

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

CGC Intensive Agenda
Friday, October 16, 2020
1:00 p.m. – 3:00 p.m.

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:

Join Zoom Meeting <https://zoom.us/j/97404766660?pwd=c3ZvQ1FaM0ZLTGNTb20yemFDamlldz09>
Meeting ID: 974 0476 6660 Passcode: j7YnHP

Call Order: 1:00 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. Intensive lead by Columinate
 - a. Ends Reporting – *See attached*
 - b. Strategic Plan – *See attached*
 - c. Monitoring Reports - Board to Review Policy Register Prior to meeting – *See attached*

Action Items

3. Approve 2020 Ends Report

Adjournment 3:00 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.

Ends Update - October 16, 2020

As the board is fully aware, this last year was like no other before it. Unfortunately, because we left school so abruptly on March 13th due to the coronavirus, I have limited data to use as a means of updating any of the Ends Goals. I updated what I could, but the bulk of what I need was never accomplished. Therefore, I propose that we accept this Ends Report as majority non-compliant with the understanding that ALL of the goals will be updated at the end of 2021.

The board should review last year's progress (and the little I updated this year which is highlighted in yellow) as a means of understanding where we hope to be headed in the future, and use our previously reviewed [Learning Continuity Plan](#) as a means to evaluate our current progress toward educating our students during these unprecedented times.

One of our greatest concerns coming out of last year was that students would be far behind academically having "lost" 3 months of school. Since we could not assess them at the end of the year and there was no state assessment or CAASPP, I do not have benchmark data for the end of the year. However, preliminary results show that students are not as far behind as we anticipated, at least in math.

Based on the iReady diagnostic math results for the entire school (attached), 77% of students are at or above grade level in math for this time of year. This means that students are scoring exactly where they should have at the end of last year. The 23% that are below grade level are all receiving academic support to boost their math skills either through IEP services or from our math specialist. If in February scores do not improve, that may be cause for concern, but as of now, the results are positive. I will know more about reading and writing in the next two weeks or so as the teachers complete those assessments.

As I refine the process of evaluating our Ends Goals, I am able to see where adjustments are needed, so please expect some of these benchmarks to change next year. For example, with regard to Arts Integration, this has been a far bigger challenge than I ever anticipated. Since it is not as simple as adopting pre-made curriculum, asking teachers to create their own arts integrated units seems overwhelming to them and has been met with great resistance. I am feeling a shift this year, some of the more resistant staff have moved on, but there is still an undercurrent of stress around this topic.

My hope is that we begin to return to "normal" school this Spring and in doing so begin again to work toward these Ends and stop responding to the crisis left by the Pandemic. I know this will be an interesting read for me in August when I begin reflecting on our Ends Goals for 2021.

Ends Report

Charter Governance Council Meeting: **October 17, 2019**

I report reasonable accomplishment of the Council Ends Policies.

I certify that the information contained in this report true.

Signed _____



At the end of this report are the answers to the questions raised at the August 2019 Intensive.

Introduction:

This report details NCSA's efforts to accomplish the Council approved Ends Policies. The Council's Ends describe the desired outcomes that ought to result from NCSA's activities; they state the purpose of our school and provide standards for gauging success. In some cases, this report refers to plans and activities designed to support accomplishment of the Ends, but we must remember that Ends are ultimately about outcomes and not how they were achieved. With Ends, success must be seen as a series of purposeful steps which are driven by long term plans.

Monitoring Ends requires establishing a baseline or history for comparison and reliable and credible metrics. In many cases, the metrics and baselines have been established and we can see NCSA's progress (or lack thereof) towards the End. In other instances, this report attempts to better define the appropriate metric based on its relevance to the policy and the resources required to gather the data. **One of the Council's key roles here is to judge the reasonableness of the interpretations and metrics so that staff and I can understand if we are on the correct path.** These Ends policies were adopted in May of 2017. Since we have been primarily focused on our limitations policies, we have had minimal practice in using the Ends to guide our work. Our interpretations and metrics will most certainly evolve as we have more time to consider, succeed and fail in our work to meet these goals.

I anticipate an everchanging process between Ends reporting and multiyear/annual Strategic planning that each year will refine our ability to understand what constitutes successful accomplishment of the Ends, how to measure that, and how to develop the means that will get us there.

So, this year's Ends report is a continuation and modification of last year's and I have made many changes based on new information and board input. As I move through the LCAP, the Strategic Plan and the Ends, I am attempting to bring them all into alignment. Some interpretations have more developed metrics and well-established baselines than others. In the future, I expect we will have more fully developed interpretations, metrics, and targets that can be incorporated into a report that measures accomplishment and demonstrates our trajectory. From my perspective, a system is emerging that will allow the Council's Ends to truly and effectively guide the work of NCSA.

A - Global Ends Policy:

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

1. an arts-based choice for elementary education.
2. an educational institution that facilitates academic, artistic, and social- emotional achievement.
3. safe, respectful, and equitable conditions for learning and working.
4. a collaborator and contributor to the greater community.

A1. Nevada City School of the Arts exists so that students, families, staff and the greater community have *an arts-based choice for elementary education.*

Interpretation

- a) I interpret "**arts-based**" to mean that the academic education we provide should have clearly defined arts integration practices. Academics should be infused with each form of art - dance, visual, music and performance - so that student learning is more meaningful. Students should leave NCSA having been exposed to art in all its forms and are therefore able to understand how art influences our world. Ultimately, they should be able to artistically communicate their understanding of a subject with an audience.
- b) I interpret "**choice**" to mean we are a school of choice, not a local district and any child can apply to our school without needing an inter-district transfer. I interpret "**greater community**" to mean the residents of Nevada County.
- c) I interpret "*elementary education*" to mean an education for 420-460 students from Transitional Kindergarten through eighth grade.

Operational Definitions

a) Arts-Based Education

1. Every grade will have clearly defined arts integrated lessons for each unit taught that includes the visual, music and performance arts.
2. Benchmark assessments at the end of 2nd, 5th, and 8th grades will indicate how well students have learned and can use the artistic concepts taught over the previous three years.
3. Teacher surveys will indicate that they are comfortable in using an arts integrated approach to teaching.
4. All teachers will receive Arts Integrated professional development every other year.
5. All Arts Integrated Units will incorporate the Visual, Music and

Performance Arts.

b) Choice

1. NCSA will continue to have more applications than available spaces for students ensuring we continue to be a program of choice for the greater Nevada County area.

c) Elementary Education

1. We will have full enrollment in all grades - TK-8th. Full enrollment is equal to or greater than 427 students.

Data:a) Arts-based education

1. **Arts-Integrated Units:** In 18-19, only 1 grade was able to complete 1 complete unit (5th) but this will again change this year. With the newness of our focus on equity and inclusion, teachers are struggling to create units that honor all students' backgrounds and have found they need to do more research about what is appropriate. Given the difficulty around this, we have decided to focus on only 3 grade levels per year, requiring they meet with their artists twice monthly to ensure focus and completion of this project. In the 19-20 school year 1st, 4th and 5th will be the classes participating.
2. **Benchmark Arts Assessment:** In 18-19, the 8th Grade completed an end-of-the-year arts assessment. 100% of students passed and we felt it was an excellent start with needed improvements. In 19-20 we will begin the process earlier, allow students more time to complete projects, and set the expectations much higher. In addition, we plan to create the 5th grade final arts assessment this year.
3. **Teacher Confidence:** 18-19 - 85 % of teachers feel confident about arts integrated teaching. I believe I need to do more in-depth questioning around to get a more thorough understanding of what they mean by confident.
4. **Arts Training:** Rather than provide outside training as suggested last year, we are utilizing typical staff meeting time for 3 grades to delve deeper into their curriculum with the artists to gain a better understanding of and develop more skills in their arts integration.
5. **Middle School Survey:** Although last year's metric was about how students feel academic and arts are well integrated and, in fact, 77% of middle school students saw a strong connection between the arts and academics, I think a better measurement would be to count the number of units teachers and artists are collaborating on and ensure those units incorporate the visual, music and performing arts. Currently we have no concrete data for this, but we will by the end of the 19/20.

b) Choice1. **Lottery Applications:**

12 months ending:	4/30/16	4/30/17	4/30/18	4/30/19	4/30/20
Application count	131	159	244	216	138
Open spaces	52	63	69	56	66

FYI: The reduced number of applications is directly related to the pandemic. We have received 85 more applications since April and currently a waitlist in every grade.

c) Elementary Education

1. Historical and Current Enrollment

Date	9/15/16	9/15/17	9/15/18	8/9/19	10/9/20
Grade TK	13	15	16	15	16
Kindergarten	40	39	42	44	40
Grade 1	40	42	42	44	42
Grade 2	40	41	42	44	43
Grade 3	40	41	42	44	42
Grade 4	40	41	49	52	52
Grade 5	41	42	50	52	48
Grade 6	52	51	53	55	46
Grade 7	50	52	53	53	52
Grade 8	51	50	52	52	47
Total Students	407	414	441	455	428

Our low enrollment is due to not filling spaces as students have left this year. Some have left due to wanting hybrid, some went to other home study programs, and some left because they moved or wanted to change schools. Overall though, it could be much worse.

A2. Nevada City School of the Arts exists so that students, families, staff and the greater community have an educational institution that facilitates academic, artistic, and social-emotional achievement.

