



2017 - 2022 NCSA Charter Renewal



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AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioner, I, Holly Pettitt, hereby certify that the information submitted in this application for charter renewal for Nevada City School of the Arts (“NCSA” or the “Charter School”), a California public countywide benefit charter school authorized by the Nevada County Board of Education (“NCBE,” “NCSOS,” or “County”) is true to the best of my knowledge and belief. I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded the renewal, the Nevada City School of the Arts Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)(1)]
- Shall be deemed the exclusive public school employer of the employees of Nevada City School of the Arts for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(5)(M)]
- Shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]
- Shall admit all students who wish to attend Nevada City School of the Arts, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given a chance of admission through a public random lottery process. Except as required by Education Code Section 47605.6(e)(2), and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. California Education Code Section 47605.6(e)(2)(B)]
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(c)]
- Shall ensure that teachers in Nevada City School of the Arts hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605.6(1)]
- Shall, at all times, maintain all necessary and appropriate insurance coverage.
- Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605.6(e)(1)]
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves Nevada City School of the Arts without completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]

Nevada City School of the Arts will follow any and all other federal, state, and local laws and regulations that apply to our charter school including but not limited to:

- Nevada City School of the Arts shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
- Nevada City School of the Arts shall comply with any jurisdictional limitations to locations of its facilities.
- Nevada City School of the Arts shall comply with all applicable portions of Every Student Succeeds Act (ESSA).
- Nevada City School of the Arts shall comply with the Public Records Act.
- Nevada City School of the Arts shall comply with the Family Educational Rights and Privacy Act.

- Nevada City School of the Arts shall meet or exceed the legally required minimum of school days.
- Nevada City School of the Arts shall comply with all laws regarding services to students with disabilities as contained in IDEA.

Holly Pettitt, Lead Petitioner

Date

COUNTYWIDE BENEFIT

Governing Law: A county board of education may only approve a countywide charter if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county. Education Code Section 47605.6(a)(1)

Governing Law: A county board of education may grant a charter for the operation of a school under this part only if the board is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605. Education Code Section 47605.6(b)

Nevada City School of the Arts (NCSA) was founded in 1994 by a dedicated group of parents and educators who wanted to provide their children with high-quality public education that fostered creativity and exploration. The school began as a 3rd through 8th grade program. In the sixth year of operation, NCSA founders began to extend the scope of the school to include the primary grades, Kindergarten through 2nd. In 2005, NCSA's enrollment was at 206 students. In 2018, NCSA anticipates the final year of the growth plan begun in 2011. The school will increase in enrollment from 411 to 427 students in transitional kindergarten through eighth grade when the school splits the multiage 4/5 class into another 4th grade and 5th grade class with 24 students in each class. This last increase will conclude our growth plan.

Originally sponsored by the Nevada City School District, in 1996 NCSA sponsorship moved to Twin Ridges School District and, finally, was last renewed as a countywide benefit charter by the Nevada County Board of Education in 2012.

Nevada City School of the Arts is one of a number of existing charter schools that operate within Nevada County which approached Nevada County Superintendent of School (NCSOS) to be their charter authorizer in 2007. These charter schools have a proven track record of academic and fiscal success. After discussing the authorization with the ten districts within the county, the district superintendents agreed that a countywide benefit charter was appropriate in serving these existing charter schools.

The Nevada County Charter Cooperative consists of six charter schools. Each school offers an educational philosophy or program that is unique and different from each other. In addition to recognizing the differences between these six charters and avoiding competition between one another, the Nevada County Charter Cooperative provides the following components:

- Economies of scale for efficiency of operation
- Collaborative and supportive opportunities for sharing and discussing effective practices
- Regular meetings of charter school directors for sharing of resources, strategies, policies and procedures, and special education services

This uniform oversight treatment by the charter authorizer, including policies, procedures, and requirements allows the ongoing maintenance of the charter cooperative relationship and ensures economies of scale and effective educational practices.

NCSA works cooperatively with five other local charter schools through a formal agreement that has created the Nevada County Charter Cooperative. The individual schools each have their own governing agreement, which delineates specific functions of the charter.

In 2014 NCSA assumed responsibility for their own financial management and business services, while the other 5 charters continue with their memorandum of understanding and a business services agreement with the NCSOS, which specifies the relationship between the authorizer and provider of fiscal services with the individual charter school.

The services provided by NCSA will benefit the population that this charter school serves. The practices of this charter school are based on sound educational principles and will benefit the students who attend. NCSA has continued to develop in both breadth and scope. The NCSA administrative team includes the director, assistant director, business manager, enrollment coordinator, and an office administrator. The faculty currently includes 19 classroom teachers, 2 special education teachers, 1 counselor, 1 reading specialist, a special education support paraprofessional, 12 part-time classroom paraprofessionals, 2 full-time music teachers, 2 full-time and 3 part-time art teachers and 2 part-time movement teachers. In addition, specialists in the fields of dance, music and art are engaged to deliver specialized instruction in grades 4-8.

A. THE EDUCATIONAL PROGRAMS OF THE SCHOOL

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent, and lifelong learners. Education Code Section 47605.6(b)(5)(A)(i)

Our success story – Since our 2012 renewal, NCSA has grown from a school of 299 to 411. In addition, while the school focused on enrollment growth, NCSA also managed to meet all the strategic objectives outlined in its 2010-2015 Strategic Plan. One of the most important successes happened in September of 2016. After a year in negotiations, NCSA purchased 316 acres of land and holdings including the current NCSA campus. Although the property was valued at \$5.5 million, the school was able to purchase it for only \$1.2 million. This cost savings represents a significant \$3.8 million donation from the seller.

The following is a list of our strategic objectives and a few examples of how those goals were achieved. *The entire strategic plan can be viewed in Appendix A.*

1. 2010-2015 STRATEGIC PLAN GOALS

Objective #1 Increase our additional funding

- ✓ Reduced expenses by 1% by self-managing business services
- ✓ Increased revenue by 37% since 2012 due to enrollment growth
- ✓ Increased revenue by leasing available facilities acquired through the purchase

Objective #2 Be a competitive workplace with high professional standards

- ✓ Increased employee salaries by 11% bringing the school within the average of all schools in the county
- ✓ Hired highly qualified, effective instructors
- ✓ Instituted the use of video recordings of classroom instruction as a self-assessment tool to increase educator effectiveness in the classroom
- ✓ Incorporated formative assessments to guide instruction
- ✓ Spent over \$30,000 in the last three years on professional development of teachers and staff

Objective #3 Reduce our annual facility expenditures within 5 years

- ✓ Purchased the 316-acre property on which the school is currently located
- ✓ Secured the SB 740 facilities grant increasing overall funding, decreasing costs and providing financial security for the foreseeable future
- ✓ Replaced ongoing rental costs/increases with fixed mortgage payments

Objective #4 Renew, re-energize and update our educational plan and curriculum goals to further enhance our philosophy of integrated arts and academic instruction

- ✓ Added a Transitional Kindergarten program in 2013
- ✓ Adopted the CCSS aligned Math in Focus curriculum
- ✓ Purchased the Lexia on-line reading program
- ✓ Adopted the Orton-Gillingham approach to teaching phonemic awareness
- ✓ Hired a school counselor to work with students who are having emotional challenges as a result of academic difficulties
- ✓ Developed local assessments and a student progress monitoring plan
- ✓ Hired a Reading Specialist
- ✓ Improved student academic success by creating a Response to Intervention (RtI) program that supports struggling students

Objective #5 Refine our visual and performing arts program to reflect continued expansion and student creativity

- ✓ Further enhanced our electives program to offer more artistic and performance opportunities than ever before
- ✓ Purchased enough instruments for every student to have their own to play and practice with
- ✓ Hired 3 new artists in residence and an additional music teacher for main lesson art and music
- ✓ Hired a Lead Artist to work with the other arts professionals to align curriculum with the CCSS and to classroom standards

Objective #6 Develop a broader social curriculum

- ✓ Adopted and trained staff in two social emotional philosophies/curricula that work together to promote a safe, healthy school culture:
 - “The 5 Dimensions of Engaged Teaching”
 - Mindfulness curriculum (Mindful Schools)
- ✓ Adopted restitution and mindfulness as a response to discipline problems

Objective #7 To ensure our families feel a sense of pride, participation and ownership and are encouraged to collaborate with staff to promote the success of the school

- ✓ Director or administration meets monthly with the Parent Advisory Group to gather input from parents in each class
- ✓ Consistently averaged 94.5% participation rate in the Annual Giving Campaign and raised \$584,000 since 2012
- ✓ 98% parent satisfaction rate on the 2016 family survey
- ✓ Created a new, natural playground for all students which was listed as the most important school site improvement in the family survey

Objective #8 Develop technology plan

- ✓ Increased access to technology for students by purchasing 1-1 devices for students in the 6th-8th grades and tablets for reading and math intervention for students in 1st-5th grades

Objective #9 Effectively promote our school to the community at large

- ✓ Received the Parents' Choice award for "Best Charter School" for both 2015 and 2016
- ✓ Maintained an average waitlist of over 100 students each year since 2012, even during the school's growth period
- ✓ Selected as a non-profit partner with Grass Valley Center for the Arts
- ✓ Received the Community Players Trust Grant for the purchase of musical instruments
- ✓ Received the Bill Graham Music Grant for the music program
- ✓ Participated annually in the "Young at Art" show, and selected to maintain a rotating display of artwork at Nevada County's Madelyn Helling library
- ✓ Participated in student art contest through the Lion's Club and the Crocker Art Museum (two first place prizes were awarded)
- ✓ Acknowledged in the January 2017 issue of Sunset Magazine in an article about the quality of life in Nevada City

2. OUR MISSION

The mission of the Nevada City School of the Arts is to nurture and inspire academic excellence through the arts for children in transitional kindergarten through the 8th grade.

3. OUR PHILOSOPHY

A school of the arts makes us whole and inspires our pursuit of excellence. The Arts—Music, Dance, Theater, and the Visual Arts—are crucial to the complete education of a child. Their practice, understanding and appreciation are essential to human experience and learning itself. Research shows that the Arts in education promote brain growth and increase success in all academic areas. The Arts, however, are more than a means to an academic end. Participation in the arts fosters a balanced and enriched life and engenders a commitment to excellence. The Arts are not simply a means; they are an end in themselves. The Arts make us human and whole.

A school of the arts uses art as a lens for understanding the world. A beginning to such an artistic approach to education is to see the Arts in all things. By initiating and infusing our study of things with the Arts we come to use the Arts as a lens for understanding the world. Such a 'way' of approaching things offers deeper paths into the meaning and complexity of our world. In the Language Arts we find connections between the visual, the musical and the linguistic. In Mathematics we see more clearly the patterns and harmonics of form and number. In Science we find a kinship between the artistic and the scientific process. In History, we see the human drama in dense brush strokes of image and sound, song and story, bringing it to life. Seeing ourselves and the world through the Arts allows us to be touched by the beauty, the power and wonder of all things.

A school of the arts nurtures habits of heart and mind. Beyond the understanding and appreciation of art is its practice. To practice art means to nurture the space and focus in ourselves that allows the Arts to emerge. Awareness, enthusiasm, discipline and a commitment to furthering our art are all essential qualities we prize. And in a world that emphasizes passivity, the Arts cultivate an active sense of living. Imagine and create much, use your hands, feel your bodies, read much, watch TV little, have hobbies and passions. In this manner, we seek to inspire a passion for learning, a discipline and commitment supported by reflection, self-assessment, critical and creative thinking. These habits of heart and mind unfold in a developmental arc, from the concrete toward the abstract, the simple to the complex. Attention to the appropriateness of activity and media, content and form, helps nurture a deeply imaginative practice of the Arts that seeks its own truth.

A school of the arts connects us to body and spirit, nature and culture. To practice the Arts also means to connect with the subject of our art – to be in our bodies and open our spirit, to be inspired and connected with nature and to draw on the repository of tradition that is imbedded in global culture. In all that, there is growing awareness of interconnection. We become conscious of our feelings and emotions, our dreams and aspirations. We assess the impact and relationship between things. We honor this awareness of interconnection by considering the attitudes we hold, the way we treat others, the things we buy, the food we eat, and the activities in which we engage. We examine the ecological and the social impact of what we do, seeing the worth of all creatures and all people.

