revenue 8100-8299	230,024	274,860	249,835	(25,025)
Total Other State Revenue 8300-8599	1,017,404	539,992	727,369	187,378
All Other Local Revenue 8600-8899	645,788	693,441	288,120	(405,321)
Other Revenues/Income 8900-8999	1,187	675,000	250,000	(425,000)
TOTAL REVENUES	\$ 5,550,908	\$ 5,981,029	\$ 4,922,794	\$ (1,058,235)
EXPENDITURES				
Certificated salaries	1,315,571	1,436,159	1,422,668	(13,492)
Classified salaries and wages	1,478,720	1,533,681	1,027,335	(506,347)
Health benefits and statutory employer costs	827,396	836,568	725,471	(111,097)
Books and supplies	218,560	194,437	144,370	(50,067)
Services	1,500,250	1,494,262	1,509,223	14,961
County oversight fees	36,450	37,977	34,075	(3,903)
TOTAL OPERATING EXPENDITURES	\$ 5,376,948	\$ 5,533,085	\$ 4,863,141	\$ (669,945)
<i>Average total expenditures per ADA</i>				405
2018-19 Capital Outlay & Project Expenses	0	200,000	0	(200,000)
OPERATING REVENUES LESS EXPENDITURES	\$ 173,961	\$ 247,944	\$ 59,653	\$ (59,855)
DEPRECIATION EXPENSE	\$300,968	\$301,000	\$0	(\$301,000)
OTHER SOURCES - 16/17 In Kind Contribution Revenue		\$0	\$0	\$0
NET CHANGE IN FUND BALANCE	\$ (127,007)	\$ (53,056)	\$ 59,653	\$ 241,145
COMPONENTS OF ENDING FUND BALANCE				
Required reserve - 5% of expenditures	268,847	276,654	243,157	(33,497)
Designated - Special Ed - 2% of expenditures	107,539	110,662	97,263	(13,399)
Designated - JPA contingency reserve	13,786	13,786	13,786	0
Designated - Restricted/Unrestricted Lottery Fund Balance	39,067	3,750	3,750	0
Designated - Classified Professional Development Grant	5,759	5,759	5,759	0
Designated - Low Performing Student Block Grant	30,038	30,038	30,038	0
Designated - Jog-a-Thon reserved funding	39,185	39,185	0	(39,185)
Designated - Prop 39 Energy Grant	37,142	37,142	0	(37,142)
Designated - Facilities Reserve - 5% of expenditures	268,847	276,654	243,157	(33,497)
Undesignated Fund Balance	3,818,746	3,782,270	3,998,643	216,373
Ending Fund Balance	\$4,628,957	\$4,575,900	\$4,635,553	\$59,653
FUND BALANCE, BEGINNING OF YEAR	\$4,755,964	\$4,628,957	\$4,575,900	\$0
Net change (from above)	(127,007)	(53,056)	59,653	\$112,709
FUND BALANCE, END OF YEAR	\$4,628,957	\$4,575,900	\$4,635,553	\$112,709