Interpretation

- a) I interpret “*Academic Achievement*” to mean our students overall ability to access and utilize the skills and standards taught in our main lesson classes from grades TK through 8th grade.
- b) I interpret “*Artistic Achievement*” to mean our students’ ability to use art as a means of understanding the larger world.
- c) I interpret “*Social-Emotional Achievement*” to mean our students’ ability to self -regulate and show mutual respect for others.

Operational Definition

a) Academic Achievement Metrics

Current data suggests that, on average, every year student scores increase by 2.8 percent overall. While 3% may seem ambitious, this is an Ends goal which should be aiming for higher than what is expected.

1. End-of-the-year (EOY) student scores for 1st-5th grade, on the Developmental Reading Assessment (DRA) local assessment, will increase by 3%
2. End-of-the-year (EOY) student scores for 1st-8th grade, on the local Writing by Design (WBD) assessments will increase by 3%
3. End-of-the-year (EOY) student scores for 1st- 8th grade students on the Math in Focus (MIF) assessment will increase by 3%.
4. Student scores for 3rd - 8th grades will increase by 3% on the English Language Arts portion of the CAASPP Test.
5. Student scores for 3rd - 8th grades will increase by 3% on the on the math portion of the CAASPP Test.

b) Artistic Achievement Metrics

1. Students’ scores for the 2nd, 5th & 8th benchmark arts assessments (including performance) based on the Visual and Performing Arts State Standards will increase each year.

c) Social Emotional Achievement Metrics

1. The percentage of middle school students who indicate that they are happy at school will increase each year.
2. The number of students who report participating in mindfulness activities will increase each year.
3. The number of teachers who report holding Positive Discipline based class meetings every week will increase each year.

Dataa) Academic Achievement

FYI 25.7 % of all students at NCSA receive academic support through IEPs, 504s or MTSS. This varies by grade (see table below) This makes sense given our intervention program which focuses on identification in grades 1, 2 and 3, but should be considered when looking at overall improvement.

2018-2019

Grade	504	IEP	RTI	Total
TK	0.0%	0.0%	5.9%	5.9%
Kindergarten	4.8%	2.4%	0.0%	7.1%
1st Grade	0.0%	9.5%	23.8%	33.3%
2nd Grade	0.0%	11.9%	23.8%	35.7%
3rd Grade	0.0%	16.7%	16.7%	33.3%
4th Grade	4.0%	16.0%	8.0%	28.0%
5th Grade	10.0%	16.0%	4.0%	30.0%
6th Grade	5.6%	14.8%	0.0%	20.4%
7th Grade	5.8%	15.4%	0.0%	21.2%
8th Grade	9.4%	20.8%	0.0%	30.2%
All	4.5%	13.5%	7.7%	25.7%

Data based on 2018-19 Assessments

	Grade Level	Assessment	% At or Above Standard 2018	% At or Above Standard 2019	% Increase (Decrease)	Compliant?
1	1 st -5 th	DRA	76.6%	75%	(-1.6%)	No
2	1 st -8 th	WBD	61%	71%	10%	Yes
3	1 st -8 th	MIF	72%	65%	(-7%)	No
4	3 rd -8 th	ELA CAASPP	51%	54%	3%	Yes
5	3 rd -8 th	Math CAASPP	34%	44%	10%	Yes

Non-Compliant - We are doing a better job of more accurately assessing students and ensuring that scores are not inflated. Teachers are being re-trained in Orton-Gillingham and we are piloting a new reading assessment program that is on-line that will be less subjective. We are also piloting a new on-line math intervention program that will help assess more accurately where are students are struggling. In addition, we have hired Nancy Nobriga as our math specialist and anticipate more students receiving needed support which, in turn, will positively effect assessments.

b) Artistic Achievement

1. 8th Grade assessments were given in 2019. 100% of students passed although we will be adjusting the assessment to be more rigorous for 19/20. 5th Grade assessments will be designed this year.
 - i. 5th Grade Assessment Benchmarks
 1. Combine ideas to generate an innovative idea for art-making.
 2. Identify, describe, and visually document places and/or objects of personal significance.
 3. Use art vocabulary to describe personal choices in artmaking and in creating artist statements.
 4. Compare one's own interpretation of a work of art with the interpretation of others.
 5. Identify and analyze cultural associations suggested by visual imagery.
 6. Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.
 - ii. 8th Grade Assessment Benchmarks
 1. Document early stages of the creative process visually and/or verbally in traditional or contemporary media.
 2. Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
 3. Select, organize, and design images and words to make visually clear and compelling presentations.
 4. Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.
 5. Develop and apply criteria for evaluating a collection of art work for presentation.
 6. Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.
 7. Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.

c) Social Emotional Achievement1. **Middle School students who report being happy at or glad to be a part of NCSA.**

Year	% Satisfied	% Increase (Decrease)	Compliant?
2017-2018	77%		Baseline
2018-2019	87%	10%	Yes

2. In Early 2018-19, 50% of teachers used/taught mindfulness in their classes regularly. Some report they have no time or are not interested in teaching it. We have agreed as a staff that only certain grades will specifically teach it (K, 1, 3, 5, 6 and 8), and the rest will support it by actively participating in mindful Mondays and utilizing "Golden Moments" to calm the class or open class meetings. However, I believe a more accurate measurement will be to survey all students in these grades

about whether they have participated in any mindfulness activities within their classrooms during the year.

3. Class meetings began in January 2019. All but two teachers in TK-5 recorded a video of their class meetings. Middle school holds “core” which I observed holding class meetings. This year I will begin tracking the percentage who teach Positive Discipline faithfully to get a baseline.

A3 - Nevada City School of the Arts exists so that students, families, staff and the greater community have safe, respectful, and equitable conditions for learning and working.

Interpretation

- a) I interpret the goals of “safe” and “respectful” in this Ends policy as essentially another way of expressing the values stated in the Board’s B4 (Student and Parent Treatment) and B5 (Staff Treatment and Compensation) limitations policies. So, if NCSA is operating within the constraints expressed in those policies, then we will achieve “safe, respectful ... conditions.”
- b) I interpret “equitable conditions for learning and working” to mean that we are aware of the abilities, identities and races of our students, families and staff and actively work to create an environment that supports all school members thereby ensuring that students, families and staff get what they need in order to access their fullest potential at NCSA.

Operational Definition

a) Safe and Respectful Conditions

1. The most recent B4 and B5 monitoring reports will demonstrate compliance.

b) Equitable Conditions - Updated 2020 - yellow highlights only.

1. Classified and Certificated wages should be within 5-7% of the county average.
2. NCSA shall provide 8 hours or more of equity training to 1 or more staff members every year.
3. The number of referrals will decrease each year, as well as the percentage per sub group.
4. Less than 3% of 4th-8th grade students should be suspended each year.
5. The number students suspended who have disabilities, are non-white or economically disadvantaged, or male should not exceed that of white, non-disabled, non-disadvantaged, female peers.
6. 100% of classrooms should reflect racial, ability and identity diversity in curriculum taught, books, posters, and classroom décor.

Data

a) Safe and Respectful Conditions - Updated 2020

1. The Board agreed that the B4 report and the B5 report will be used to demonstrate compliance.

B-4 Report	2017-18	2018-19	2019-20
B-4	Yes	Yes	NA
B4.1	Yes	Yes	NA
B4.2	Yes	Yes	NA
B4.3	Yes	Yes	NA
B-5 Report			
B5 (Fairness)	No	Yes	Yes
B5.1 (Policies)	yes	Yes	Yes
B5.2 (Inconsistency)	Yes	Yes	Yes
B5.3 (Records)	Yes	Yes	Yes

B5.4 (Comp. & Benes)	No	No	No
B5.5 (Dir. Comp)	Yes	Yes	Yes

2020 - Non- Compliant - FYI - Compensation will always be an issue as long as we are not comparable to the rest of the county.

b) Equitable Conditions - Updated 2020

1. *Certificated Staff were given raises for the 19-20 school year bringing them within 2 % of the county average.*

Year	Certificated (Steps 1 and 20)	% +/- County Avg.
2018-19	44K - 71K	-7%
2019-20	46K - 80K	-2%
2020-21	51k - 87K	-6%
	Classified	
2018-19	\$12.00 - \$32.00	-1%
2019-20	\$13.00 - \$33.00	-2%
2020-21	\$14.50 - \$37.00	

It appears that some of the school districts gave raises at the end of last school year which is why the percentage jumped so much for certificated staff.

2. *All staff should receive 8 hours or more of equity training each year*
Between last year and this year staff have received 24 hours of equity training.

Year	Organization	Hrs.
2017-18	Common Vision	8
2018-19	Eastern Educational Resource	16
2019-20	SFCESS/iGroups	8
2020-2021	Abolitionist Challenge (H, A, S, A)	8
2020-2021	iGroups - "How to be an Anti-Racist"	9

Last year in 2019, Holly, Angie, Samantha and Andrea received 40 hours of "igroup" Facilitator training by SFCESS (San Francisco Coalition of Essential Small Schools). We will bring this training to the teachers as small groups by team with each of us leading one team through the training once a month. Furthermore, I received executive coaching all year on equity and inclusion within our organization through CDS (now Columinate) Consulting (the same people who support our governance model and my report writing) at no additional cost. In addition, she recommended having all the staff and the board take the Intercultural Developmental Inventory (IDI) <https://idiinventory.com> to get a baseline on where we are as an organization with our cultural understanding and biases. From that data, I will be able to formulate a plan on how to address our organizational biases. I would like to ensure this happens this year so we have put the cost - \$1800 - in the budget. I will add another section of data to reflect the results for our organization.