A school of the arts develops collaboration, respect, compassion, and conciliation. If we are interconnected, then we are already collaborators. This is basic to the experience of the artistic process - to be in relationship, to work with others, to communicate with an audience. In the same spirit, we promote a collaborative spirit among students and teachers, parents, and staff. Parents, students, teachers and staff all share the responsibility of governing the school. Volunteers make the rich opportunities of the school possible, in countless activities ranging from classroom and office help to field studies and fundraising. As collaborators, we think the best of each other, resolving conflict in ways that are open and compassionate, healing and conciliatory. This extends from the playground to the council meeting, with all members seeking to model action that serves the good of all.

A school of the arts empowers us to be of service and make a difference. This collaborative, community-mindedness leads directly to citizenship and service. The Arts are expression but also discourse. Part of what a School of the Arts can offer to the community is the solace and insight that they bring. We see our role as facilitators of the Arts in the community, enriching it with dance and theater, exhibitions and performances, collaborating with other artists, promoting and assisting the vision of arts-based education with other educational entities. And if the Arts can awaken compassion for others, then a fundamental expression of our artistic purpose should be to seek ways to help in the most basic of manners. Food for the hungry, clean rivers for the fish, visits to the elderly, the planting of trees, and the donating of money to good causes all have their place in this spirit of service. For if we understand how the world has given to us, we then naturally wish to return those gifts.

A school of the arts teaches us the art of living. In the end we seek not so much to create artists, as to nurture an artistic attitude and practice. A life immersed in the Arts leads naturally to the successful practice of the art of living. To go into the world with tools of heart and mind able to meet any challenge, with vision and understanding sufficient to see deeply into things, with creativity, resourcefulness, honesty, courage and compassion enough for the many uncertainties of life — this is what we seek for our children, our community and our world.

4. WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE

NCSA provides expanded learning experiences for all students in transitional kindergarten through eighth grade. Our students receive greater opportunities in the visual and performing arts, a challenging academic curriculum, and a program that values field studies experiences outside the school.

5. WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

Former U.S. Commission of Education, Ernest Boyer, summarized his recommendations at the National Endowment for the Arts Conference in 1994:

"Here, then, is my conclusion. First, we need the arts to express feelings words cannot convey. Second, we need the arts to expand the child's way of knowing and to bring creativity to the Nation's classrooms. Third, we need the arts to help students integrate their learning and discover the connectedness of things. Fourth, we need the arts in education to help children who are emotionally and physically restricted." (U.S. Dept. of Education, 1997.)

The arts distinguish education at NCSA. Our program is interdisciplinary at its core, exploring the ground where science, history, literature, and art meet. NCSA provides a rigorous academic curriculum in which students have the opportunity to create art, understand its cultural and historical context, and respond to, and make critical judgments about, art. In this setting two tenets are important: art is a lens through which we see the world, and the production of art has inherent value. The School of the Arts is not an "art school" in the sense that it does not solely produce or attract "artists." There are many students here who do not identify themselves as "artists" or even as "artistic," but who are nonetheless expressing themselves through the arts, and comprehend their academic studies through artistic expression, be it story, dance, painting, fiber arts, martial arts or musical composition.

NCSA identifies an educated person as one whom:

- Uses the arts as a lens to see and comprehend the world.
- Has facile command of written and oral communication skills.
- Has the ability to think critically, analytically, logically, and creatively.
- Uses math processes competently in daily living.

- Has the ability to gather, organize, and communicate information, using various tools, including technology.
- Acts with self-direction, self-motivation, and self-reflection.
- Has strong citizenship and leadership ability and a developed sense of social responsibility.
- Values relationships and works collaboratively with others.
- Has the confidence to freely express oneself through desired artistic avenues.
- Can appreciate and critically respond to visual, musical, and theatrical art pieces created by others.

How learning best occurs:

In keeping with our philosophy, NCSA believes that learning best occurs when:

- Parents play an essential role in their children's education.
- Art is offered as a valuable lens through which to view the world.
- Education is viewed as a lifelong process.
- Educational experiences go beyond the schoolyard and school day.
- Multiple intelligences are recognized and honored.
- A variety of learning modalities are acknowledged and addressed.
- Instructional activities are integrated and meaningful.
- Process and product are valued and the focus is on learning to think, to gain access to information, and to communicate acquired knowledge and to take risks.
- Student choice, input and responsibility are valued, promoted, and acknowledged.
- Adult-student ratio is low.
- Instruction is developmentally appropriate.

6. EDUCATIONAL GOALS

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

Key Aspects of the NCSA Program:

- The arts are essential to the curriculum both as the means for comprehending and adding depth to academic studies and as a distinct area of study
- Extensive Main Lesson and Foundation Arts classes are part of daily instruction

- Music classes and music electives enhance the regular curriculum
- Balance in learning components that include instruction and discovery, individual and cooperative work, and assessment
- A holistic approach to curriculum planning, instruction, and assessment that honors the developmental journey of each child and nurtures both academic excellence and the art of living based on Arts Integrated Curriculum, the 5 Dimensions of Engaged Teaching and Learning and Mindfulness
- Arts Integrated Curriculum approaches art instruction through a collection of disciplines, including art production, art criticism, art history and art aesthetics based on the California State Visual and Performing Arts Standards
- The 5 Dimensions of Engaged Teaching (Solution Tree, 2013) offers practices, principles, stories and activities that support educators to:
 - Develop and sustain a reflective teaching practice
 - Integrate social, emotional and academic learning in the classroom, and
 - Cultivate a positive school-wide culture
- Additionally, this practice is based on research that illustrates the powerful impact of a teacher's presence in the classroom; the importance of student engagement and participation in learning; the critical role of relationships and cultural contexts within a classroom and school; and the ways social, emotional and academic learning are inextricably connected.
- Mindfulness Practice in Every Classroom
 - Introduces students to the ideas of responding rather than reacting and identifying their emotions
 - Teaches self-awareness, focus, and emotional regulation
 - Prepares teachers for calm, empathetic classroom management skills

7. ATTENDANCE

NCSA expects, on average, to meet an Average Daily Attendance (ADA) rate of at least 94% as evidenced by school attendance records. NCSA will strive for attendance meeting or exceeding 96% by making regular efforts to educate families about the importance of school attendance for their students' learning.

NCSA follows a traditional calendar as required by Education Code Section 51745-51749.3.

*Please refer to **Appendix B** for our calendar, instructional minutes, attendance policy and our SARB policies.*

8. AT RISK STUDENTS

NCSA's plan for low academic achievers is modeled after the Response to Intervention (RtI) framework. Our goal is to meet the academic needs of all our students through the use of a three-tiered system of support.

Tier One (Prevention) includes high quality classroom instruction delivered by highly qualified teachers and regular assessments of all students to monitor their progress toward reaching grade level benchmarks.

Tier Two (Response to Intervention - RtI) includes targeted group intervention in class or outside of the classroom for students who are not meeting grade level benchmarks. During Tier Two, students are referred to the Student Success Team (SST).

Tier Three (Intensive Intervention) includes more intensive and possibly individual intervention for students who continue to be at risk. At this level, a student may be assessed and found to qualify for special education according to the Individuals with Disabilities in Education Improvement Act (IDEIA).

Student Success Team

The Student Success Team (SST), includes the parents, the teacher, and other school personnel or interested persons, and uses a systematic problem-solving approach to assist students with any concerns that are interfering with success. The SST clarifies problems and concerns, develops strategies, organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher, and student. An SST is a general education function. All students can benefit from an SST, including, but not limited to, those students achieving below grade level, those who are achieving above grade level and require greater challenge, and students who have experienced emotional trauma, behavioral or language issues.

SST members identify the specific academic areas of need for low achieving students and plan interventions that are monitored and reviewed at subsequent meetings.

Individualized Education Plans (IEPs) may include specific modifications within the classroom, resource materials, and referral to supplementary programs, which target specific academic skills. In addition to the SST and IEP processes, NCSA uses research-based assessment tools (e.g., the *Developmental Reading Assessment*, *Math In Focus* assessments) to refer students who struggle with reading or math to programs that can help improve their skills.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone connected with the student can be included in the SST to provide information about the student, including strengths, concerns, and strategies that have been used in the past. Team members may include but are not limited to teachers, parents, counselors, doctors, administration, social workers, and law enforcement. The meeting is designed to bring out the best in the people involved.

NCSA programs that target the needs of academically low achievers include:

- Leveled reading groups

- Several one-to-one paraprofessionals to allow students access to the general education classroom
- A Reading Specialist that pushes in and pulls students out for specialized instruction
- Differentiated math, writing, reading, and spelling approaches to meet different student learning levels in the classroom (such as the teacher challenging students with different levels of math problems during classroom activities)
- Movement/sensory integration activities incorporated into regular classroom learning in the early grades, to support the motor/sensory development that research shows are the foundations for academic learning
- On-line, standards based programs that re-teach specific skills (i.e. Lexia, ST Math)
- Orten-Gillingham approach to teaching reading and spelling

After implementation of an SST plan and follow up, the plan will be further reviewed/revised to address concerns that have not been adequately addressed and/or effectively resolved. In addition, a referral for special education assessment might be deemed appropriate through the SST process.

All grade level teachers meet or have telephone conferences with at-risk students and their parents when necessary throughout the year. The result of such meetings may be a plan that has consensus on how to support the individual student, with specific responsibilities delegated to the students, parents and teachers.

9. SPECIAL EDUCATION

Overview

NCSA will act as its own Local Educational Agency (LEA) for the purposes of special education.

NCSA's plan for delivery of special education services provides for quality educational programs and services in compliance with the Nevada County Local Plan and all legal guidelines. NCSA is a member of the Nevada County Charter Services Authority (NCCSA), a Joint Powers Authority. NCCSA provides educational and administrative services and support to members. The services include special education administration and staffing, such as school psychologists, special education teachers, speech and language pathologists, and aides and related goods (testing materials, etc.) and oversight of their activities.

Under the federal Individuals with Disabilities Education Act, or IDEA, NCSA identifies and evaluates students who have disabilities and offers them Individualized Education Programs (IEP) for special education and related services. Decisions regarding the services that are included in an IEP are made by a team using a process specified in the law. An IEP team includes a student's teacher, special educator, parents/guardians, and a representative of the school administration who is

empowered to commit resources such as staff time or funding. By law, NCSA is required to carry out provisions outlined in a student's IEP.

Each IEP team considers the continuum of placement options. This includes placement in programs, services, supports, modifications and specialized equipment (if indicated) necessary to provide a free and appropriate education. Students with disabilities participate in general education, including nonacademic and extracurricular activities to the maximum extent possible to promote interaction with the general school population. Placement in special classes, other schools, or other appropriate programs outside the regular education environment may occur. This is only warranted when the nature or severity of the student's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

NCSA has a variety of placement, service, and support options available to serve students with special needs in the least restrictive environment. The continuum of placement options includes the following:

- Full Day placement in general education with in-class supportive services, including resource specialist and/or related services
- Pull out for a portion of the school day by the resource specialist
- Related services such as speech or occupational therapy
- Placement in a county Special Day Class or a Special Day Class on another local district campus
- Placement in a Non-Public Day School
- Placement in a Non-Public Day and Residential School
- Placement in a State Special School

Supplemental aids and services are provided through the NCCSA in conjunction with the Nevada County Office of Education and other local agencies. Supplemental aids and services include, but are not limited to, transportation, speech and language services, assistive technology, nursing services, psychological services, vision services, and adaptive physical education.

The overall system for delivery of services to special needs children at NCSA is based on a philosophy that has a foundation in the principles of parental involvement, best practices, comprehensive support, and local and state coordination and collaboration.

Section 504 /ADA

NCSA shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of NCSA shall be accessible for all students with disabilities in accordance with the ADA.

Further, NCSA follows the requirements for identifying and serving students with a 504 Accommodation Plan. NCSA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of NCSA. Any student who has an objectively identified disability

which substantially limits a major life activity such as learning is eligible for accommodation by the school.

10. ENGLISH LEARNERS

English Learners (EL)

NCSA shall comply with all applicable laws with regard to services and the education of English Learners (ELs). This includes all applicable legal requirements for ELs relative to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient (FEP) status, monitoring and evaluation of program effectiveness, and standardized testing requirement. NCSA shall implement policies to effectuate proper placement, evaluation, and communication regarding EL students and the rights of parents and pupils. These policies shall include but not be limited to the following:

Home Language Survey

The Home Language Survey (HLS) shall be administered upon a student's initial enrollment into a California public school. If NCSA is not a student's first California public school, then NCSA will attempt to retrieve a copy of the student's HLS from the prior school(s) of attendance. Nonetheless, all students will be asked their primary language as part of the NCSA enrollment process to ensure an HLS is completed.