	2020-21 Adopted Budget - Detail by Program												CGC 5/21/2020, Pg. 13			
General School Program 0009	Facilities Budget 8200 0009/6030	Supplemental LCAP 0010	Art/Music Program 0037	Fundraising/Development 0038	RavenWolf Aftercare 0021	After School Sports 0030	Field Studies 0035	Title I/II 3010	Title IV 4127	SRSA - Title V 4610	NSLP 5310	Special Education 3310/6500	Mental Health 6512	LPSBG 7510	Total Budget	
Revenues																
Total Revenues	3,334,478	379,780	356,648	78,291	148,000	79,520	0	0	99,633	10,000	39,909	73,788	298,882	23,865	0	4,922,794
<i>Per Student Revenue</i>	\$7,394	\$842	\$791	\$174	\$328	\$176	\$0	\$0	\$221	\$22	\$88	\$164	\$663	\$53	\$0	\$10,915
Expenditures																
Total Certificated Wages	1,311,511	0	0	0	0	0	0	0	54,946	0	45,409	0	10,801	0	0	1,422,668
2000 - Classified Wages																
Total Classified Wages	421,828	0	70,399	302,564	45,667	66,385	0	0	32,672	0	0	64,275	23,543	0	0	1,027,335
Payroll tax and other employer-paid costs	545,857	0	17,993	76,148	12,390	21,147	0	0	14,118	0	15,782	11,959	10,077	0	0	725,471
Books and Supplies																
Total Books and Supplies	64,220	0	17,425	18,825	4,000	6,500	0	0	400	0	0	32,000	1,000	0	0	144,370
Services																
Total Services	496,801	600,000	56,771	5,700	13,029	500	0	0	12,325	0	0	0	300,232	23,865	0	1,509,223
District Charges																
Total District Charges	34,075	0	0	0	0	0	0	0	0	0	0	0	0	0	0	34,075
Capital Expenditures																
Total Expenditures	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Expenditures	2,874,293	600,000	162,588	403,237	75,086	94,532	0	0	114,461	0	61,191	108,233	345,653	23,865	0	4,863,141
Net FY Operating Surplus (Deficit)	460,185	(220,220)	194,060	(324,946)	72,914	(15,012)	0	0	(14,828)	10,000	(21,282)	(34,445)	(46,771)	0	0	59,653
Total Depreciation Expense	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Total Operating Surplus (Deficit) W/ I	460,185	(220,220)	194,060	(324,946)	72,914	(15,012)	0	0	(14,828)	10,000	(21,282)	(34,445)	(46,771)	0	0	59,653
<i>Per Student Expenses per category</i>	\$ 6,373	\$ 1,330	\$ 361	\$ 894	\$ 166	\$ 210	\$ -	\$ -	\$ 254	\$ -	\$ 136	\$ 240	\$ 766	\$ 53	\$ -	\$ 10,783



CCCS/21/2020-09-15

BACK TO SCHOOL

COVID-19

Reopening Schools Planning Assumptions & Considerations

Kern County
**Superintendent
of Schools**
...advocates for children

During his press conference on April 14, 2020, Gov. Gavin Newsom unveiled California's Roadmap to Modify the Stay-at-Home Order, which describes six indicators that must be met before governor's executive order can be modified. In his presentation, the governor described the need after the stay-at-home order is lifted to "toggle back and forth" on social restrictions in response to changing conditions until "herd immunity" is achieved in the state.

Based on available information as of April 28, 2020, it is reasonable and prudent for the K-12 schools in Kern County to create contingency plans for reopening schools based on the following **Assumptions & Considerations**.

Assumptions

1. **The virus that causes COVID-19 will remain in circulation until a vaccine is developed and widely used.**
 - a. A vaccine is not likely to be in broad use during the next 18 months.
 - b. During this time, improvements in understanding of the virus and in testing will allow public health officials to act with greater precision when taking steps to slow the rate of infection. Broad stay-at-home orders and long-term school closures are not likely to be needed in the future.
 - c. A second wave of infections is expected, possibly coinciding with flu season in October or November. This wave will not be as significant as the first but could result in site, district, regional, or countywide school closures for up to four weeks.
 - d. Short-term closures of single or multiple schools will remain a possibility until a vaccine is widely used.
 - e. Children and staff with significant health conditions will continue to be especially vulnerable during this time.
 - f. Teaching and reinforcing prevention behaviors (handwashing and cough/sneeze etiquette) and promoting flu vaccinations will continue to be important strategies in slowing the spread of this and other infectious diseases.
 - g. Frequent cleaning and disinfection of high-touch surfaces will also be needed throughout this period.

- 2. It will be safe for schools to return to normal operations when all the following have occurred:**
 - a. The California stay-at-home order has been lifted.
 - b. The number of confirmed COVID-19 cases in the county has remained constant or declined for a period of time as determined by the local public health department.
 - c. A directive regarding social distancing and group gatherings has been established and implemented.