3. Referral Data: *The number of referrals will decrease each year - Updated*

Year	# Students	# of Referrals	+/- Increase (Decrease)
2016-17	406	560	Baseline
2017-18	408	158	(-71%)
2018-19	440	246 (115) UD	+55%
2019-20	460	154 (93) UD	(-37.3%)

FYI - In 2017-18, with the adoption of Positive Discipline, the focus was more on teachers working with students in class to solve problems as opposed to sending them to the office for support. The following year, we encouraged them to use PD but not to tolerate all negative behaviors that disrupted the learning of others so the increase makes sense. In 19-20 we adopted Mindful Time Out - hence the reduction.

2018-19 Demographics	Total Students 459	246 Referrals 115 UD students	% of Total Pop 25%
Other than White	123	34	27%
White	336	81	24%
Socio-Economic	232	60	25%
Special Ed.	68	16	23%
Male	224	76	34%
Female	235	39	16%

2019-20 Demographics	Total Students 460 *	154 Referrals 93 UD**	% of Total Pop 20%
Other than White	120	31	33%
White	340	60	65%
Socio-Economic	237	N/A	N/A
Special Ed.	59	11	19%
Male	223	70	31%
Female	237	25	11%

* Some data is inaccurate by small percentage due to new SIS.

** UD means unduplicated or that 93 kids received 154 referrals.

4. Suspension Data: *Less than 3% of 4th-8th grade students should be suspended each year.*

Year	# of 4 th -8 th Students	# Suspended	% Total
2017-18	234	6	2.5% Total
2018-19	271	7	2.5% Total
2019-20	265	6	2.2%

5. *Of those suspensions, less than 25% should be students with disabilities, non-white or economically disadvantaged.*

2018-19	#of Stdts	Suspensions	% of Pop
Other than white	123	2	1.5%
White	336	5	1.5%
Socio-Economic	232	4	2%
Special Education	68	1	1.5%
Male	224	7	3%
Female	235	0	0

2019-20	#of Stdts	Suspensions	% of Pop
Other than white	120	3	2.5%
White	340	3	0.8%
Socio-Economic	237	2	0.8%
Special Education	59	2	3.3%
Male	223	5	2.2%
Female	237	1	0.4%

FYI - The board asked how we compared to other schools in the area of suspensions. The only information I could find was the Dashboard Indicator on the California School Dashboard website - <https://www.caschooldashboard.org>. Blue being the best, then Green, Yellow, Orange, Red. Please understand that these are HIGHLY skewed statistics since we all have so few students and suspending just one student can send you in to the next lowest category.

18-19 School Year

School	Suspension Percentage	Suspension Indicator Color
NCSA	1.2% suspended at least once Declined 0.7%	Green
GVC	1.1% suspended at least once Declined 1.9%	Green
YRC	1.8% suspended at least once Increased 0.6%	Orange
Union Hill	15.3% suspended at least once Increased 14.5%	Red
State	3.5% suspended at least once Maintained -0.1%	Yellow

6. *100% of classrooms should reflect racial, ability and identity diversity in curriculum taught, books, posters, and classroom décor.* In regards to classroom climate and

appearance, no data has been collected as yet. We will be utilizing the [Classroom Equity Tool](#) to document this through teacher self-reflection and admin observation.

A4 - Nevada City School of the Arts exists so that students, families, staff and the greater community have a collaborator and contributor to the greater community.

Interpretation

- a) I interpret “*collaborator*” to mean that we work with or lease to local businesses and organizations to further artistic pursuits in Nevada County
- b) Our primary purpose is to educate students so that they are successful in high school and beyond. Therefore, I interpret “*contributor*” to mean our students are able to successfully graduate from 8th grade. Additionally, because we own 316 acres, we should be looking at ways to “*contribute*” portions of our land to support the greater community.

Operational Definition

- a) Collaborator
 1. NCSA will make leases with artists or arts organizations a priority.
 2. NCSA will make leases with local non-profit organizations a second priority.
- b) Contributor
 1. All NCSA students will conduct themselves in a manner that reflects community values, respects diverse individuals, and aligns with behavior expectations outlined in NCSA’s School Policies.
 2. NCSA 8th graders will demonstrate knowledge, application, and proficiency in their studies of American citizenship as well as cultural, global and environmental awareness.
 3. 100% will graduate from 8th grade each year. Of those students the percentage of those who graduate with a 3 or better each year will increase.

Data

- a) Collaborator
 1. Currently NCSA has signed leases with the following 10 artists/arts organizations:

Lessee	Type of Business	Square Footage
David Pratchner	Musical Instrument Repair	500
Kial James	Graphic Design/Photography	250
Artlandish	Artist Collaborative	3000
Geoship	Green Manufacturing	6,000
Curious Forge	Maker Space	20,000
Miners Foundry	Events	160
Cosmic Shark Clothing	Apparel	600

CATS	Theater Company	500
Holt Ballet	Dance	250
Alpine Construction	Industrial Arts	6,000
Five Flavors Herbs	Healing Arts	2,540

2. Non-Profit Organizations

Lessee	Type of Business	Square Footage
Nevada City Rancheria (Nisenan)	Native American Tribe	1000
JPA - Charters	Special Education Services	950

b) Contributor

1. Citizenship - Mindful Times Outs were implemented last year as a way to keep recess/break safer and with less referrals. If a child received a "ticket" during recess, that student would spend recess/lunch with either Angie or myself talking about what happened. This proved incredibly successful and resulted in far fewer incidents on the yard and far fewer referrals as noted in the detail in the prior section.
 - i. Upper Campus - 65
 - ii. Lower Campus - 91
2. In 2018, all 8th Graders passed their constitution test. For 2019, we need to add a global, cultural and environmental aspect to our curriculum with a correlating assessment. Due to Covid - we were unable to do this.
3. 100% of NCSA 8th Graders will graduate from 8th grade each year. Of those the % of students who receive a 3.0 or higher will increase each year.

8th grade Graduation Rates

Year	# of Students	Graduation Rate	Avg. GPA	Above 3.0
2015-16	48	98%	3.20	---
2016-17	52	100%	3.32	---
2017-18	52	98%	3.26	---
2018-19	51	100%	3.39	83%
2019-20	50	100%	NA	NA

Ends Responses to Questions Raised at the 8-17-19 Intensive

1) Please explain what an “arts integrated unit” is.

A Unit plan is like a map that guides instruction within a unifying theme. Teachers plan a sequential set of steps or interrelated lessons that are focused on activities, teaching strategies, skills and assessments aligned with standards and clearly defined objectives. A Unit Plan organizes thinking and identifies students’ needs while identifying resources, methods and processes to reach an identified learning objective. A unit can span across weeks and be comprised of several lessons or be completed within a few days and just a couple of lessons. In sum, a unit’s purpose is for a teacher to plan and reflect on what students need to learn, how to learn it and a timeline for learning it.

For example, last year the 5th grade team developed a unit plan that encompassed 6 different subjects: Science, Math, Social Studies, Language Arts, Visual Arts and Music. All of them were developed under a common theme: Stories of American Diversity in the context of the origins of the United States of America. Within this theme, two essential questions were created to guide instruction: *What contributions has this diversity given to the foundations of the American Tradition? What was the role of privilege and oppression in the context of Diversity in Colonial America?*

This unit was developed to be taught in a 4-month period of time. Some disciplines expected to utilize the entire period of time, while some only required a couple of weeks. For example, Social Studies determined that in order to achieve its objective, the lessons would be taught throughout the entire four months. Conversely, Music only required a total of five lessons (equaling 5 weeks). Nevertheless, all disciplines developed a series of lessons within this unit with a clear common objective, strategies for learning and assessment of the students. As a result of this collaboration and organization, teachers were able to deeply analyze not only what the desired outcome should be, but also the actual results. This year, after doing more in-depth learning on issues of equity, diversity and integration, the team is revising and editing the objectives of the unit with the intent of improving student understanding.

2) Will the 5th Grade be assessed on their arts understanding this year?

Yes - that is the plan. See Report for more details on the assessment benchmarks under A2 - b - 1.

3) How does an arts education enhance academic achievement and rigor?

After researching this, there is no definitive correlation between academic achievement and art, in that studying the arts don’t necessarily make you “smarter”. However, there is a great deal of research regarding being involved in the arts and increased problem-solving ability, creativity, and staying in and graduating from school. The following information is from a presentation that Julie Baker made to the Nevada County Arts Council.

The arts help teens enjoy - and stay in - school:

- As research studies demonstrate, students with a low participation in the arts have a dropout rate of 22 percent, but their peers with a high participation in the arts have a dropout rate of only 4 percent! For example, a recent report from the Center for Arts

Education found that New York City high schools with the most access to—and support for — arts education have the city’s highest graduation rates.

The arts help with academic achievement and college prep:

- The College Board has found that students who take classes in the arts for four years in high school scored substantially higher on the SATs, on average more than 100 points higher, than students with six months or less training in the arts.
- A student involved in the arts is four times more likely to be recognized for academic achievement.
- Low-income students who are highly engaged in the arts are twice as likely to graduate college as their peers with no arts education.