Annual Assessments

NCSA shall follow all CELDT testing timelines to ensure students receive proper instruction. NCSA shall comply with the applicable requirements of the Every Student Succeeds Act (ESSA 2015) with regards to EL students.

English Learners and Core Instruction

EL students will have daily access to the core curriculum and will be taught in an English language program (mainstream) with support in the form of in-class help, which will help EL students access the core curriculum, and/or small group instruction developed to meet the specific language needs of the student.

Instruction techniques, assessments, materials and approaches will be focused on communicative competence and academic achievement covering listening, speaking, reading, and writing skills (aligned with California Common Core Standards) in all areas of the curriculum. EL students will receive EL and core content instruction appropriate for their English proficiency and grade levels.

In addition, the instructional program for NCSA is designed to promote language acquisition and proficiency, oral language development, and enriched learning opportunities for all EL students in the following ways:

- Students will interact through cooperative learning activities
- Students will make oral presentations in all content areas
- Students will collaborate for group performance and reports

- Students will be provided with learning opportunities in recreation and performing arts
- Students will be provided academic tutoring
- Students will receive daily English language development information according to their English language proficiency levels as identified by CELDT testing

Teacher Qualifications and Training

All credentialed teachers at NCSA hold the required supplemental credentials allowing them to teach English Learners in their classes. Teachers of EL students have been trained to use appropriate differentiated instruction to reach all levels of English proficiency in accordance with federal law. NCSA's curriculum, with an emphasis on an art integrated and culturally diverse teaching methodology, addresses the needs of English Learners.

B. MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Education Code Section 47605.6(b)(5)(B)

1. CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school. *
2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years. *
3. Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
4. The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
5. Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

*Due the change in testing in 2014 from the California Standards Test (CST) to the California Assessment of Student Progress and Performance (CAASPP) Test, the most recent API scores for NCSA are from 2012 and 2013. NCSA will utilize these as a basis for renewal as outlined in the table below.

2. EVIDENCE OF CRITERIA MET

The following shall serve as documentation confirming that the NCSA meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(1) & (4):

NCSA meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “the most recent API calculation” and “alternative measures” as allowed per Education Code Section 52052(e)(4)(A), as further specified below.

| LEGAL REQUIREMENTS FOR CHARTER RENEWAL | |
|--|--|
| Education Code Section 47607(b) – Charter School Must Meet at Least ONE Criteria for Renewal | |
| Renewal Criteria | Criteria Met |
| 1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school. | Yes: 2012 API 783 2013 API 787 |
| 2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years. | Yes 2013 rank of 4 |
| 3. Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years. | No |
| 4. The entity that granted the charter determines that the academic performance of the charter school is <u>at least equal to the</u> academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, <u>taking into account the composition of the pupil population that is served at the charter school (i.e. Special Education and Economically Disadvantaged).</u> | ELA Yes Math Yes |
| 5. Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052 | N/A |

Figure 1

3. ADDITIONAL EVIDENCE FOR CHARTER RENEWAL

CAASPP Assessment Results

NCSA has made a conscious decision to allow child development, curriculum, and teaching methods to dictate assessment. Standardized tests are important, but at NCSA they are not the sole measurement of student success. A hands-on, arts-integrated, project-based approach to learning cannot be measured with traditional standardized assessments alone.

NCSA recognizes that these differences in the educational program and curriculum sequence may sometimes be reflected in variations in scores in specific areas of the state standardized tests. In addition, during the school's last charter term, the State changed from using the paper CST tests to the new online CAASPP tests. We are proud that during this transition, NCSA managed to demonstrate growth in State CAASPP scores as noted in *Figures 2 and 3*.

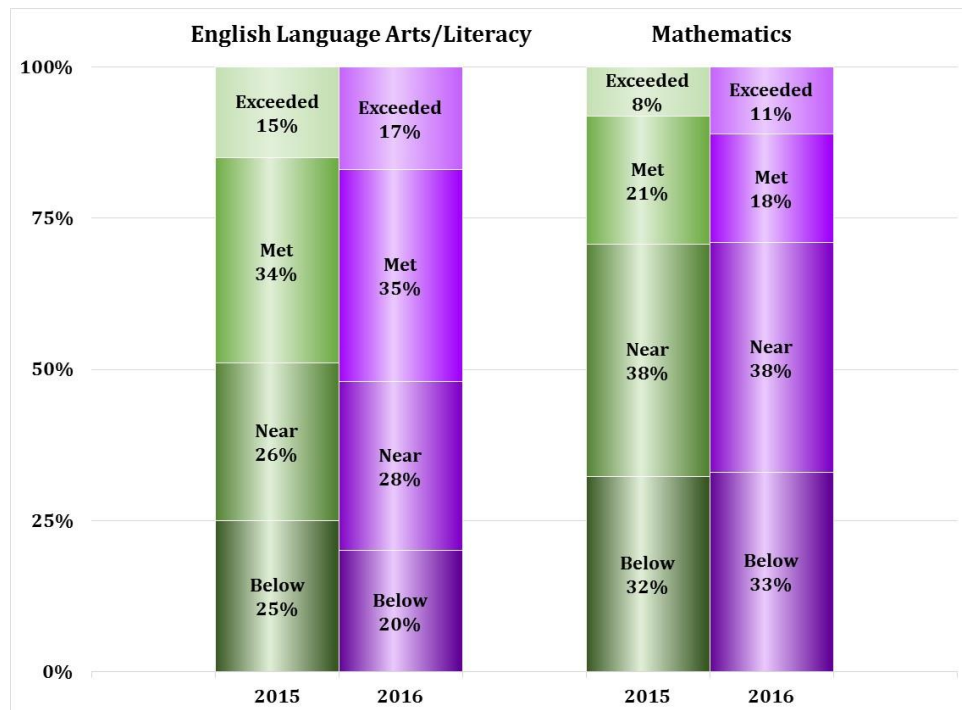
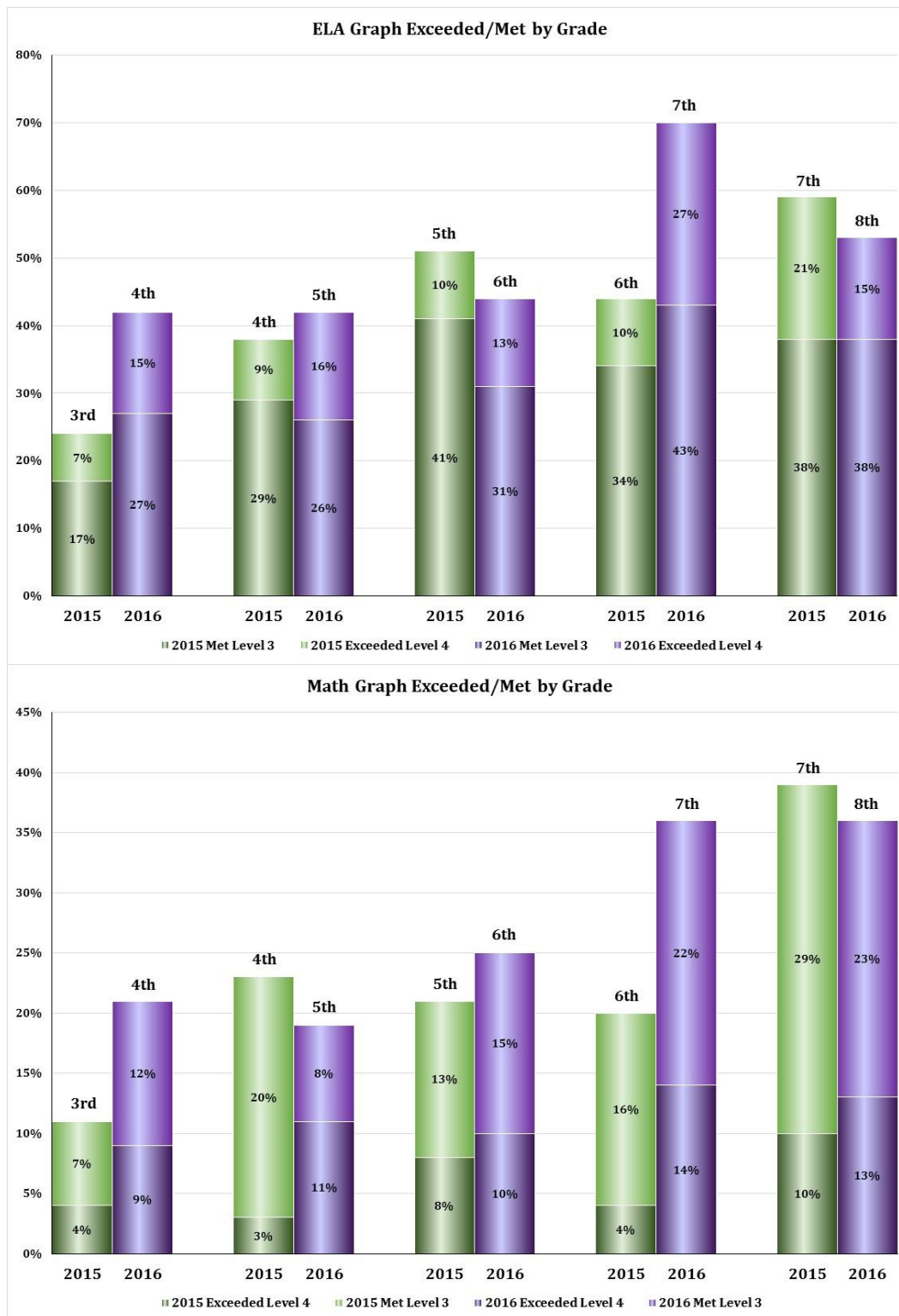


Figure 2 – ALL DATA DIRECTLY FROM CAASPP WEBSITE

While NCSA recognizes the need to focus instruction on math, the 2015/2016 test scores are indicative of a school that adopted a new Common Core aligned math curriculum mid-year in 2015-16, and moved from paper tests to computer tests with only 30 computers school wide to test 255 students. Even with the math adoption and the change to computer based testing, NCSA students in grades 3 through 7 did increase their scores from 2015 to 2016 as noted in the year to year comparison on the next page (*Figure 3**).



**Figure 3 - ALL DATA DIRECTLY FROM CAASPP WEBSITE (In analyzing this data, we believe NCSA showed an overall decrease in math due to the 8th grade class's outcomes. 8th grade has 20% more students than grades 3-5, and scored significantly below normal for this grade level, thereby skewing the overall data. This is an anomaly and has never happened before in NCSA history).*

These first two years of Common Core testing results show our student outcomes on the California Assessment of Student Performance and Progress (CAASPP) test in English Language Arts (ELA) to be in line with county schools and in line with the local school district in which NCSA resides (GVSD), and equal to GVSD, but below NCSD in math (see Figure 4).

CAASPP Data - School Comparisons – NCSA – GVSD – NCSD

NCSA students come from all over the county, but the majority, 64%, come from Grass Valley and Nevada City School Districts which is why we include them in the comparison below (Figure 4).