- 3. When schools are permitted to re-open, it is likely that operations will need to be modified to include:**
 - a. Proactive screening of students and staff for symptoms
 - b. Social distancing in all settings (including home-to-school transportation)
 - c. Schedules of school days to align with feeder districts when applicable

- 4. Conditions are not likely to improve quickly enough to allow schools to resume normal (pre-pandemic) operations and are likely to require modified operations.**
 - a. When the stay-at-home order is lifted, limits on group size are likely to still be necessary. Loosening of restrictions is likely to be stepped down in phases.
 - b. It is unlikely that traditional graduation ceremonies and promotion assemblies will be allowed this summer. Even if permissible, convening groups large during this time frame may still be inadvisable.

- 5. Deaths from COVID-19 are possible while the virus is in circulation.**
 - a. While the stay-at-home order and/or restrictions on group size are in place, normal community support mechanisms will not be available to assist with grieving.
 - b. When schools can resume operations, deaths within the school community from COVID-19 will still be possible, especially for children and adults in high-risk categories.

6. Fear, loss, and isolation will result in the need for increased mental health supports.

- a. The strain of a 12 to 18-month duration will overwhelm the coping skills of many.
- b. Coping for people with pre-existing mental health concerns will be very difficult.
- c. Suicide attempts and completions will rise.
- d. Substance abuse, child abuse, and domestic violence are also likely to rise.

7. The economic impacts of the pandemic will have significant and lasting impacts on schools.

- a. State tax revenues will fall well below those of previous years with reductions in school funding likely.
- b. Job layoffs and business closures will result in higher levels of unemployment, which could contribute to enrollment decline.
- c. School nutrition programs will be needed by more students and will become a more significant portion of their access to food. Accommodations to provide continued access to meals for children who are ill or required to self-isolate may be necessary until COVID-19 is controlled.
- d. The number of children and families experiencing homelessness and eligible for the support and protections required under the McKinney-Vento Act is likely to increase.

8. School district enrollment may decline at a faster rate than we've seen in many areas of the country.

- a. Parent demand for enrollment in distance learning programs will increase as many will perceive them as a safer and more stable alternative to classroom-based instruction while COVID-19 is in circulation.
 - Charter schools with well-established distance learning programs may see increased enrollment.
 - Demand for enrollment in district and charter distance learning programs will also increase each time health officials impose social controls in response to upticks and hotspots.

9. Student and employee attendance rates may decline into the school year.

- a. Students and staff with COVID-19, and those who are directly exposed, may miss two or more weeks of school. In larger households, children may be required to miss school for an extended period if the disease affects other members of their family.
- b. School staff will become more concerned about COVID-19 symptoms and encourage students and staff with symptoms to stay home.
- c. Fear and rumors will also negatively impact student and employee attendance rates.
- d. Temporary employees/substitutes may be in more demand as employee absences rise.
- e. Staffing changes may increase due to possible retirements.
- f. Providing childcare for employees who are required to be at work.

10. Student learning outcomes going into the 2020-21 year will be uneven and vary broadly.

- a. Students could begin the next year with learning deficits.
- b. The most able and advantaged are likely to be better off.
- c. The most disadvantaged are likely to suffer learning regression.

11. Increases in special education due process filings and demands for compensatory education are likely to increase unless relief from some of the provisions in the Individuals with Disabilities Education Act is authorized.

12. There will continue to be a broad spectrum of opinions in the community regarding government and school responses (from overreacting to under reacting) to COVID-19. Impacts could include:

- a. Non-compliance with measures enacted by the school
- b. Increased contact with school leaders, superintendents, and board members
- c. Demonstrations

- 13. Structural changes (staggered schedules and/or blended learning configurations) needed to implement social distancing, and periodic school closures, will increase childcare needs for many families and create new challenges for before- and after-school programs.**

- 14. The challenges posed by COVID-19, and the duration of this threat, will make it more difficult for school districts to make unified decisions. Differences in resources, negotiations, community concerns, and direction from county public health services in response to local conditions will impact local decision-making.**