Arts keep students engaged in school life:

- Singing in a choir, participating in a dance show, acting or putting on a theatre production, creates a sense of community and place for students. A place where students find their tribe. A safe place to express themselves while working towards something concrete.
- Students engaged in performing arts also exhibit confidence in public speaking, an important life-long skill.
- Research finds that the arts can be a vital tool for success in school because they provide positive, enjoyable, creative pathways for teenagers to express their feelings and ideas. This is particularly important at an age when kids are worried about the future and feeling conflicted about many intractable issues, particularly dependence/independence.
- Exposure to the arts spur curiosity, which helps develop lifelong learners.
- The arts also expose students to community and civic engagement opportunities.

Arts education can be a gateway to the future:

- A key and often overlooked benefit of exposure to the arts is that it fosters out-of-the-box thinking skills. These skills, such as creativity, innovation, critical thinking, problem-solving, communication and collaboration, are precisely what we need to build a stronger workforce, a report from the Partnership for 21st Century Learning found. The arts help students develop the kind of problem-solving skills that employers are looking for in a highly competitive workforce.
- 72% of business leaders say that creativity is the number one skill they are seeking when hiring. Source, Americans for the Arts.
- 93% of Americans believe that the arts are vital to providing a well-rounded education. Source, Americans for the Arts.
- “Arts education develops creativity, one of the top five skills employers prize for the 21st century. Source, Excerpted from Preparing Students for the Next America, published by the Arts Education Partnership

The arts help with campus safety:

- The arts foster a place where kids can collaborate and engage positively with others.
- Studies show teens with an arts rich curriculum become more tolerant of differences because the arts can immerse them in unfamiliar cultures that span other times and other countries.

The arts provide mental and other health benefits for teenagers: <https://www.newportacademy.com/resources/empowering-teens/creativity-and-mental-health/>

- Being creative even reduces anxiety. And, as a result, it makes us happier. Research proves that creativity and mental health are definitively linked.
- Moreover, creative activities help teens build authentic connections with self and others. Consequently, they are better able to form positive relationships.
- Boredom and disengagement have been linked to poor health behaviors. This includes drug and alcohol use, smoking, and unhealthy eating. Hence, learning creative, analog activities may serve as preventive factors.
- Creative arts activate many mechanisms. Moreover, they provide alternative routes for self-expression. This is helpful for teens who feel uncomfortable with talk therapy or find verbal expression difficult. As a researcher noted, “Teens know the buzzwords, and the talk therapy process can be impacted by that,” “The creative process doesn’t allow for that kind of manipulation to happen.”

4) What type of interventions do we use for academics?

- a. We use Lexia for reading intervention
- b. We use ST Math and are piloting iReady for math intervention
- c. We use a variety of accommodations and differentiation strategies for differing levels of students. Several of our teachers are participating in the UDL (Universal Design Learning) method which is designed to provide students with:
 - Multiple means of representation to give learners various ways of acquiring information and knowledge
 - Multiple means of expression to provide learners alternatives for demonstrating what they know
 - Multiple means of engagement to tap into learners' interests, offer appropriate challenges, and increase motivation
 - 5th period Fridays (6th & 7th)
 - Supported Studies
 - Study Hall (6th)
 - Standards Based Grading approach allows students to continue to improve on the standard and retake assessments so we are grading them based on their actual knowledge not whether they have great organization and can follow rules.

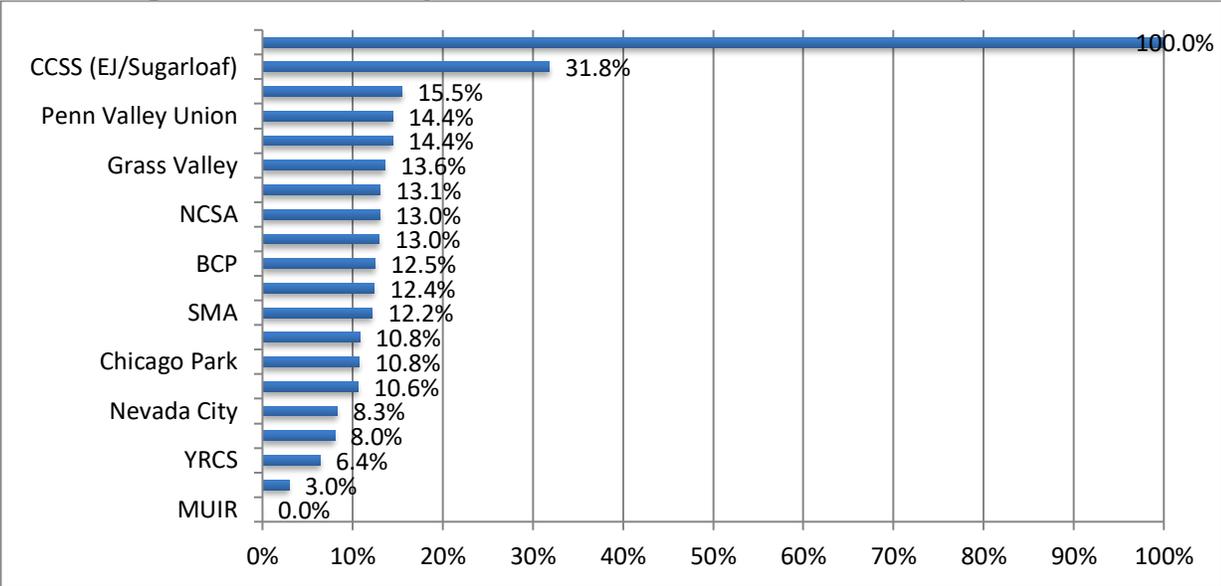
An Arts education is one of those alternative ways of reaching students.

5) **How do we compare to the county academically?** I'd say we are doing very well. We are higher than most schools in both ELA and Math. Only Union Hill outscored us in math.

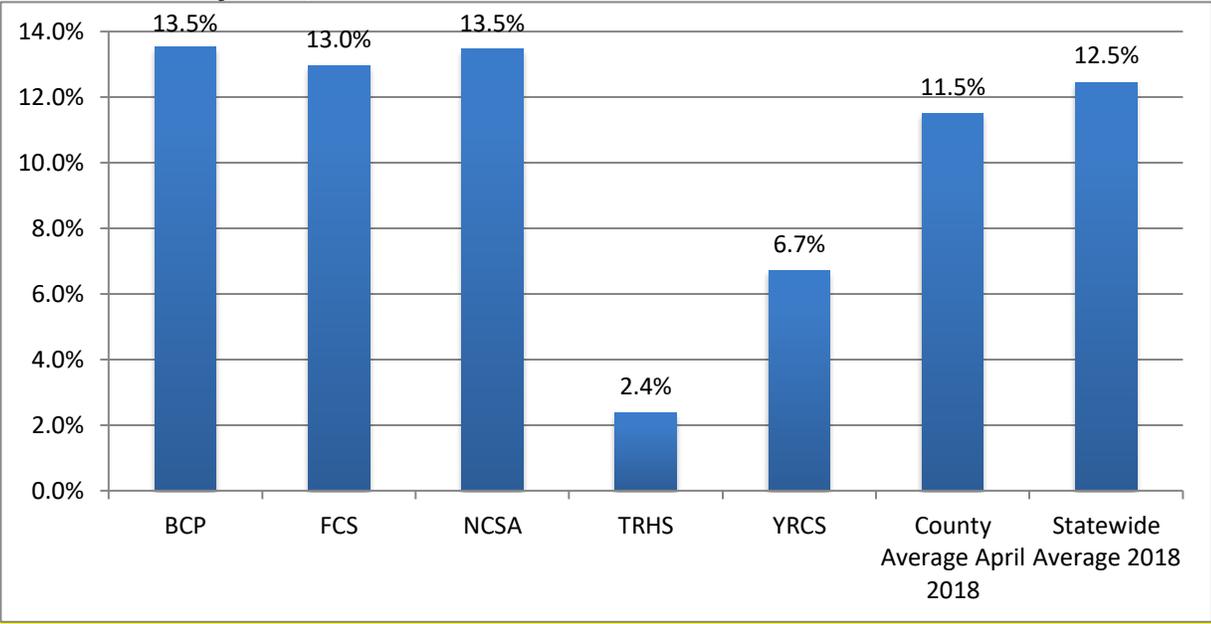
School	ELA (at or above standard)	MATH (at or above standard)
NCSA	54%	44%
GVC	54%	38%
YRCS	53%	34%
UH	48%	46%
State	50%	39%

6) **What are our IEP percentages compared to other schools in the county?**

Special Ed Percentage of Total Enrollment Nevada County Schools 2017-18



Sp Ed Percentage of Total Enrollment Aug/Sept. 2018 JPA Schools, 2017-18 Countywide, Statewide



- 7) **How do we get teachers to feel more confident in their ability to integrate the arts?**
Provide more arts integration training and discuss how to integrate with artists and teachers.
- 8) **How are we improving test scores? What specifically are we doing?**
- We practiced the CAASPP interim assessments on-line and have never done that before. Clearly made a difference to give kids an inkling of what was coming.
 - We tested all together and did not allow students to leave the testing room when done as in years past.
 - Teachers are paying closer attention to what is on the test and specifically preparing students for it.
 - Teams focus on RTI strategies at 1 team meeting per month.
 - Standards Based Grading
- 9) **Why are teachers struggling to create arts integrated units?**
- We are taking them all the way back to the “why” before jumping in. They are being more thoughtful and examining why/how they are teaching their units. This is challenging them to think outside the box and to incorporate an equity and cultural awareness check into their design. It also takes a lot of extra time they do not feel they have.
- 10) **How do you measure an arts education?** *See California Alliance for Arts Education definition of a high-quality arts program below.*

The elements of a high quality visual and performing arts program may be divided into the following focus areas. Indicators of quality in each focus area may be described as follows:¹

Standards-Based Curriculum

- The district has a sequential curriculum based on the Visual and Performing Arts Standards adopted by the State of California.
- The visual and performing arts program and standards-based curriculum are clearly articulated throughout the grade levels offered in the district.