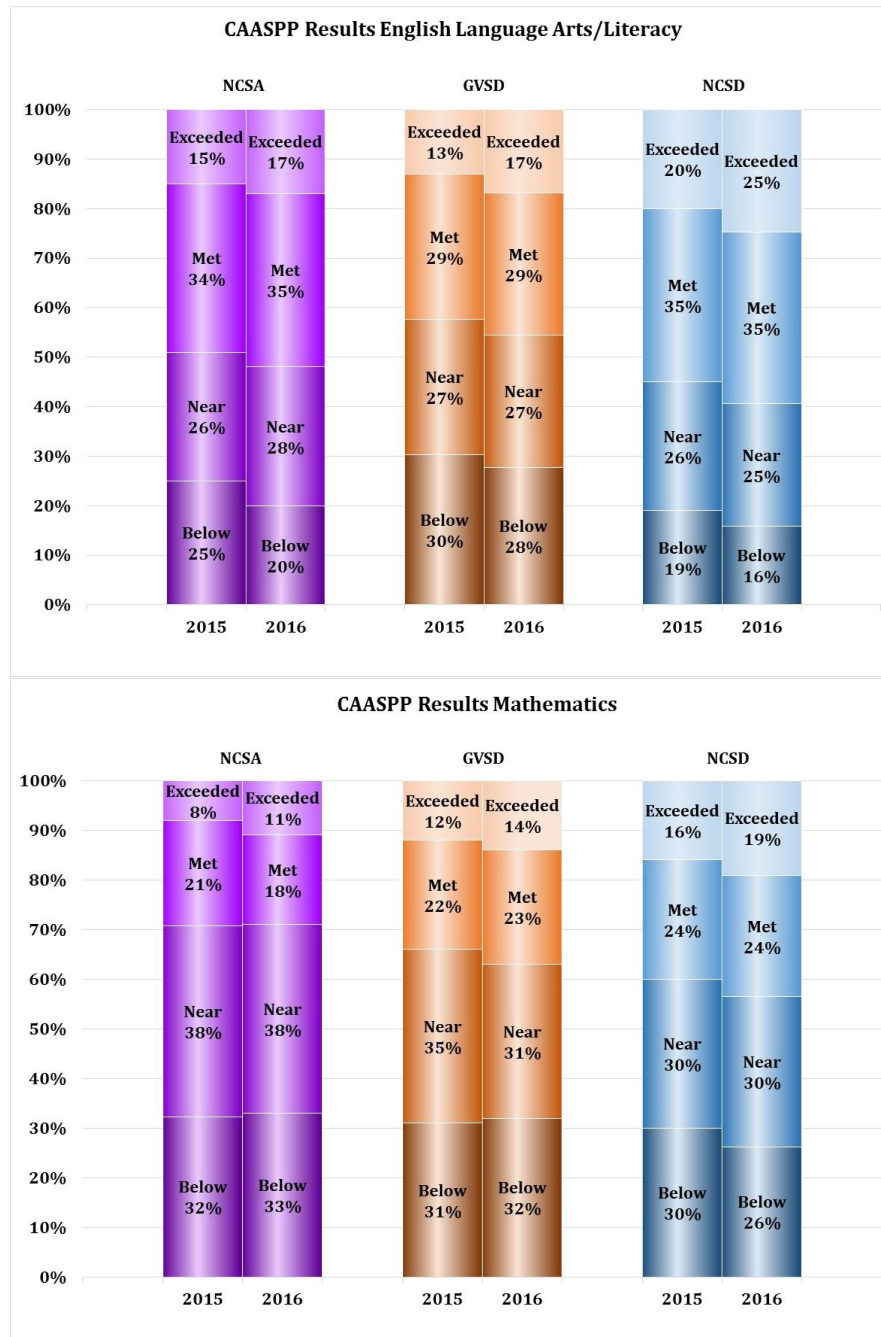


Figure 4

There are several ways to analyze the data above, but what is evident is NCSA increased overall ELA scores by 5%, and decreased by 1% in math. GVSD increased by 2% in ELA, and decreased their score in math by 1% and NCSD increased their scores in both ELA and math by 3% and 4% respectively. From this, NCSA believes that we are within the same range academically.

Regardless of the school comparisons, NCSA is dedicated to increasing the focus on improving students' academic performance in both math and English language arts for all subgroups. As a means to foster growth in student achievement, NCSA has worked diligently to create a program dedicated to supporting student success.

In 2015-16 the school adopted the CCSS aligned *Math in Focus* curriculum and extensively trained all math teachers in the program for the past two years, and added the use of *ST Math* to support struggling students. In addition, over the last two years a great deal of emphasis has been placed on local assessments and monitoring student progress three times a year in reading, spelling, writing and math, allowing teachers to intervene much earlier in a child's education in a more focused manner and based on their individual academic needs. NCSA has also invested in hiring a Reading Specialist to support students in need of extra reading and spelling support, purchased the *Lexia* on-line reading program, and recently adopted the *Orten-Gillingham* approach to teaching phonemic awareness in the general education setting. Finally, a school counselor was hired to work with students who are having emotional challenges as a result of academic difficulties. Each of these additions to the NCSA program will further enhance students' academic growth, thereby increasing scores on both local and state assessments without sacrificing the focus on art and music integration.

4. ALTERNATIVE METHODS OF ASSESSMENT

As a means to measure NCSA student progress, the school is using the Local Control Accountability Plan (LCAP) as a multi-year plan for increasing scores on local and state assessments. The complete LCAP and goals for all years can be accessed on our website and has been reviewed by NCSOS.

NCSA met its LCAP goals in both Math and Language Arts.

The graphs that follow show that all students are showing growth in reading and math, even those who have been identified as being academically challenged. NCSA has identified over 11.5 % of the population as needing Special Education Services (soon to be 14% by the end of this year) and another 10% as needing academic intervention. This equates to 24% of the students at NCSA requiring support in reading or math, which is one of the school's most important goals. In addition, it is worthwhile to note that NCSA has the 6th highest Free and Reduced Lunch Program (FRLP) percentage rate (51%) in the county out of 24 elementary and middle schools.

MEASURED GROWTH

K-5 student growth in reading is measured by the Developmental Reading Assessment (DRA). Students are assessed three times a year to ensure they are continually making progress (See Figure 5).

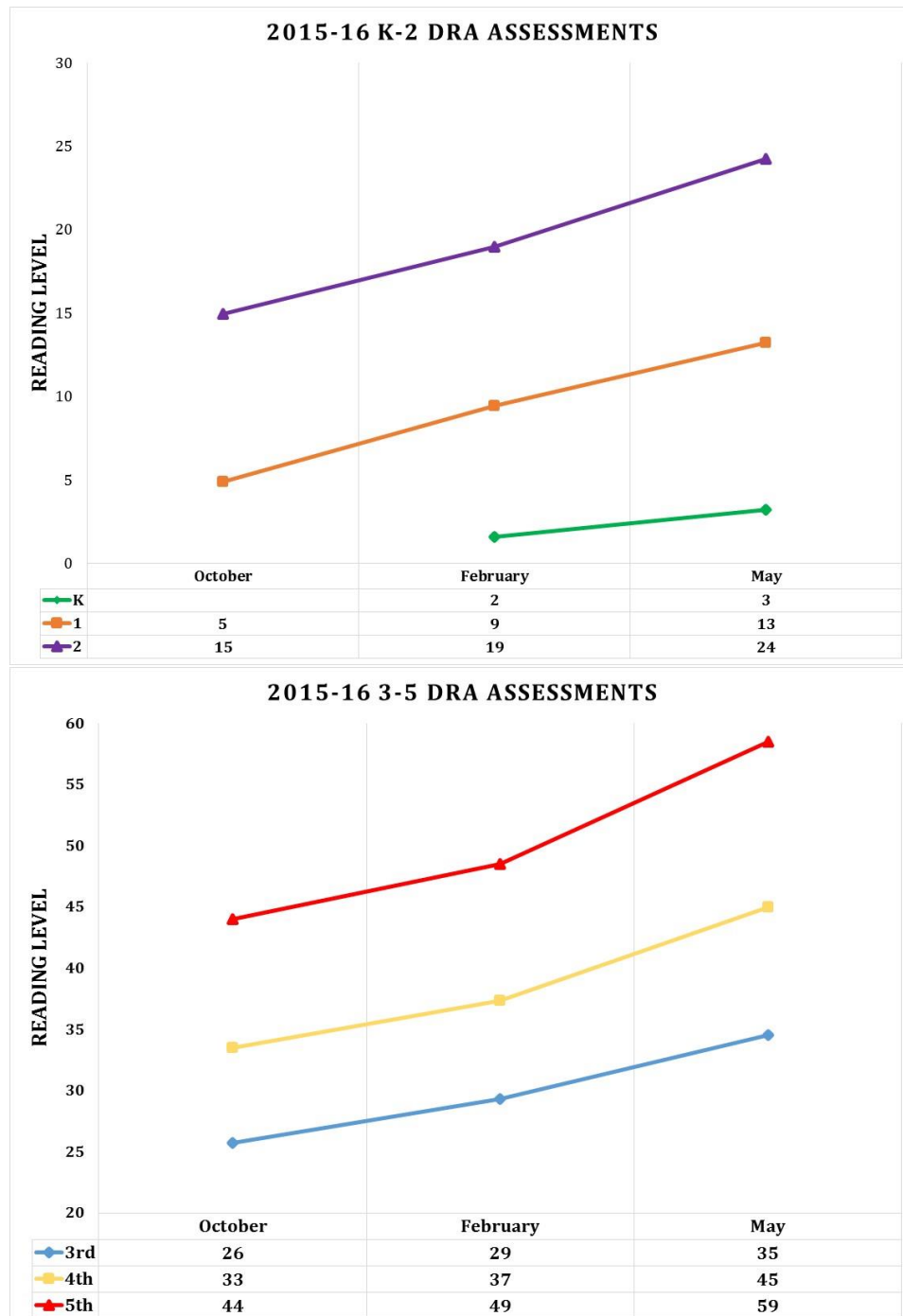


Figure 5

STUDENT PROFICIENCY BY POPULATION

NCSA identifies both the socio-economically disadvantaged and special education students as subgroups related to the LCAP. The graphs that follow show a break-down of the K-5 student population and their proficiency as measured by local assessments.

Kindergarten – 2nd Grade Statistics

Reading

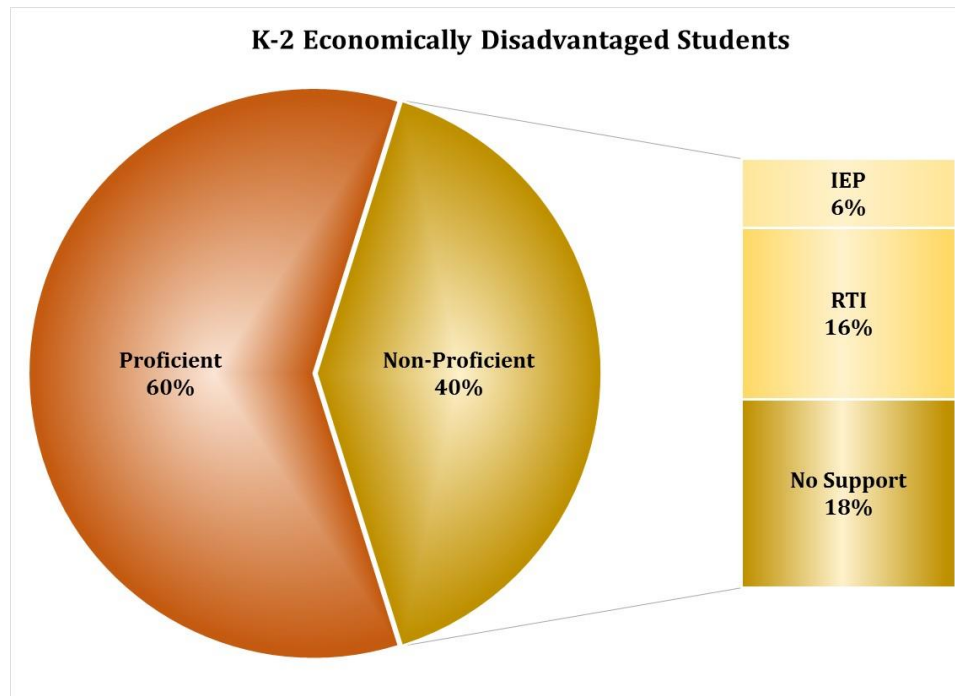


Figure 6a

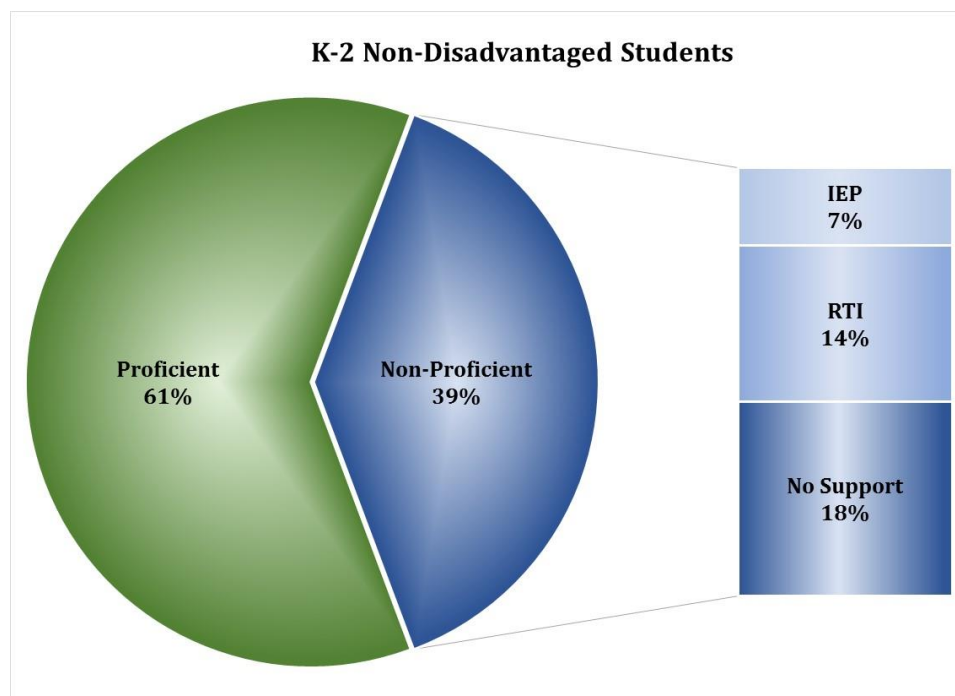


Figure 6b

NOTE: The students in both graphs (*Figures 6a & 6b*) who are noted as not receiving support in both sub groups, have since been identified and are receiving RtI support or being assessed for Special Education.