1. When reopening schools, districts and charter schools should consider the following:

- Will parents/guardians resist the idea that it is safe to return their children to school so soon after the apex of this crisis? If so, what messaging will the district/charter provide? (protocols and procedures)
- Will staff resist the idea that it is safe to return to work so soon after the apex of this crisis? If so, what messaging will the district/charter provide? (protocols and procedures)
- Protocols and Procedures to consider: (use the following in the messaging to parents and staff)
 1. What special accommodations do we need to protect vulnerable students and employees?
 2. Do we have the supplies we need to maintain heightened prevention measures (hand sanitizer, cleaning, disinfection products, and personal protective equipment)?
 3. Do we have a plan to prevent symptomatic and asymptomatic spread?
 - Are we prepared to implement social distancing in all settings?
 - Do we have a plan to ensure all students and staff wear face coverings, if required?
 - Are we prepared to screen children and adults entering campuses for symptoms, if required?
 4. What will the required instructional minutes be if not all students are able to be on site at the same time?
 5. Will student attendance calendars align with feeder districts, if applicable?
 6. How will the layout of a classroom, cafeteria/MPR, playground be designed while adhering to the social distancing requirements? Will staggered or alternating schedules be required to accommodate?
 7. How will home-to-school transportation be modified while adhering to the social distancing requirements? Will staggered or alternating schedules be required to accommodate?
- Have we prepared our employees to return? Have we identified all their concerns and are we prepared with responses?
- Designate a staff person to be responsible for responding to COVID-19 concerns. Employees should know who this person is and how to contact them.

2. Adapt all processes (traditional, distance learning, hybrid) and timelines necessary to prepare for the new school year.

- Use job-alike groups to examine all routines used to prepare for the next school year and develop alternative means for accomplishing the needed outcomes.
- Include adaptations that incorporate social distancing and online alternatives.
- Include special accommodations for people who are at higher risk, those who may be sick or who must self-isolate, and those who lack internet access.
- Ensure ongoing collaboration with employee associations.

3. Prepare for the possibility that the start of the 2020-21 school year may need to be delayed if another surge should occur.

- Student calendars need to be adjusted accordingly. If school start dates are in July, this possibility could be more likely than those starting in mid-August.

4. Create plans to restore operations in phases.

- Reopening schools will require careful identification of the activities needed for return and the order in which they should be implemented. Create timelines and communication plans to support each phase. *Such activities include, instructional and special needs are initial implementation and sport events/assemblies are secondary.*

5. Consider the precautions necessary to protect students and staff with special needs relative to the threat posed by COVID-19.

- What does a free and appropriate education look like for students who are immunosuppressed or who have significant health challenges?
- What special procedures will be necessary to protect students and staff in classrooms that serve severely handicapped students?
- What is our plan for determining appropriate placements, services, and accommodations for:
 1. Students supported by Individualized Education Programs (IEPs)
 2. Students supported by 504 plans
 3. Students supported by medical plans
- Does the district/charter have ample PPE supplies to provide protection for students and staff?

6. Create plans to assess and respond to the uneven outcomes created by school closures.

- What formative assessment tools can we use to understand the individual and collective needs of our students?
- What is our plan to accelerate learning and close gaps?
- What process will we use to access and remedy impacts to students with specific learning needs:
 1. Students supported by IEPs
 2. Students supported by 504 plans
 3. English learners
 4. Foster Youth
 5. Homeless students
 6. Migrant
 7. Socio-Economic disadvantaged

7. Develop a continuum of distance learning options.

- Develop robust independent study programs as an alternative for parents who want this option. Include a variety of options that allow students in independent study programs to participate in campus life (electives, sports, dances, etc.).
- Consider the use of learning centers to support student learning with weekly in-person and virtual appointments for support.
- Develop the capacity to provide synchronous interactive distance learning (via classroom webcast) as a means of providing instruction for students who cannot physically participate in classroom instruction.
- Develop the capacity to provide home and hospital instruction (Education Code Section 48206.3) via the internet (Zoom or other means) to assist students who are ill, under quarantine, or in self-isolation.
- Use a virtual learning center approach to provide individual and small-group instruction to all students at least once per week by appointment.
 - Provide in-person appointments using social distancing and prevention measures as an option if connectivity is not available.
- How do we deliver instruction and ensure learning is going on?
 - Provide adequate training for staff to deliver high quality instruction.
 - Provide students a paper packet alternative if connectivity is an issue or unavailable.
 - Students are being assessed adequately to ensure learning is happening and making progress.