Instruction and Methodology

- Instruction is focused on guiding students to standards-based grade-level proficiency in the arts.
- All arts disciplines are offered during the regular school day and are available to all students.
- Instructional methodologies provide individual, small-group and large-group opportunities to study the arts.

- Each arts discipline is delivered as a discrete sequential subject, with its own body of knowledge, skills, and ways of thinking.
- Arts disciplines are authentically integrated into other curricular areas whenever possible.
- The student-to-teacher ratio in each of the arts is appropriate for the delivery of effective instruction.
- The resources and facilities available for each of the arts disciplines are appropriate for the delivery of effective instruction.

Student Assessment

- Assessments capture evidence of the students' ability to identify, create, describe, compare, analyze, interpret and evaluate their own work and the work of others in relation to the arts standards.
- Assessment in the arts is standards-based and appropriately reflects the essential skills and knowledge that are specific to each art form.

Professional Development

- Those primarily responsible for providing instruction in the arts (multiple subject teachers and arts specialists) as well as those who provide supplemental arts instruction (e.g., teaching artists, volunteers) receive ongoing professional development that is focused on strategies for delivering a standards-based arts education program.
- School and district leaders actively seek out and implement effective professional development models and practices that are appropriate to their local context.

11) How does what we do at NCSA compare to other schools?

This depends on what is meant by "other" schools. We are the only ones who have an extensive arts program in the county. However, I did an online search about Arts Education and found that there are not a lot of schools who do what we do, but there are a few and it's hard to tell how well they do. Creative Arts Charter in SF seems to do what we do, but it is difficult to tell based on a website. While it appears that we are doing arts integration well, we could be even more effective if our teachers were trained better.

12) How does equity increase rigor and achievement?

<https://www.waterford.org/education/equity-vs-equality-in-education/>

Equity means offering individualized support to students that addresses possible barriers, like poverty or limited transportation.

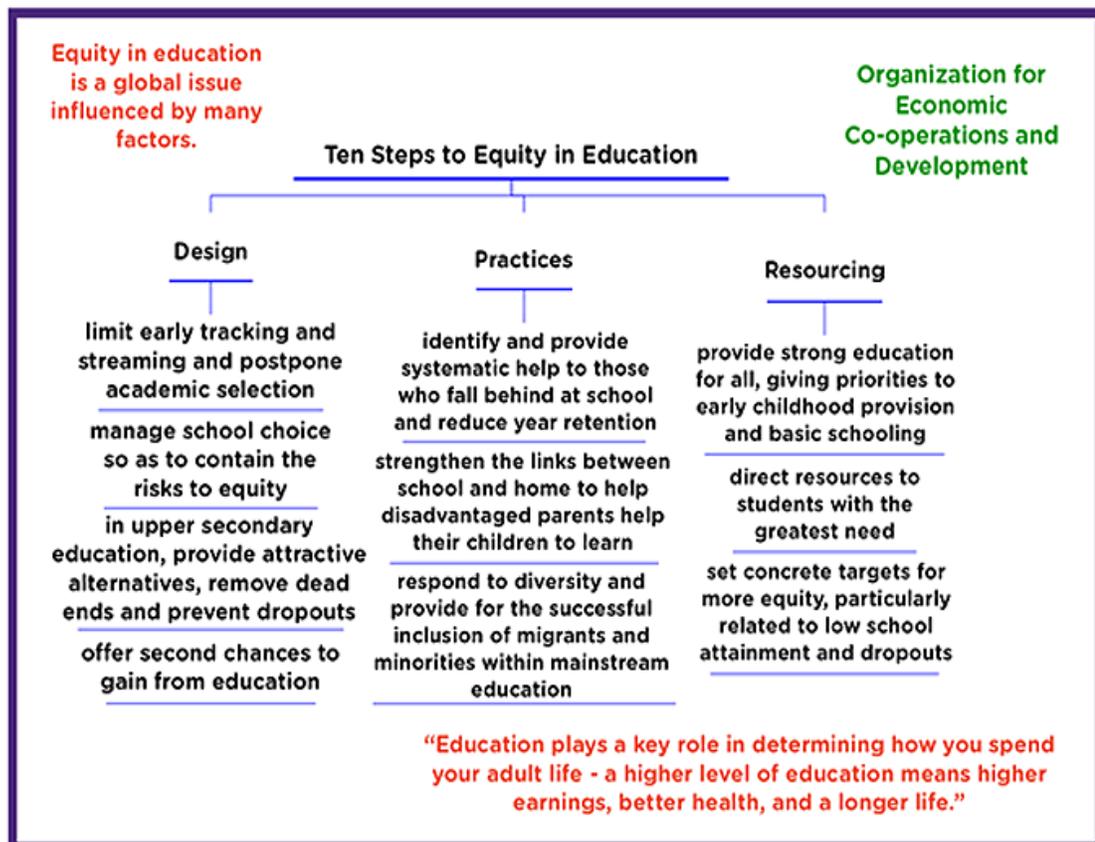
Equity in schools is the answer to supporting every student, not just those from disadvantaged backgrounds. **When schools provide their students with resources that fit individual circumstances, the entire classroom environment improves.**[12]

Not only that, but the importance of equity extends to our society as a whole. In equitable communities, everyone has the opportunity to succeed regardless of their original circumstances.

On a surface level, the benefits of inclusive and equitable classrooms extend to academic achievement. **Schools with the smallest achievement gaps between demographics have the highest overall test scores.** [13] This means that when the most disadvantaged student scores improve, students from more privileged backgrounds improve, too. When schools are mindful of different backgrounds and provide the right resources, all students are prepared to learn and help each other succeed.

Equity can also strengthen a student's health and social-emotional development. In a study involving over 4,300 students in Southern California, **the children who felt safer, less lonely, and reported less bullying also had higher diversity levels in their classes.** [14] Being equipped to promote diversity and provide for students from all backgrounds makes for an environment where students feel comfortable and have better emotional regulation. Additionally, equitable communities are linked to better health and longer average lifespans. [15]

Surrounding communities benefit from equity in schools as well. **Equity is linked to stronger social cohesion, meaning that individuals connect with each other better and are more compassionate.**[16] It also leads to long-term economic growth.[17] This means that promoting equity in schools can be one of the best and most effective social investments.



2018-2023 Strategic Plan Nevada City School of the Arts

Initiative 1 - Enhance our Curriculum		Owner	Progress
Goal - Expand, evolve and refine our arts integrated curriculum and academic rigor			
Action - Create Arts Integrated Units			
1.1	First draft of Curriculum Plan to include: units, projects, arts & diversity integration, end goal & end assessment by June 2020	Andreea/Holly	19-20 working with 1st, 2nd, 5th to create units. Following year 3rd, 4th, 6th. 20-21 - Using Wednesdays to meet with Artists and Main Lesson teacher. Teachers need more planning time to make this work well.
1.2	Teachers implement units in Fall 2020	Holly/Angie	Not Started
1.3	Publish Arts Integrated Curriculum by 2024	Andrea/Holly	This goal should be removed. I don't think publishing should be a focus.
Action - Underscore Inclusion & Diversity			
1.4	Hold diversity and bias training for teachers, board, parents and students – August/February 2018/19	Holly	2018 - Diversity meetings with parents were held all year during 2018-2019. 2019 - HP to begin Exec. Coaching and 4 staff attended week long training at SFCESS. 2020 - Staff participated in iGroups last year and this year. Read What it Means to Be White and are reading How to be an Antiracist.
1.5	Create Affinity Groups for various racial, gender and ethnic groups	Holly	2018-2019 - LGBTQ groups were led by Gabriel. 2020 - have not made any further progress on this.
1.6	Redefine Core Curriculum with Equity and Inclusion at the forefront	Ang, Holly, Andrea	2019-2020 - Will begin "igroups" with staff to delve into personal bias and how it shows up in curriculum.
Action - Increase Academic Expectations			
1.7	Develop yearly academic goals & plans for each grade level	Angie & Holly	Not started
1.8	Assess students 3x/ year and reflect on best teaching practices	Angie & Holly	2018 - we assess each year, 2019 will be the time to look at best practices.
1.9	Hold weekly team meetings that focus on best teaching practices	Angie & Holly	2018- Current
1.10	Redefine grading practice in Middle School	Angie & Holly	2018-19 - accomplished. Will begin new grading in 19-20. Complete. Now working on lower grades.
1.11	Redefine student habits of mind, i.e., Growth mindset, grit, perseverance, rigor.	Angie & Holly	2018 - Created new behavior standards for the whole school. 2019 Implementation. Courtyard and Playground expectations as well as Mindful Time Outs were created. Went well in 2019-20.