3rd – 5th Grade Statistics

Reading

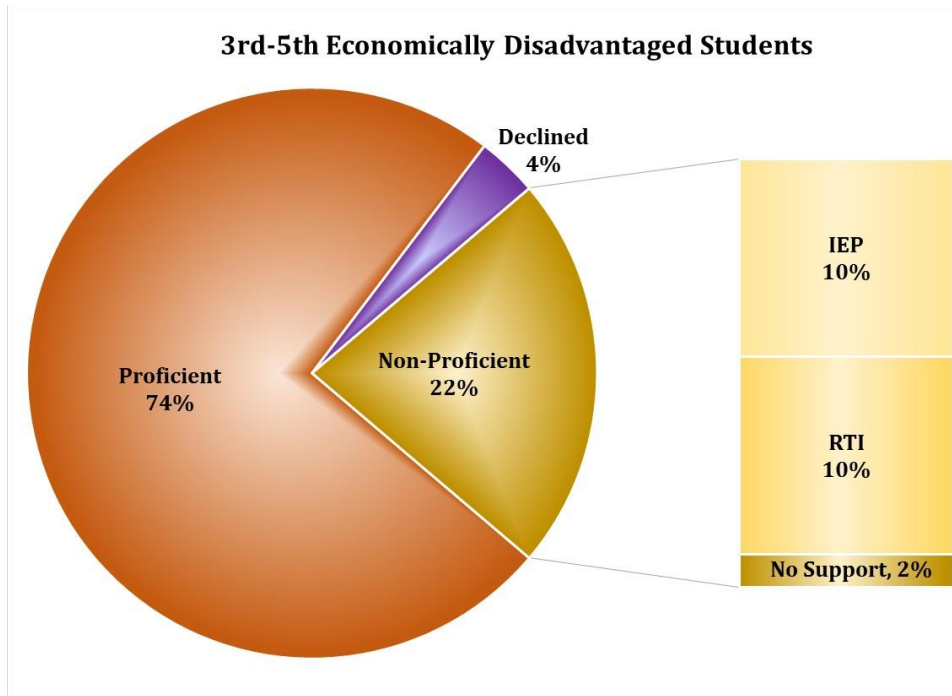


Figure 7a

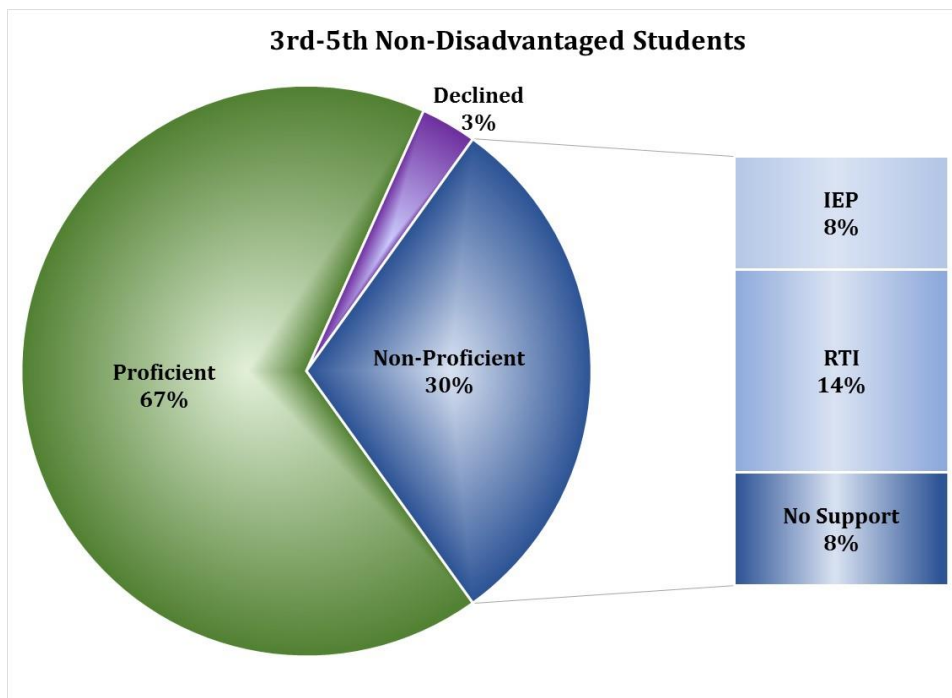


Figure 7b

NOTE: Of the students not receiving support, four declined services and the others are either receiving RtI support or being assessed for Special Education.

5. 2016-17 LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) MEASURABLE OUTCOMES

English Language Arts (ELA)

NCSA created detailed goals and metrics for Kindergarten – 5th grades in both Math and Language Arts in the LCAP. The following is a list of academic goals and the data showing the school met their benchmarks last year. NCSA will continually refine and extend those goals each year to ensure students are making adequate progress.

This second year of LCAP is utilizing data from 15-16 as a baseline for the out years.

LCAP Goal #1: All pupils will improve their progress toward English Language Arts proficiency through strategic academic interventions and differentiated instructional practices.

- ✓ 95% of pupils in grades K-2, not receiving support through Response to Intervention (RtI), **will show growth** on the Developmental Reading Assessment (DRA) – **Achieved 99%**
- ✓ 90% of students receiving RtI support **will show growth** on the DRA – **Achieved 96%**

As noted in *Figure 8a*, the target amounts for K-2 students in showing growth were met.

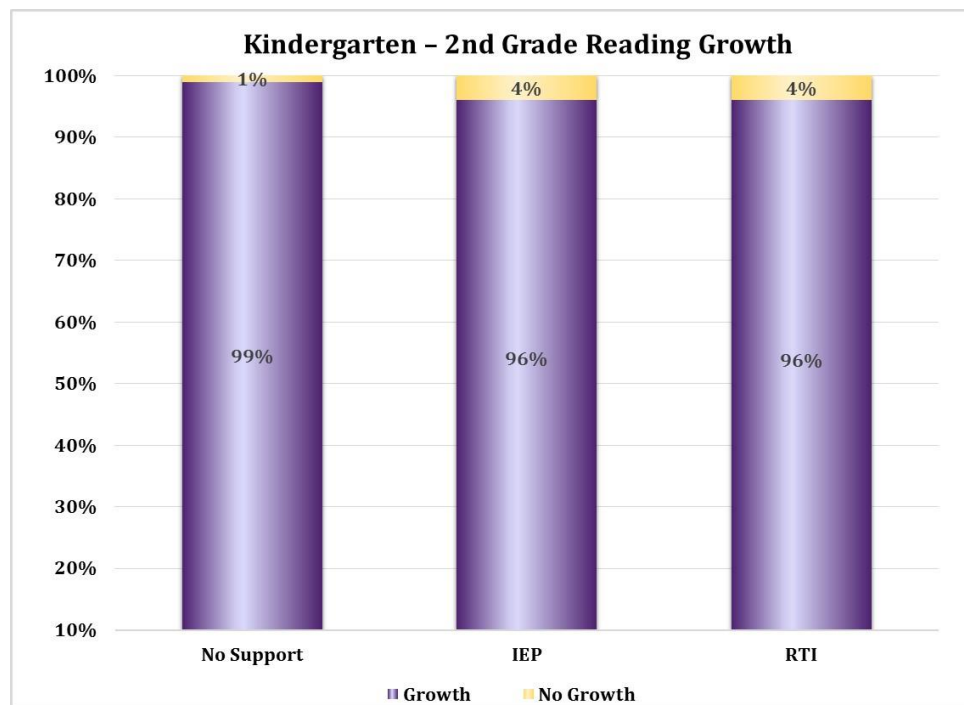


Figure 8a

3rd-5th Grade Goals and Results – Reading (Figure 8b)

- ✓ 95% of pupils in grades 3-5, not receiving support through Response to Intervention (RtI), will score proficient on the Developmental Reading Assessment (DRA) – **Achieved 96%**
- ✓ 90% of students receiving support will show growth on the DRA – **Achieved 94%**

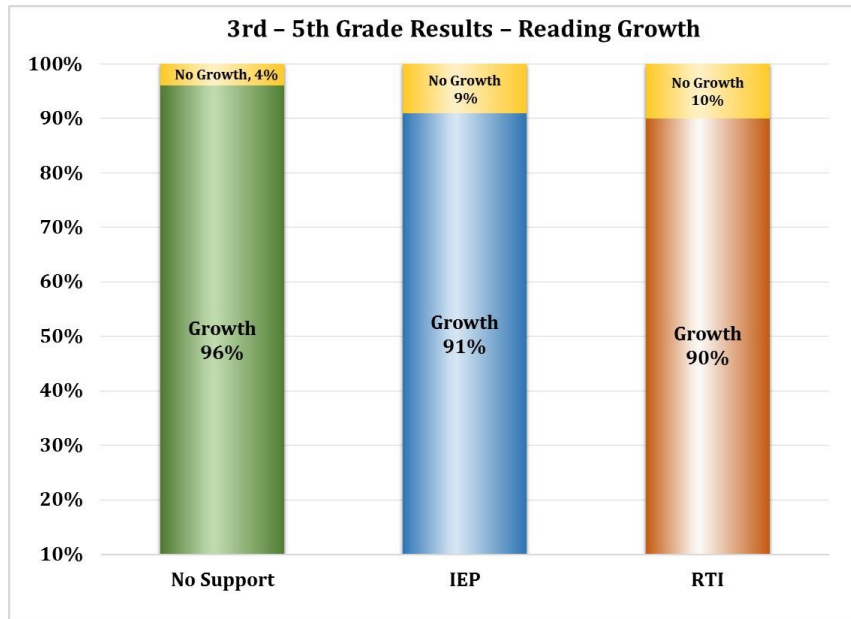


Figure 8b

Kindergarten – 5th Grade Writing (Figure 8c)

75% of all students will show growth in writing based on the Six Traits Writing Assessment – **Achieved 79%**

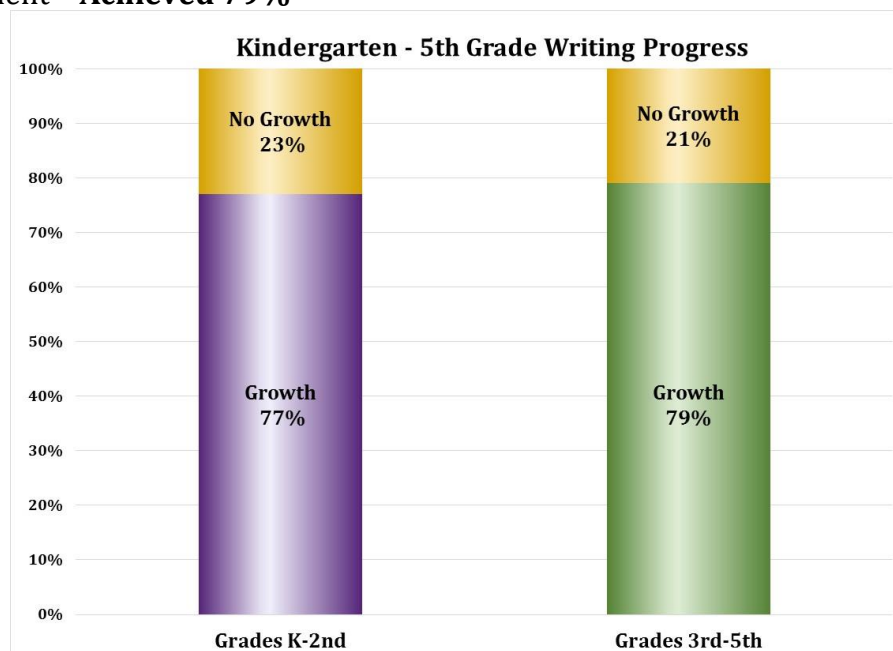


Figure 8c

6th-8th ELA

NCSA did not write goals for the 6th -8th grades in the LCAP for 2016-17 because the primary focus and need was in the lower grades. However, a goal for Math and ELA for 6th – 8th will be added in the 2017-2018 revision.