8. Develop a continuum of strategies for implementation if social distancing is required.

- Identify all locations and times where students are in close contact with each other and create strategies to restructure those locations and activities.
- Consider altering bell schedules, staggering start times, creating multiple recess and lunch periods, and creating multiple meal distribution points.

In secondary schools, consider implementing a block schedule to reduce student movement during the day and cross contamination of classrooms.

- Consider the impact of social distancing on school provided transportation.
- Create plans that respond to the impact of these strategies on the need for childcare, and before- and after-school programs
- Create plans for continuous and ongoing collaboration with bargaining units.
- Create a contingency plan to provide childcare for staff who have a staggered work schedule due to social distancing requirements.
- Keep each child's belongings separated from others' and in individually labeled containers, cubbies or areas.

9. Create and implement plans to limit symptomatic and asymptomatic spread.

- Screen all students, employees, and visitors for symptoms including fever.
 - Who will do the screenings? Where will screenings occur (office, bus stops, classroom)
 - If a student arrives at school with a fever, where will the student wait until parents pick up?
- Require all students and staff to wear face coverings (consider how to manage younger students).
- Determine what supplies will be required (face covering, thermometers, personal protective equipment, etc.).
- Create staffing plans, modify job descriptions, negotiate needed changes.
- Signage that is clearly displayed and provides clarity on hygiene and safety requirements.
- Set up hand sanitizer stands and modular washing stations throughout the site that does not have permanent washing stations nearby.
- Identify an area to separate anyone who exhibits COVID-like symptoms during hours of operation.
- Establish procedures for safely transporting anyone sick home or to a healthcare facility, as appropriate.
- Advise sick staff members not to return until they have met CDC criteria to discontinue home isolation.
- Monitor absenteeism to identify any trends in employee or child absences due to illness.
- Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff.
- Restrict nonessential visitors, volunteers and activities involving other groups at the same time.
- Close communal spaces such as break rooms if possible.
- Limit sharing of foods, tools, equipment or supplies.
- No field trips, inter-group events, or extracurricular activities until guidance allows by state and/or local health department officials.

10. Develop plans to blend classroom and distance learning as an alternative to school closures.

The following are examples for purposes of visualization only. Each district will have specific needs which would necessitate a different example.

Example 1: Limit the number of students on campus to 50% of normal.

- Divide all classes into two equal groups: Example: one would come to school on Monday and Tuesday, the other on Thursday and Friday with deep cleaning on Wednesday.
 - Secondary schools could also implement a block schedule to reduce passing periods and lower the frequency of touches in each classroom.
- All teachers provide each group with two days of direct instruction and support, and three days of assignments to complete at home each week.
- Provide take-home meals for each eligible student before they leave each day.

Example 2: Limit the number of students on campus to 20% of normal.

- All classes are divided into five equal groups: one for each day of the week.
- All teachers provide each group with one day of direct instruction and support, and four days of assignments to complete at home.
- Provide take-home meals for each eligible student before they leave each day.
- Use Friday for teachers to provide individual or small-group support by appointment or to prepare packets for the next week.

Regardless of the option selected above, the following must be considered when planning:

1. Lunch serving logistics (cafeteria/MPR setup)
2. Infrastructure and Connectivity in place to ensure equitable access for all students

11. Consider making work assignments and/or accommodations to protect employees in high-risk groups.

- When possible and appropriate, assign teachers in high-risk groups to independent study programs.
- When possible and appropriate, assign classified employees in high-risk groups to roles and environments where social distancing can be maintained.
- Consider staffing ratios in programs like Special Education.
- Consider equity of workload for those staff that are working in alternative settings.
- Consider the installation of physical barriers in reception areas and workspaces where the environment cannot accommodate social distancing.

12. Develop and implement strategies to prevent the transmission of COVID-19 and other infectious diseases.

- Teach handwashing and cough and sneeze etiquette at all grade levels and reinforce on an ongoing basis.
- Schedule time and structure routines for handwashing at the start of each class period.
- Schedule frequent disinfection of high-touch surfaces.
 - Staffing consideration to ensure sanitizing occurs between groups.
- Signage is clearly displayed and provides adequate expectations.