2018-2023 Strategic Plan Nevada City School of the Arts

Initiative 2 - Develop our Facilities		Owner	Progress
Goal: Enhance and utilize our land and facilities to enrich our students, staff and our community's experiences.			
Action - Provide for 'Campus-wide' Facilities Management			
2.1	Create & publish list of available spaces for lease	Eli	2018 - Almost all spaces are leased except Bldg 4. Cannot lease it as is per county.
2.2	Identify parcels or areas that are 'non-core' & may be sold or developed for sale	Eli	We have identified the parcels, are drawing new lot lines and attempting to market 60 acres on the corner. BYLT is stalled as of Aug 2019 - we will also place 106 acres on the market while waiting for BYLT. 2020 106 acres and 55 acres SOLD!
2.3	Direct the set up & operation of the industrial kitchen to be consistent with applicable law & regulation & in conformance with NCSA Budgets	Dre/Mel	2019 - Kitchen is certified, lunches began in Aug 2019.
2.4	Develop & present facilities management plan to include: recommended repairs, upgrades, energy efficiency, ADA compliance, water & sewage treatment, forest & fire safety	Eli/Holly	2018 - Created facilities master plan and presented to the board. Will present updated plan in September. Contracted with Siteline to complete Construction Drawings. Construction Documents complete. Extension filed for Permit - accepted. We need money to actually complete anything.
Action - Develop An Artistic 'Hub' To Enrich School & Community			
2.5	Develop & document 'vision statement,' tenant profiles & targeted promotional materials for an Arts & Education Hub	Melissa	2018 - Artlandish has done this for the arts space. Need clarity on the "hub" the board desires.
2.6	Conceive & execute outreach program to attract lease revenue & "in kind" paying tenants; consider non-revenue customers	Melissa/Holly	2018 - Leased to the Nisenan. No further spaces to lease except office space. Jody is looking for tenants - need clarity from board on exactly what this would look like.
Action - Develop a stewardship of the land that enhances its value for education and the greater community			
2.7	Create ecological map of the property	Gary/Eli	NOT started
2.8	Develop management plan focusing on fire safety and ecological diversity	Eli	In Progress - Sierra Streams Institute developed grant to utilize our property for ecological study and to support fire safety working with CalFire.
2.9	Develop Curriculum integrations that promote outdoor science and STEAM activities	Eli/Emily	Not started
2.10	Work with NGOs to find grants for land development/preservation	Eli	2018 - Currently working with BYLT, grant fell through - we are on hold until they can find another grant. 2020 - not sure what else to do here since property has been sold.

**2018-2023 Strategic Plan
Nevada City School of the Arts**

Initiative 3 - Support our Stakeholders		Owner	Progress
Goal: Engage, develop and invest in those responsible to achieve our goals – our teachers, staff, parents, students and Governance			
Action - Restructure Administration to Support the Initiatives			
3.1	Develop position description & justification & hire a Asst. Principal – Lower Campus	Holly	Completed 2018
3.2	Develop position description & justification & hire a Director of Land Management	Holly	2020 - Do not have the funds to support this. Much was accomplished by Eli who is no longer here. We will keep this open as a possibility in the future.
3.3	Develop position description & justification & hire a Food Services Coordinator	Melissa	2018 - Done - Hired Dre Maher
Action - Create & Implement Succession Plans for Top 3 Staff Positions			
3.4	Identify top 3 administrative positions; ensure position descriptions are encompassing & accurate	Holly	Will create an "ideal" org. chart outlining
3.5	Identify internal candidates, where possible and create developmental plans	Holly	No Progress
3.6	Identify outside candidates, where possible	Holly	No Progress
Action - Attract & Retain Quality Personnel			
3.7	Establish appropriate Compensation / Benefits targets (& timelines if needed)	Holly/Melissa	2019 - gave significant raises - 8-18%
3.8	Review talent acquisition processes for effectiveness and efficiency	Holly/Leann	Need direction
3.9	Survey key positions for clarity of role, job content & satisfaction annually	Holly	No Progress
Action - Harmonize & Strengthen Campus Discipline			
3.10	Create Campus Wide Etiquette/Behavior Guidelines	Holly/Angie	2019 - New behavior guidelines began.
3.11	Ensure all staff are trained and implementing Positive Discipline	Holly/Angie	2018 & 2019 - Complete
3.12	Offer regular training in Positive Discipline for Parents	Holly	2019 - These are already on the calendar. The hope is to expand Jenn G's position to become Parent Resource Coordinator when financially possible.
Action - Strengthen Parent Community and Participation			
3.13	Reinvigorate PAG to be more inclusive of all parents and foster a sense of collaboration and partnership.	Holly/CB	We held better meetings last year and more people attended.
3.14	Create Parent Resource Center and offer Parent Training classes using positive discipline	Holly/Jenn	2018 & 2019 - Jenn began parenting classes and will expand those to 2019-2020.
3.15	Create more Community Events	CBR	2019 - CB is in the process of scheduling a myriad of new events that involve parents and students for 19/20. Those that work the best will be repeated. 2020 - Covid sort of derailed this.

2018-2023 Strategic Plan Nevada City School of the Arts

Initiative 4 - Strengthen Our Finances		Owner	Progress
Goal: Develop and execute plans to achieve financial strength and security – and, in so doing, reinvest in initiatives 1, 2 and 3			
Action - Cultivate \$125 K New Annual Revenue by 2020			
4.1	Establish grant identification & submission task force	CBR	2019 - CB will use the board fundraising committee to execute this item. Fundraising committee not successful. Could use guidance in this area.
4.2	Establish long-term lease options	Melissa	Need clarity - Currently have one 5 year lease - others are 1 yr. Negotiating with Hardcore for a 5-yr.
4.3	Pilot 2 school-run enterprise activities (i.e. Camp, school lunch program)	Holly	2019 - We have a camp - but not an extensive one - too difficult at this time. 2019 Lunch program began.
Action - Reduce Debt by 50% by 2023			
4.5	Identify parcels or areas that are 'non-core' & may be sold or developed for sale	Eli	Done
4.6	Contract with new RA	Eli	Done
4.7	Continue to seek out and apply for facilities construction, renovation and incentives grants through the state.	Melissa	In progress
Action - Increase Attendance .5 %/Yr. through 2021			
4.8	Develop & execute a campaign to increase attendance awareness	Erin/Holly	2021 - will begin
4.9	Create a program to motivate appropriate attendance – i.e. rewards, calendar adjustments etc.)	Erin/Holly	In progress
4.10	Institute a "Germ-awareness program to deter contagious related absence	Angie	2019 - will begin. Irony is beautiful. I believe Covid has done this for us.
Action -Enhance Fundraising 5%/Yr. through 2021			
4.11	Review annual fundraising calendar for potential modifications	CBR	2019 - planning numerous different fundraisers to determine what works best
4.12	Form exploratory group to investigate parent-led endowments, charitable programs, etc.	Board	Need board member to own this.

Nevada City School of the Arts' Strategic Plan 2018-2023

Executive Summary

These are tumultuous times highlighted by financial constraints, a looming recession and the questioning of the value of Charter Schools in California. Regardless, we continue to move forward with optimism and the strength of our convictions that an Arts Integrated Education is best for children growing up in world slowly focusing on instant gratification over appreciation of beauty. Over the past 25 years, NCSA has established a distinctive position among schools in Nevada County, 4 times being selected as the Parent's Resource Charter School of the Year. This Strategic Plan is a blueprint for turning our quarter century long momentum into long-term success. At its core, the plan reaffirms our vision and ambition—to offer students an excellent education inspired and nurtured by the arts; an education that readies them for success in our complex era. Our value rests on our philosophy - that the arts are essential to a human's well-being, that without it, we are not fully whole.

In 2018-19 we wrote our first draft of our Ends Report based on the following four policies adopted by the board in May, 2018.

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

- *An arts-based choice for elementary education*
- *An educational institution that facilitates academic, artistic and social-emotional achievement*
- *A collaborator and contributor to the greater community*
- *Safe, respectful and equitable conditions for learning and working*

These Ends Policies are the markers that both guide our process in running the school and allow us to measure our progress toward meeting those ends. Every 5 years we write a Strategic Plan best fitting our current situation with initiatives that promote progress toward our Ends. In what follows, you will see that the initiatives are broken down into target goals that support those initiatives and specific actions guided by specific owners responsible for the completion of each action. All this, of course, is about supporting the Ends Policies that inspired these four initiatives and in doing so, support our students education.

Strategic Initiatives

Enhance our Curriculum

- Goal - Expand, evolve and refine our arts integrated curriculum and academic rigor

Develop our Facilities

- Goal - Enhance and utilize our land and facilities to enrich our students, staff and our community's experiences.

Support our Stakeholders

- Goal - Engage, develop and invest in those responsible to achieve our goals – our teachers, staff, parents, students and Governance Council

Strengthen our Finances

- Goal: Develop and execute plans to achieve financial strength and security – and, in so doing, reinvest in initiatives 1, 2 and 3

The following outline provides concrete actions detailing how these initiatives will be achieved and the progress made thus far. This will be presented to the board each August so they can ensure adequate progress toward our initiatives is being made.