The graph below (*Figure 9*) shows the proficiency levels along with the special education population. The economic status of these students is 50% FRLP.

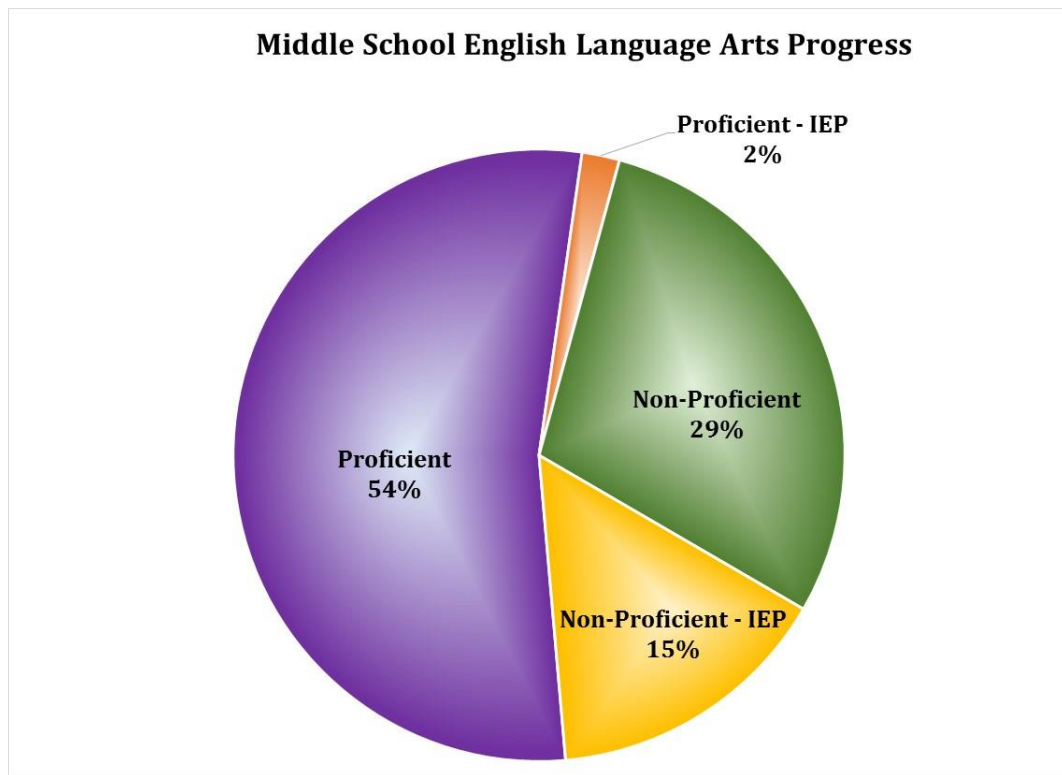


Figure 9

6. 2016-17 LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) MEASURABLE OUTCOMES

Mathematics

LCAP Goal #2: All pupils will improve their progress toward proficiency in Math through strategic academic interventions and differentiated instructional practices.

Kindergarten – 5th Grade Math Progress

- ✓ 75% of pupils will show improvement on local assessments –
Achieved 80%

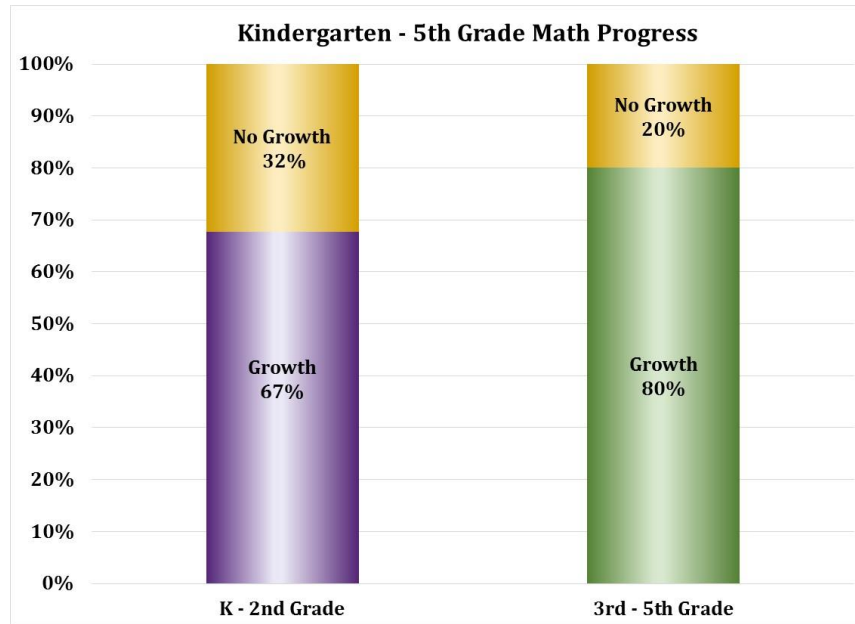


Figure 10

6th-8th Grade Math Proficiency

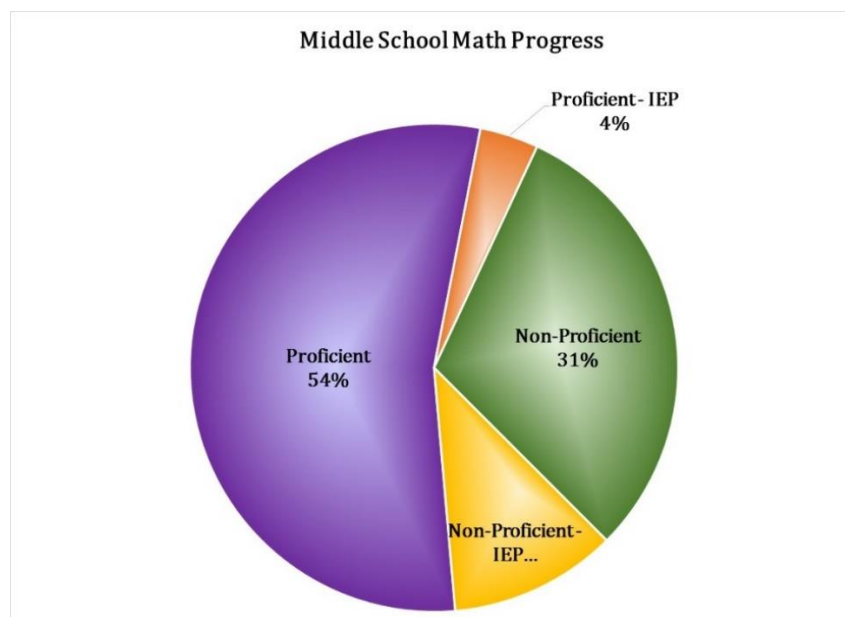


Figure 11

7. CORE ACADEMIC SKILLS

Developmentally appropriate or age-appropriate mastery of core academic skills including:

English Language Arts: Students are literate and articulate and can demonstrate reading, writing, listening and speaking skills. Students can communicate clearly to others both orally and in writing using a variety of means of expressions. Students can comprehend and interpret a variety of forms of written expression.

- Students will be able to comprehend and analyze diverse literature from each genre including fiction, poetry and drama.
- Students will demonstrate proficiency in writing informative, narrative and argumentative essays.

Mathematics: Students can reason logically and understand and apply mathematical concepts, processes and techniques. Students can make sense of problems and persevere in solving them.

- Students will be able to reason logically and understand mathematical concepts in the abstract and in the real world by:
 - Making sense of problems and persevere solving them.
 - Attending to precision.
 - Reasoning abstractly and quantitatively.
 - Constructing viable arguments and critique the reasoning of others.
 - Modeling with mathematics.
 - Using appropriate tools strategically.
 - Looking for and making use of structure.
 - Looking for and expressing regularity in repeated reasoning.

History/Social Studies: Students have knowledge and understanding of a variety of cultures around the world, including their own history and geography.

- Students will demonstrate the ability to understand how individual ideas, values and actions have consequences on them and around them in both their small communities and in the larger world. In doing so, they will develop a sense of the historical process.
- Students will demonstrate the ability to understand how physical geography impacts culture, especially in the development of civilizations and communities.
- Students will be able to comprehend and analyze diverse social studies resources, including traditional textbooks, non-fiction, newspapers and periodicals, audio and video recordings, and interviews.

Science: Based on the new Next Generation Science Standards (NGSS) students understand general principles of scientific methods and inquiry and can apply these to life science, physical science and earth science. Students have the ability to think

critically, analytically, logically and creatively. Students can demonstrate the ability to gather, organize and communicate information, using various tools, including technology.

The eight practices of science and engineering that the Framework identifies as essential for all students to learn are described in detail are listed below:

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Visual and Performing Arts:

- Students will be able to express themselves in a variety of styles and forms in the fine arts of music, drama, dance, movement and the visual arts.
- Students will demonstrate the ability to critically respond to the artistic works of others.
- Students will understand the influences and importance the arts have upon core subject matter.

Physical Education/Movement:

- Students will demonstrate physical fitness and the ability to participate in and appreciate recreational activities.

Lifelong Learning Skills:

- Students will demonstrate strong citizenship and leadership skills by working cooperatively with others to plan, initiate and complete projects, and engage in responsible, compassionate peer relationships.
- Students will develop effective study skills and habits, i.e., note taking, library research, and studying strategies. They will have the ability to persevere and complete a project, as well as to reflect on and evaluate their own and others' work.
- Students will have computer keyboarding and Internet research competencies.
- Students will participate in a variety of community and social events, including community service, public performances and more.

8. CURRICULUM

The faculty of NCSA will use grade and skill-level CCSS for language arts, math, science and social sciences, where appropriate, to design lessons to teach students the content skills and thinking processes to be mastered on state grade level assessments aligned to the CCSS.

Additionally, as part of their lesson preparation, teachers reference the following textbooks (*Figure 12*):

| Grade | Language Arts | Math | Science | Social Studies |
|--|--|---|---|----------------|
| Kindergarten | Various readers, Orten-Gillingham, and DRA | Math In Focus (2015) | Hands-On Science Labs, Mystery Science | Literature |
| 1 st | Various readers, Orten-Gillingham, and DRA | Math In Focus (2015) | Hands-On Science Labs, Mystery Science | Literature |
| 2 nd | Various readers, Orten-Gillingham, and DRA | Math In Focus (2015) | Hands-On Science Labs, Mystery Science | Literature |
| 3 rd | CA Recommended Literature, Orten-Gillingham, and DRA | Math In Focus (2015) | Hands-On Science Labs, Mystery Science | Literature |
| 4 th | CA Recommended Literature, Orten-Gillingham, and DRA | Math In Focus (2015) | Hands-On Science Labs, Mystery Science | Literature |
| 5 th | CA Recommended Literature, Orten-Gillingham, and DRA | Math In Focus (2015) | Hands-On Science Labs, Mystery Science | Literature |
| 6 th - 8 th Grades | Novels, Poetry, Plays, Short Stories | Math In Focus (2015) Big Ideas Algebra (2014) | <i>Project Based Inquiry Science (2016)</i> | |

Figure 12

9. 2016-17 LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) MEASURABLE OUTCOMES GOAL

School Climate

LCAP Goal #3: Efforts will be increased to provide a learning environment that is engaging, safe, and conducive to learning

- ✓ Establish baseline for discipline referrals
- ✓ Decrease overall facilities costs by 2%
- ✓ Increase parent satisfaction with playground from 63% to 80%

- ✓ Maintain 100% facilities in good repair according to FIT review
- ✓ Increase access to technology for all students in grades 3-8 by 25%, from 150 devices to 200
- ✓ Increase participation on Parent Survey and CHKS by 5%, including parents of unduplicated pupils and special needs pupils
- ✓ Increase attendance rate to 95%
- ✓ Decrease chronic absenteeism rates by .5%
- ✓ Maintain middle school dropout rate of 0%
- ✓ Maintain suspension rate of <2%
- ✓ Maintain expulsion rate of 0%

NCSA has decreased overall facilities costs by purchasing the property and buildings, maintains a 98% parent satisfaction rate, is currently constructing a new, natural playground for all students, and is working with the county and a local architect to bring all the newly purchased facilities up to ADA standards.