13. Develop plans to support the mental health of students and families.

- Implement social-emotional learning lessons to develop strong coping skills.
- Adapt Multi-Tiered System of Support to work when schools are working under the modifications described above.
 - Implement strategies to ensure all students are highly connected to the school. Make sure all students have positive, meaningful, and dependable contact with at least one employee each week.
 - Implement systems to identify students who are struggling and to provide appropriate support.
 - Ensure mental health supports are appropriate for students who have known challenges.
 - Incorporate regular check-ins with parents and offer supports and resources appropriate to their needs.

14. Develop plans to provide access school meal programs for qualifying students who are impacted

- Develop procedures that allow that allow a parent or an adult designated by the parent to pick-up meals for children who are absent due to illness or who are required to self-isolate.
- If classroom and distance learning will be blended, include procedures to allow qualifying students to take home meals for the days they will not be on campus.
- Develop procedures to provide access to meals for qualifying students enrolled in fulltime independent study programs.
- NOTE: Advocacy with state and federal legislators may be required to support these recommendations.

15. Develop procedures to identify and assist students who are experiencing homelessness.

- Develop strategies to mitigate the impact that site/office closures, limitations on walk-ins, and limited office hours, has on a school's ability to identify children who are eligible for McKinney-Vento support and protections.
- Develop procedures for regular contact with parents experiencing homelessness to prepare them for each shift in school operations.
- Consider transportation if required under federal mandate for students.

16. Ongoing collaboration with employee associations when developing plans that impact the work of their members.**17. In the event a person diagnosed with COVID-19 is determined to have been in the building and poses a risk to the community.**

- Work with Local Department of Health Department to determine if a temporary closure (a few days) would be needed for deep cleaning and disinfection.

COVID-19 Operations Written Report for Nevada City School of the Arts

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Nevada City School of the Arts	Holly Ann Pettitt Director	director@ncsota.org (530) 273-7736 ext. 208	June 18, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

On March 13th, NCSA announced a temporary school closure due to Covid 19. That following Monday, March 16th, NCSA provided educational home study packets to all 450 students. During that first week of school closure teachers and administration worked together to formulate a distance learning plan for all students going forward. Our DLP consisted of paper and digital materials, giving students access to programs like iReady and Lexia. The school passed out over 100 chrome books to families and students to use at home. Over the following weeks teachers streamlined their Google Classrooms and Google Folders to present a single format for all grades allowing parents and students easier access to the necessary academic content. Teachers checked in with students regularly, offered weekly/daily Zoom meetings and created instructional videos to help students access their academics. In addition, all of our arts, music and electives teachers also participated in the distance learning program. The most major impact of the closure was student/parent overwhelm and concerns about student mental health. Three virtual town hall meetings were held to receive feedback about our DLP, as well as a survey to all families about how we could improve. We also provided a Town Hall so parents could ask questions of our Mental Health Providers about how to support their children emotionally.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

NCSA ensured access to school lunches by providing families the information about where to pick them up and from which districts. Chromebooks were provided to families that needed them and the Student Support Team reached out to any families in need either emotionally or academically.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

At NCSA, we believed that the most important aspect of Distance Learning was to continue to delivering our Core Curriculum by providing virtual and paper lessons TK-8 using Zoom, Google Classroom, Flip Grid, and Screencastify to deliver content.

Teachers worked with individuals virtually, electronically, or via phone call and collaborated with parents to meet the child's needs. We continued to be responsive in the needs of our students by collaborating with parents/families and providing necessary resources and encouraged students and their families to use appropriate online resources to enhance their academic, career, and social/emotional development. All staff were regularly accessible to all students through email, phone, or online platforms, including students with disabilities and those receiving counseling services.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

NCSA referred families to the three local districts in the area which were providing free meals for the week to all children under the age of 18.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

Parents requesting supervision of their children were referred to the Nevada County Superintendent of Schools office, who then referred them to local agencies within the county who were offering supervisory services for children.