Since August of 2018, 34 of the proposed 48 actions have either been completed or are in progress - a fair and hopeful beginning to an ambitious plan. Since the presentation of this plan last year, a few new items have been added - these are highlighted in bright yellow.

I encourage the board to review this plan in detail and come with probing questions that are designed to push progress forward.

Holly Pettitt
August 2019



POLICY REGISTER

CONTENTS

Ends	A – Ends
Executive Limitations	B – Global Executive Constraint B1 – Financial Condition B2 – Planning and Budgeting B3 – Asset Protection B4 – Treatment of Parents and Students B5 – Staff Treatment and Compensation B6 – Communication to the Council B7 – Council Logistical Support B8 – School Director Succession
Council Process	C – Global Governance Commitment C1 – Governing Style C2 – The Council’s Job C3 – Agenda Planning C4 – Council Meetings C5 – Council members’ Code of Conduct C6 – Officers’ Roles C7 – Council Committee Principles C8 – Governance Investment
Council- School Director Relationship	D – Global Council-School Director Connection D1 - Unity of Control D2 – Accountability of the School Director D3 – Delegation to the School Director D4 – Monitoring School Director Performance
Appendices	<i>Suggested appendices include:</i> <i>NCSA Charter</i> <i>Council Annual Calendar and Monitoring Schedule</i> <i>Committee Charters</i> <i>Conflict of Interest Disclosure form</i> <i>Monitoring Decision Tree</i> <i>Policy Governance Quick Guide</i>

Policy Type: Ends
Policy Title: A – Global End
Last Revised: **September 28, 2017**

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

- an arts-based choice for elementary education.
- an educational institution that facilitates academic, artistic, and social-emotional achievement.
- a collaborator and contributor to the greater community.
- safe, respectful, and equitable conditions for learning and working.

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.

Policy Type: Executive Limitations
Policy Title: B1 – Financial Condition and Activities
Last revised: **November 22, 2016**

With respect to the actual, ongoing financial conditions and activities, the School Director must not cause or allow the development of fiscal jeopardy or material deviation from budgeted revenue or net surplus.

The School Director must not:

1. Allow liquidity (the ability to meet cash needs in a timely and efficient fashion) to be insufficient.
2. Allow solvency (the relationship of debt to equity) to be insufficient.
3. Default on any terms that are part of the School’s financial obligations.
4. Allow late payment of contracts, payroll, loans or other financial obligations.
5. Incur debt other than trade payables or other reasonable and customary liabilities incurred in the ordinary course of doing business.
6. Acquire, encumber or dispose of real estate, or enter into long-term real estate leases.
7. Allow tax payments or other government-ordered payments or filings to be overdue or inaccurately filed.
8. Use restricted funds for any purpose other than that required by the restriction.
9. Allow financial record keeping systems to be inadequate or out of conformity with Generally Accepted Accounting Principles (GAAP).

Policy Type: Executive Limitations
Policy Title: B2 –Planning and Financial Budgeting
Last revised: **November 22, 2016**

The School Director must not operate without annual and multi-year budgets and plans that address intentional and improved Ends accomplishment along with avoidance of fiscal jeopardy.

The School Director must not:

1. Create plans or budgets that
 - a. Risk incurring those situations or conditions described as unacceptable in the Council policy “Financial Condition and Activities.”
 - b. Omit credible projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosure of planning assumptions.
 - c. Do not address excellence in the School’s business systems and operations.
 - d. Have not been tested for feasibility.
2. Provide less for Council prerogatives during the year than is set forth in the Council budget.

Policy Type: Executive Limitations
Policy Title: B3 – Asset Protection
Last revised: **November 22, 2016**

The School Director must not allow assets to be unprotected, unreasonably risked, or inadequately maintained.

The School Director must not:

1. Allow equipment and facilities to be inadequately insured, or otherwise unable to be replaced if damaged or destroyed.
2. Allow for inadequate coverage or allowances for any losses incurred due to business interruption.
3. Allow unnecessary exposure to liability or lack of insurance protection from claims of liability.
4. Allow deposits or investments to be unreasonably risked.
5. Allow inadequate security of premises and property.
6. Allow data, intellectual property, or files to be unprotected from loss, theft or significant damage.
 - a. Allow improper usage of students' and parents' personal information.
7. Allow purchasing that is uncontrolled or subject to conflicts of interest.
8. Allow lack of due diligence in contracts.
9. Allow damage to the School's public image.

Policy Type: Executive Limitations
Policy Title: B4 – Treatment of Parents and Students
Last Revised: **November 22, 2016**

The School Director must not be unresponsive to the needs of parents and students.

The School Director must not:

1. Provide inadequate information about what parents and students may or may not expect from NCSA.
2. Operate without a system for soliciting and considering parents' and students' opinions, complaints and suggestions.
3. Allow unsafe or unsecure facilities.

Policy Type: Executive Limitations
Policy Title: B5 - Staff Treatment and Compensation
Last revised: **November 22, 2016**

The School Director must not treat staff in any way that is unfair, unsafe, or unclear.

The School Director must not:

1. Operate without written personnel policies that:
 - a. Clarify rules for staff.
 - b. Provide for fair and thorough handling of conflicts in a way that does not include the Council as a participant in the conflict resolution process.
 - c. Are accessible to all staff.
 - d. Inform staff that employment is neither permanent nor guaranteed.
2. Cause or allow personnel policies to be inconsistently applied.
3. Provide for inadequate documentation, security and retention of personnel records and all personnel related decisions.
4. Establish compensation and benefits that are internally or externally inequitable.
5. Change the School Director's own compensation and benefits, except as his or her benefits are consistent with a package for all other employees.

Policy Type: Executive Limitations
Policy Title: B6 – Communication to the Council
Last Revised: **November 22, 2016**

The School Director must not cause or allow the Council to be uninformed or unsupported in its work.

The School Director must not

1. Submit monitoring reports that are untimely or inaccurate, or that lack operational definitions and verifiable data directly related to each section of the policy.
2. Report in an untimely manner any actual or anticipated noncompliance with any Council policy, along with a plan for reaching compliance and a proposed schedule regarding follow-up reporting.
3. Allow the Council to be unaware of relevant legal actions, media coverage, trends, public events of the School, or internal and external changes.
4. Withhold his/her opinion if the School Director believes the Council is not in compliance with its own policies on Council Process and Council-School Director Delegation, particularly in the case of Council behavior that is detrimental to the work relationship between the Council and the School Director.
5. Deal with the Council in a way that favors or privileges certain Council members over others except when responding to officers or committees duly charged by the Council.
6. Fail to supply for the Council's consent agenda all decisions delegated to the School Director yet required by law, regulation, or contract to be Council-approved.

Policy Type: Executive Limitations
Policy Title: B7 –Council Logistical Support
Last Revised: **November 22, 2016**

The School Director must not allow the Council to have inadequate logistical support.

The School Director must not:

1. Provide the Council with insufficient staff administration to support Council activities and communication.
2. Allow the Council to be without a workable mechanism for official Council, officer or committee communications.
3. Allow Council members to be without an updated copy of the Policy Register and the NCSA Charter.
4. Provide inadequate information and notice to parents and students concerning Council actions, meetings, activities and events.

Policy Type: Executive Limitations
Policy Title: B8 – Emergency School Director Succession
Last revised: **November 22, 2016**

To protect the school from sudden loss of School Director services, the School Director must not have less than one other staff person sufficiently familiar with Council and School Director issues and processes to enable her/him to take over with reasonable proficiency as an interim successor.

Policy Type: Council Process
Policy Title: C – Global Governance Commitment
Last Revised: **November 22, 2016**

Acting on behalf of our stakeholders (students and parents, staff, the greater community and our sponsoring agency) the Charter Governance Council ensures the success of the School by working together effectively, empowering and holding accountable professional management, and providing strategic leadership for our school.

List stakeholders: students and parents, staff, greater community and our sponsoring agency.

Policy Type: Council Process
Policy Title: C1 – Governing Style
Last Revised: **November 22, 2016**

We will work well together as a team, providing strategic leadership for NCSA, and ensuring properly empowered and accountable management of the school's operations.

1. We will be a strategic leader by focusing our vision outward and toward the future.
2. We will ensure effective systems of delegating authority to a professional School Director, holding the use of that power accountable, and clearly distinguishing between Council and School Director responsibilities.
 - a. Observe the 10 Policy Governance principles (Ownership, Position of Board, Board Holism, Board Means Policies, Clarity and Coherence of Delegation, Ends Policies, Executive Limitations Policies, Policy Sizes, Any Reasonable Interpretation, Monitoring)
3. We will maintain team discipline, authority and responsibility.
4. We will obey all relevant laws and the NCSA Charter.

Policy Type: Council Process
Policy Title: C2 – Council Responsibilities
Last Revised: **November 22, 2016**

The Council’s job is defined by its unique role in the organization between our stakeholders and the School Director.

In order to do our job well, we will:

1. Strive to understand the views and needs of the stakeholders so that we can make good decisions on their behalf.
2. Hire, set compensation for, delegate responsibility to, and hold accountable a School Director.
 - a. Use a strategic process to establish the value of School Director compensation, and complete this process in a timely manner.
3. Assign responsibility in a way that honors our commitment to empowerment and clear distinction of roles.
4. Rigorously monitor operational performance in the areas of Ends and Executive Limitations
5. Regularly evaluate our own Council performance in the areas of Council Process and Council-School Director Relationship.
6. Perpetuate the Council’s leadership capacity using ongoing education and training, a robust recruitment, qualification and appointment process and fair elections.
7. Perform other duties as required by the NCSA Charter or because of limitations on School Director authority.