C. METHODS TO ASSESS AND REPORT STUDENT PROGRESS TOWARD MEETING OUTCOMES

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. Education Code Section 47605.6(b)(5)(C)

To track student progress, teachers at NCSA maintain individual student portfolios which are used in conjunction with classroom based performance assessments (developmental rubrics are used to assess student achievement in the art disciplines). For students who are **Limited English Proficient**, with an **Individual Education Plan (IEP)** or **504 plan**, and/or other special needs, performance standards and assessments will be adapted as appropriate in accordance with their plans (see Section III, Parts A-C, pgs. 19-23).

Twice yearly, at the Fall and Spring parent/teacher conferences, teachers provide families with detailed academic and anecdotal reports of progress and challenges at school. Families are also encouraged to schedule informal meetings throughout the school year with their child's instructors to discuss progress, issues and challenges. These meetings help teachers and parents become an educational development team for students and are especially important for families who have limited time to volunteer in the classroom.

To keep families further apprised of their child(ren)'s learning and development at NCSA, K-5 Common Core aligned progress reports are sent home for all students twice a year. The middle school sends bi-monthly progress reports to all families and Common Core aligned final reports cards at the end of each semester.

*Please see **Appendix C** for sample progress reports and reports cards.*

- **Progress** is tracked for each student through a series of regular assessments conducted by classroom teachers. Parents are kept informed through formal and informal conferences and semester reports.

- A system of **annual assessments** including standardized testing, classroom assessments and performance assessments for each grade provide information to determine whether students are meeting, exceeding or progressing towards grade level standards. This information is communicated to parents in a report at the end of each school year and is used to develop appropriate programs and interventions to meet student needs (*Figure 13*).
- Performance standards and assessments for students with special needs or **Limited English Proficiency** will be adapted as appropriate to their **Individualized Education Plans** or English Proficiency levels.

| Name of Assessment | Purpose for Administering | Grades Assessed | Month/Season |
|--|---|----------------------------------|--|
| California Assessment of Student Performance and Progress (CAASPP) | Measure Student Performance against State and National Schools school-wide and by significant subgroups. | 3-8 | March - May |
| CELDT | Evaluate English language fluency | K-8 | As Needed |
| Developmental Reading Assessment (DRA) | Assess reading skills—Sight word knowledge, reading fluency, and reading comprehension | K-5 | September, February and May |
| Words Their Way Spelling/Phonemic Awareness Test | Assess phonemic awareness and gaps in spelling rules | K-5 | September and May |
| Six Traits Writing Assessment | Assess students' abilities in the six areas of writing | 1 st -8 th | May |
| Math In Focus Assessments | On-going assessment of math skills | K-8 | Throughout the Year and a BOY/EOY test |
| Student Progress Reports and Report Cards | Assess student progress in academic, social, and motor skills based on classroom assignments and teacher observation. | K-8 | January/June |
| Oral Recitations, Presentations, Reports, Performances, Exhibits, and Demonstrations | Observe student presentations of work completed. Presentations/performances will take place in the classroom, at periodic school-wide assemblies and on stage. | K-8 | Throughout the Year |
| Fifth and Seventh Grade Physical Fitness Testing (PFT) | Measure student physical fitness against state criteria; teachers and parents share information/develop strategy to support students' fitness if needed. | 5 & 7 | April - May |
| Student projects | Document completed student projects, both individual and group. Students create projects at every grade level to assess knowledge, writing and presentation skills. | K-8 | Throughout the year |

Figure 13

California Assessment of Student Performance and Progress

The state's new assessment system is aligned to the Common Core State Standards (CCSS) in language arts, mathematics, and the NGSS for science. NCSA recognizes that in teaching an integrated curriculum inspired and informed by the arts, some subjects may be taught in different grades and therefore earlier or later than suggested in the CCSS. Regardless of this, NCSA curriculum will meet or exceed the CCSS over the course of our

kindergarten through 8th grade curriculum and our students will achieve growth from year to year, as measured by the CAASPP.

Criteria-based Pre-and Post Assessments

In this category, we will most commonly use five assessments. We may add or substitute other assessment tools if the school director and faculty determine them to be more useful in promoting student learning. The assessments currently used in this category are:

(1) The Developmental Reading Assessment (DRA) is a research-based assessment for sight word knowledge, reading fluency, and reading comprehension.

(2) Math In Focus Assessments in first through eighth grades help teachers determine areas of student strengths and needs. For sixth through eighth grade students, math assessments help determine appropriate placement in our leveled math program.

(4) Orten-Gillingham Assessment gives teachers an indication of students' phonemic awareness at each grade level.

(5) Six Traits Writing Assessment Rubric focuses on the six most important traits in writing: Ideas, Voice, Conventions, Organization, Word Choice, and Fluency.

Use and Reporting of Data

NCSA will comply with state and federal law in collecting and reporting student and school performance and demographic data. This will include preparation and distribution of an annual School Accountability Report Card (SARC) to provide parents and the community with descriptive and comparative information about the school.

*Please see **Appendix D** for a full copy of NCSA's 2015-2016 School Accountability Report Card.*

NCSA shall collect and analyze student performance data each year and shall utilize the data to monitor and improve the school's educational program. NCSA has created a data collection system which is updated each year to track for academic improvement based upon student performance data.

Because our program is developmentally based, NCSA will base grade-level promotion on student age and developmental readiness. Additional support will be given where needed to help students strengthen academic skills to meet grade-level standards. Eighth grade learning will culminate in the requirement that students complete an eighth-grade project focusing on a specialized area of interest, giving an oral and written report and an artistic presentation describing the project.

Staff will receive data on student achievement during regularly scheduled staff meetings and will use this data to help monitor and improve NCSA's educational program.

Parents and guardians will receive data on student achievement at least two times per year in kindergarten through 8th grades. Additional correspondence will be provided

when necessary. More frequent progress reports will be provided in the upper grades, e.g., bi-monthly progress reports.

D. SCHOOL GOVERNANCE STRUCTURE

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parent involvement. Education Code Section 47605.6(b)(5)(E)

NCSA has operated as a California nonprofit public benefit corporation since November 2007, and is approved to operate as a 501(c)(3) tax exempt corporation from the Internal Revenue Service and the State of California. Tax ID #45-3591730

NCSA's Charter Governance Council ("board") and staff members follow written bylaws to ensure governance in accordance with the charter and with the Brown Act. The bylaws contain clear provisions for making necessary changes in the organization and include a description of the relationship between staff, the board and committees, as well as how each group is selected.

In 2016, the Charter Governance Council made the next step in goal setting, and transitioned to an entirely new system of governance using Ends Policies as a means to further promote school success. The school adopted the Policy Governance model created by John Carver and as a result, the school is in the process of developing the following Ends Policies:

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 is a source of academic, social, emotional, and artistic achievement
- an employer that is both inclusive and appreciative of individual contribution
- a safe and respectful environment for all
- a sense of connectedness and ownership
- a responsible steward of the campus, surrounding grounds and structures

The board and staff adhere to a written conflict of interest policy which conforms to applicable State laws for non-profit corporations. Board members and certain staff members file Forms 700 annually with the California Fair Political Practices Commission, as required for public agencies.

Bylaws specify the composition of the board which requires a minimum of 5 and a maximum of 7 members. In electing board members, families are invited to nominate candidates for board seats and the board selects from nominated candidates based on majority vote.

The board is responsible for formal policy-making, and the director of the school is responsible for making decisions and implementing programs consistent with school policy.

*Please refer to **Appendix E** for information concerning Governance structure.*

E. EMPLOYEE QUALIFICATIONS

The qualification to be met by individuals to be employed by the school. Education Code Section 47605.6(b)(5)(F)

Teachers who teach core academic subjects at NCSA shall meet California Commission on Teacher Credential Requirements, consistent with the language and intent of Education Code Section 47605.6(l). For the purpose of this section, core academic classes shall be mathematics, language arts, science, and history/social studies.

NCSA will employ ESSA compliant teaching staff that hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These teachers will be responsible for overseeing students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies.

NCSA may employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter experience, professional experience, and the demonstrated ability to work successfully in an instructional capacity with our target population. Instructional support staff will not assign grades or approve student work assignments without the approval of a credentialed teacher or administrator unless they are instructing non-core or non-college preparatory courses and activities as allowed by law pursuant to Education Code Section 47605.6(l).

NCSA will seek administrative staff and operational staff that have demonstrated experience or expertise in the issues and work tasks required of them and will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements. At a minimum, the director of NCSA will have a Bachelor's degree, with an additional Master's degree and administrative credential preferred.

In recognizing the importance of fiscal responsibilities in managing a public charter school, NCSA will seek and secure individuals with demonstrated abilities to perform the duties of the charter school business manager.

*A list of staff biographies and credentials held are located in **Appendix F**.*

F. HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605.6(b)(5)(G)

NCSA adopted and implements a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with the school's insurance carriers and will address, but not be limited to, the following topics:

- Response to natural disasters and emergencies, including fire and earthquake
- Documentation of immunizations to the extent required for enrollment in public schools
- Annual vision, hearing, and scoliosis screenings (Education Code Section 49450, *et seq.*)
- First aid/CPR training for instructional and administrative employees
- Sexual harassment training for all employees, students, including student-to-student
- Type 2 diabetes information provided to parents of incoming 7th grade students (Education Code Section 49452.7)
- Tuberculosis testing or exam prior to commencing employment and working with students (Education Code Section 49406)
- Annual blood borne pathogens safety training
- A drug, alcohol, and tobacco-free workplace
- Administration of prescription drugs and other medicines
- Criminal background checks and a criminal record summaries (Education Code Section 44237)
- Reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies

*All of the above policies are attached in **Appendix G**.*

These policies will be incorporated, as appropriate, into student and staff handbooks and will be reviewed on an ongoing basis.

Facility Safety

NCSA shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. NCSA agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. NCSA shall conduct fire drills as required under Education Code Section 32001.

G. MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE REFLECTIVE OF THE COUNTY

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. --Education Code Section 47605.6(b)(5)(H)

NCSA will develop and maintain a policy of non-discrimination in all areas of its operations and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability, or any of the characteristics listed in Education Code Section 220. NCSA will strive to achieve a racial, ethnic and economic balance among its students that is reflective of the general population within the surrounding communities from which it draws its students. NCSA recruits students in various areas of the community, advertises locally in several community publications and gives priority to the students from the local school district.

H. ADMISSION REQUIREMENTS

Governing Law: Admission requirements, of the charter school, if applicable. Education Code Section 47605.6(b)(5)(N)

NCSA actively seeks a diverse student population that understands and values the school's mission and is committed to the school's instructional and operational philosophy. Admission to the school is open to any resident of the State of California. Prospective students and their parents or guardians will be briefed regarding the school's instructional and operational philosophy and will be given a summary of the school's student-related policies. Admission procedures outlined in the board-approved enrollment policy are strictly followed. NCSA is non-sectarian and does not charge tuition.

Pupils will be considered for admission without regard to ethnicity, sexual orientation, religion, national origin, gender, disability, achievement level, or any of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

In accordance with California State Charter School Law (Sect. 47605), NCSA uses pre-determined priorities for acceptance of applicants to the school. In order of priority they are:

1. Students already enrolled in the site-based program at NCSA
2. Children of employees at NCSA*
3. Siblings of those already enrolled at the site based program at NCSA and Grandchildren of employees at NCSA**
4. Siblings/Children of Alumni of NCSA***

5. Students at Bell Hill School****
6. Residents of Nevada County
7. All other applicants

** An employee is defined as a person paid for working 15 hours per week or more or 2 years active, continuous employment if under 15 hours per week.*

*** A sibling is defined as a child who is a brother or sister by birth, marriage or legal domestic partnership.*

**** Alumni priority is given to a child or sibling of a former student who successfully graduated from NCSA. Proof of graduation and relationship to student is required in order to receive this priority.*

***** NCSA gives priority to students from Bell Hill School due to receiving the SB 740 Facilities Grant. A provision of this grant is that a charter school can use the highest FRLP percentage of any school within the local school district as long as the charter school gives the local school priority for admissions. Education Code Section 47605.3.*

To review a copy of our approved Enrollment Policy, please refer to [Appendix H](#).

I. FINANCIAL AUDIT

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605.6(b)(5)(I)

An annual independent financial audit of the books and records of NCSA will be conducted as required by Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The books and records of NCSA will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

NCSA shall contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The director or designee will review any audit exceptions or deficiencies and report to NCSA's board with recommendations on how to resolve them. The board will submit a report to the county describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the county along with an anticipated timeline for the same. Audit

appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of NCSA is a public record to be provided to the public upon request.

J. PUPIL SUSPENSION AND EXPULSION

Governing Law: The procedures by which a student can be suspended or expelled. Education Code Section 47605.6(b)(5)(j)

NCSA has developed and currently maintains comprehensive sets of student discipline policies which are consistent with Education Code laws regarding suspension and expulsion. These policies are provided to parents on the school’s website and clearly describe the school’s expectations regarding punctuality, attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian are required to verify that they have reviewed and understand the policies prior to enrollment.

A student expelled from NCSA may appeal the decision of the NCSA board to the County Board of Education.

*A full description of NCSA’s Discipline Procedures is attached in **Appendix I**.*

K. RETIREMENT SYSTEM

Governing Law: The manner by which staff members of the charter school will be covered by the state teachers’ retirement system, or federal social security. Education Code Section 47605.6(b)(5)(K)

Eligible certificated employees of NCSA will participate in the State Teachers Retirement System, depending upon each individual’s eligibility and Classified employees will participate in the Federal Social Security retirement system. The director will ensure that appropriate arrangements for retirement coverage have been made. NCSA will make all employer contributions as required. NCSA will also make contributions for workers’ compensation insurance, unemployment insurance and any other payroll obligations of an employer.

L. ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school. Education Code Section 47605.6(b)(5)(O)

No student shall be required to attend NCSA. Students who opt not to attend NCSA may attend other district or county schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

1. SCHOOL LOCATION

Governing Law: The location of each charter school facility that the petitioner proposes to operate. Education Code Section 47605.6(b)(5)(D)

NCSA shall operate as a classroom-based instructional program within the geographic boundaries of Nevada County at 13032 Bitney Springs Road in Nevada City, California.

M. DESCRIPTION OF EMPLOYEE RIGHTS

Governing Law: A description of the rights of any employee of the County Office of Education upon leaving the employment of the County Office to work in a charter school, and of any rights of return to the County Office after employment at a charter school. Education Code Section 47605.6(b)(5)(P)

Persons employed by NCSA are not also employees of the County. Employees of the County who resign from employment to work at NCSA and later wish to return to the County will have no automatic rights of return to the County after employment by NCSA unless specifically granted by the County through a leave of absence or other agreement. NCSA employees shall have any right upon leaving the County to work in the Charter School that the County may specify, any rights of return to employment in the County after employment in the school that the County may specify, and any other rights upon leaving employment to work in the Charter School that the County determines to be reasonable and not in conflict with any law.

NCSA and the County shall each independently maintain responsibility for hiring and retention practices. Any County union employee who is offered employment and chooses to work at NCSA will not be covered by his or her respective collective bargaining unit agreement, although NCSA may extend some or all of the same protections and benefits in individual employee contracts. Job applicants for positions will be considered through an open process, and, if hired, will enter into a contractual agreement approved by the NCSA Board. All employees except the school director will be individually contracted on an at-will year-to-year basis. The school director will be contracted on a year-to-year basis that includes fixed-term severance provisions subject to approval by the board. The director of NCSA will be responsible for the selection of faculty and staff, using the mission, philosophy, and obligations outlined in the charter document as a recruitment tool. The individual contract will address, among other issues, salary, health and welfare benefits, and work schedules and responsibilities. All contracts will need to be renewed on a year-to-year basis and approved by the board. NCSA will maintain an employee handbook detailing the rights and responsibilities of all employees.

Unused paid sick leave may be carried over to subsequent school years. In addition, certificated employees may transfer accumulated sick leave from other Districts upon written approval from the school director. Unpaid leave will not be paid to the employee upon termination of employment or retirement.

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 {commencing with section 3540} of Division 4 of Title 4 of Title 1 of the Government Code. Education Code Section 47605.6(b)(5)(M)

NCSA shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act. No employee shall be required to be employed at NCSA.

*To review all Personnel Policies, please refer to **Appendix J**.*

N. DISPUTE RESOLUTION PROCESS, OVERSIGHT, REPORTING, AND RENEWAL

Governing Law: The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter. Education Code Section 47605.6(b)(5)(L)

The charter school agrees that every attempt should be made to resolve disputes informally before invoking a formal dispute resolution process. In the event that informal processes have proven ineffective, the following dispute resolution procedures will be followed.

1. DISPUTES ARISING FROM WITHIN THE SCHOOL

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and board members of the school, shall be resolved pursuant to policies and processes developed by the school.

The County shall not intervene in any such internal disputes without the consent of the NCSA board and shall refer any complaints or reports regarding such disputes to the board or its designee for resolution pursuant to the school's policies. The County agrees not to intervene or become involved in the dispute unless the dispute has given the County reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the board of the school has requested the County to intervene in the dispute.

2. DISPUTES BETWEEN THE SCHOOL AND THE SPONSORING AGENCY

In the event that the school or granting agency have disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below:

In the event of a dispute between the school and the grantor, the staff and board members of NCSA and the County agree to first frame the issue in written format and refer the issue to the county superintendent and director of the school. In the event that the grantor believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The director and superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the county superintendent and director of the school and attempt to resolve the dispute.

If this joint meeting fails to resolve the dispute, the county superintendent and director shall meet to jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the superintendent and director, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the NCSA board and grantor jointly agree to bind themselves. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and NCSA. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and NCSA.

3. OVERSIGHT, REPORTING, REVOCATION, AND RENEWAL

The County may inspect or observe any part of the school at any time, but shall provide reasonable notice to the director of NCSA prior to any observation or inspection unless such notice would prevent the performance of reasonable oversight functions. The County shall endeavor to provide such notice at least three working days prior to the inspection or observation unless the school's board or director agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the County.

If the Nevada County Board of Education believes it has cause to revoke this charter, the board shall follow the process and procedures for revocation of the charter in accordance with Education Code Section 47607(c)-(e), and applicable regulations.

NCSA will submit quarterly fiscal reports in accordance with the timelines stated in Education Code Section 47604.33. NCSA and the County will jointly develop a timeline of other required ongoing monitoring documents, including deadlines of when the documents will be submitted, when reviewed, when feedback will be given to NCSA, and by when corrective action will occur. NCSA will be given reasonable

time to take appropriate corrective action, unless the alleged violation presents an immediate threat to health or safety.

*Please refer to **Appendix K** for a copy of NCSA's 2015-2016 Oversight Review Document.*

O. SCHOOL CLOSURE PROCEDURES

***Governing Law:** A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and maintenance and transfer of pupil records. Education Code Section 47605.6(b)(5)(Q)*

Closure of NCSA will be documented by official action of the board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The board will promptly notify parents and students of NCSA, the County Office of Education, SELPA, the retirement systems in which NCSA's employees participate (e.g., State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The board will ensure that the notification to the parents and students of NCSA of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the board's decision to close the Charter School.

The board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, NCSA will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. NCSA will ask the County to store original records of their students. All records of the NCSA shall be transferred to the County upon the school's closure.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, NCSA will prepare final financial records. NCSA will also have an independent audit completed within six months after closure. NCSA will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the NCSA and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to NCSA.

NCSA will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of NCSA, all assets of the school, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the NCSA, remain the sole property of NCSA and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the County or County property will be promptly returned upon school closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, NCSA shall remain solely responsible for all liabilities arising from the operation of the school.

As NCSA is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the school, the board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in **Appendix L**, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

IMPACT STATEMENT

Financial Statements

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash-flow and financial projections for the first three years of operation. Education Code Section 47605.6(h)

Budgets

In accordance with County requirements, NCSA submits an annual operating budget (the school budget) to the NCSOS in the spring preceding each school year and updates the school budget in the fall and spring of each school year. Each school budget submitted to NCSOS is approved by NCSA's board prior to submission by NCSOS to the County Board of Education. Revenues in the school budget are clearly identified by source, including identification of soft revenues not critical to school solvency, and are based upon assumptions directly related to state and federal funding formulas. Expenditures in the school budget include:

- Expenditures which are consistent with NCSA's mission
- Reasonable reflection of prevailing market cost
- Sufficient provision for insurance as required under the Affordable Care Act
- Sufficient provision for reasonably expected legal services
- Special Education excess costs consistent with current experience in Nevada County
- Sufficient expenditures for facilities, pursuant to NCSA's current facilities mortgage payment

NCSA maintains operating reserves at, or in excess of, the reserve required in its Memorandum of Understanding with NCSOS (5% of expenditures.) *In accordance with Education Code Section 47605.6(h), NCSA's current 2016-17 Adopted operating budget and related governance council narrative are attached at **Appendix L**.*

Financial Reporting

NCSA shall provide reports to the County in accordance with Education Code Section 47604.33 as follows, and may provide additional fiscal reports as requested:

1. By July 1, a preliminary budget for the current fiscal year.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of NCSA's annual, independent financial audit report for the preceding fiscal year shall be delivered to the County, State Controller, and the CDE.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

4. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all NCSA's receipts and expenditures for the preceding fiscal year.

Insurance

NCSA will acquire and finance general liability, workers' compensation, and all other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance and as agreed upon with the County in the MOU. Coverage amounts will be based on recommendations provided by the County and NCSA's insurer. The County shall be named as an additional insured on all policies of the Charter School.

Facilities

Governing Law: The county board of education shall require that the petitioner or petitioners provide information regarding the facilities to be utilized by the school. Education Code Section 47605.6(h)

*Please see **Section L-1** for information regarding NCSA's facilities.*

Administrative Services

Governing Law: The county board of education shall require that the petitioner or petitioners provide information regarding the manner in which administrative services of the school are to be provided. Education Code Section 47605.6(h)

Memorandum of Understanding: The details of the working relationship between the County and NCSA will be delineated in a MOU. NCSA will pay the County 1% total LCFF funding for actual costs of supervisorial oversight of NCSA in accordance with Education Code Section 47613.

Potential Civil Liability Effects

Governing Law: The county board of education shall require that the petitioner or petitioners provide information regarding potential civil liability effects, if any, upon the school, any school district where the charter school may operate and upon the county board of education. Education Code Section 47605.6(h)

NCSA shall be operated as a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the

debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. NCSA shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of NCSA.

Further, NCSA and the County shall enter into a memorandum of understanding, wherein the school shall indemnify the County for the actions of NCSA under this charter.

The bylaws of NCSA shall provide for indemnification of the NCSA's board of directors, officers, agents, and employees, and NCSA will purchase general liability insurance, board Directors and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the County and NCSA's insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of NCSA

The board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

OPTIONAL MISCELLANEOUS CLAUSES

Term - This charter shall be renewed for a term of five years, from July 1, 2017 to June 30, 2022. Subsequent renewals of this charter shall be governed by the applicable standards and criteria set forth by Education Code at the time renewal is requested.

Amendments - Any amendment to this charter shall be made by the mutual agreement of the charter board and charter-granting agency. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Sections 47607 and 47605.6.

Severability - The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Nevada County Superintendent of Schools and board of NCSA. NCSOS and NCSA agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Communications - All official communications between NCSA and the charter-granting agency will be sent via First Class Mail or other appropriate means to the following address:

Nevada City School of the Arts
13032 Bitney Springs Rd.
Nevada City, CA 95959

Nevada County Superintendent of Schools
380 Crown Point Circle
Grass Valley, CA 95945

[Signatures Follow on Next Page.]

SIGNATURES

Signed: _____ Date: _____
NCSA Charter School Director

Signed: _____ Date: _____
NCSA Charter Governing Board Chair

Signed: _____ Date: _____
NCSOS Superintendent

Signed: _____ Date: _____
Nevada County Board of Education President