Policy Type: Council Process
Policy Title: C3 – Agenda Planning
Last Revised: **November 22, 2016**

We will follow a strategic multi-year workplan and annual agenda that focuses our attention upward and outward.

1. We will create, and modify as necessary, an annual calendar that includes tasks and events related to our multi-year work plan, Council training schedule, monitoring schedule, and the School Director evaluation and compensation decisions as outlined in our Council-School Director Relationship policies.
2. Council meeting agendas will be determined by the Council president, in conjunction with the School Director, and may be modified at the meeting by a majority vote of the Council.

Policy Type: Council Process
Policy Title: C4 – Council Meetings
Last Revised: **November 22, 2016**

Council meetings are for the task of getting the Council's job done.

1. We will use Council meeting time only for work that is the whole Council's responsibility. We will avoid committee issues, operational matters, personal concerns and other topics that are not the highest and best use of our time.
2. Meetings will be open to the public and in compliance with the Brown Act* except when closed session is officially called.
 - a. We may occasionally use closed session to deal with confidential matters, as long as the purpose of the session is stated., Announcement of the executive session should be on the published agenda.
3. We will seek consensus through discussion. We will then finalize and document decisions through the use of motions, seconds and majority vote.

Policy Type: Council Process
 Policy Title: C5 – Council members' Code of Conduct
 Last Revised: **November 22, 2016**

We each commit ourselves to ethical, professional and lawful conduct.

1. Every Council member is responsible at all times for acting in good faith, in a manner which she/he reasonably believes to be in the best interests of the School, and with such care as an ordinarily prudent person in a like position would use under similar circumstances.
2. Council members must demonstrate unconflicted loyalty to the interests of the School's stakeholders. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups, membership on other boards or staffs, and the Council member's personal interests.
 - a. There will be no self-dealing or any conduct of private business or personal services between any Council member and the School except as procedurally controlled to assure openness, competitive opportunity and equal access to "inside" information.
 - b. Prior to a new Council member's first Council meeting, he/she will complete the "Conflict of Interest Disclosure" form, and will verbally report to the whole Council the potential conflicts. Any subsequent potential conflicts will be reported to the whole Council immediately.
 - c. When the Council is to decide on an issue about which a Council member has an unavoidable conflict of interest, that Council member shall recused themselves from the conversation and the vote.
 - d. A Council member who applies for employment at the school must first resign from the Council.
3. Council members may not attempt to exercise individual authority over the organization.
 - a. When interacting with the School Director or employees, Council members must carefully and openly recognize their lack of authority.
 - b. When interacting with the public, the press, or other entities, Council members must recognize the same limitation and the inability of any Council member to speak for the Council except to repeat explicitly stated Council decisions.
4. Council members will respect the confidentiality of closed sessions and must continue to honor confidentiality after leaving Council service.
5. Council members will prepare for attend, and participate fully in all Council meetings and trainings.
6. Council members will support the legitimacy and authority of the Council's decision on any matter, irrespective of the Council member's personal position on the issue.

7. Every Council member will sign the Code of Conduct Agreement annually. Any Council member who does not follow the code of conduct policy can be removed from the Council by a 2/3 majority vote of the remaining Council.

Policy Type: Council Process
 Policy Title: C6 – Officers’ Roles
 Last Revised: **November 22, 2016**

We will elect officers in order to help us accomplish our job.

1. No officer has any authority to supervise or direct the School Director.
2. Officers may delegate their authority but remain accountable for its use.
3. The president ensures the Council functions well and in accord with our policy agreements.
 - a. The president is authorized to make decisions that are consistent with Council Process and Council-School Director Relationship policies in order to facilitate the Council’s functioning.
 - b. The president will chair and set the agenda for Council meetings.
 - c. The president plans for leadership (officer) perpetuation.
 - d. The president may represent the Council to outside parties.
4. The vice-president will perform the duties of the president in her/his absence.
5. The treasurer is responsible for supporting the board in all finance-related board work.
 - a. The treasurer will lead the Council’s process for creating and monitoring the Council’s (not the school’s) budget.
 - b. The treasurer will facilitate the Council’s understanding of the school’s financial condition.
 - c. In addition (*insert whatever the bylaws/charter require and the Council has not chosen to delegate to the School Director*).
6. The secretary will make sure the Council’s documents are accurate, up to date, and appropriately maintained.
 - a. The secretary will write the draft and final versions of any new policy or committee charter.
 - b. In addition, the secretary will (*insert whatever the NCSA Charter require and the Council has not chosen to delegate to the School Director*).

Policy Type: Council Process
Policy Title: C7 – Council Committee Principles
Last Revised: **November 22, 2016**

We will use Council committees only to help us accomplish our job.

1. Committees will reinforce and support Council holism.
 - a. In particular, committees help the whole Council move forward when they research alternatives and bring back options and information.
2. Council committees may not speak or act for the Council except when formally given such authority for specific and time-limited purposes.
3. The Council will establish, regularly review and control committee responsibilities in written committee charters.
 - a. We will carefully state committee expectations and authority to make sure they do not conflict with authority delegated to the School Director.

Policy Type: Council Process
Policy Title: C8 – Governance Investment
Last Revised: **November 22, 2016**

We will invest in the Council's capacity to do our job well.

1. We will make sure that Council skills, methods and supports are sufficient.
2. We will incur Council costs prudently, though not at the expense of endangering the development and maintenance of superior capability.
 - a. We will use training and retraining liberally to orient new Council members and Council candidates, as well as to maintain and increase existing Council members' skills and understanding.
 - b. We will arrange outside monitoring assistance as necessary so that the Council can exercise confident control over organizational performance.
 - c. We will use outreach mechanisms as needed to ensure our ability to listen to stakeholder viewpoints and values.
 - d. We will use professional and administrative support.
3. We will delegate development of the Council's annual budget in a timely way so as to not interfere with the development of the School's annual budget. This work will be completed no later than March. Delegate this!

Policy Type: Council-School Director Relationship
Policy Title: D – Global Council-School Director Connection
Last Revised: **November 22, 2016**

The Council's sole official connection to the operations of the school will be through the School Director.

Policy Type: Council-School Director Relationship

Policy Title: D1 – Unity of Control

Last Revised: **November 22, 2016**

Only officially passed motions of the Council are binding on the School Director.

1. Decisions or instructions of individual Council members, officers, or committees are not binding on the School Director except in rare instances when the Council has specifically authorized this power.
2. In the case of Council members or committees requesting information or assistance without Council authorization, the School Director can refuse any requests that, in the School Director's opinion, may disrupt operations or that require too much staff time or resources.

Policy Type: Council-School Director Relationship
Policy Title: D2 – Accountability of the School Director
Last Revised: **November 22, 2016**

The School Director is the Council's only link to operational achievement and conduct.

1. The Council will view School Director performance as identical to organizational performance so that organizational accomplishment of Ends and organizational operation within Executive Limitations will be viewed as successful School Director performance.
2. The Council will not instruct or evaluate any employee other than the School Director.

Policy Type: Council-School Director Relationship
Policy Title: D3 – Delegation to the School Director
Last Revised: **November 22, 2016**

The Council delegates authority to the School Director through written Ends and Executive Limitations policies.

1. As long as the School Director uses any reasonable interpretation of the Council's Ends and Executive Limitations policies, the School Director is authorized to establish all further policies, practices and plans for the school.
2. The Council will respect and accept the School Director's choices as long as those choices are based on reasonable interpretations of Council policies.
3. If the Council changes an Ends or Executive Limitations policy, the change only applies in the future.

Policy Type: Council-School Director Relationship
Policy Title: D4 – Evaluating the School Director
Last Revised: **November 22, 2016**

The Council will systematically and rigorously monitor and evaluate the School Director's job performance compared to expectations set forth in Council policies.

1. The Council's policy monitoring process is the foundation of our annual evaluation of the School Director.
 - a. In [June] of each year the Council will review a summary of the monitoring reports received during the previous 12 months. Based on that review, the Council will present an evaluation letter to the School Director. That letter will constitute our full evaluation, and it will be delivered no later than [June 30].
2. The Council will acquire monitoring information by one or more of three methods: (a) by internal report, in which the School Director discloses policy interpretations and compliance information to the Council; (b) by external report, in which an external, disinterested third party selected by the Council assesses compliance with Council policies; or (c) by direct Council inspection, in which a designated director or committee assesses compliance with the policy.
3. The Council's standard for compliance will be any reasonable School Director interpretation (as described by operational definitions and metrics) of the Council policy being monitored. The Council is the final arbiter of reasonableness but we will always judge with a "reasonable person" test rather than with interpretations favored by individual directors or by the Council as a whole.
4. The Council will accept that the School Director is compliant with a policy if he/she presents a reasonable interpretation and adequate data that demonstrate accomplishment of that interpretation.
5. The Council will monitor all policies that instruct the School Director. The Council can monitor any policy at any time by any method listed above but will ordinarily follow the schedule outlined in the Council Annual Calendar.

APPENDICES

