

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

CGC Intensive 8/12/22, Pg. 1

CGC Meeting Agenda
Friday, August 12, 2021
Building 8 - Classroom (Spencer)

Call Order: 9:00 a.m.

Roll Call:

Public Forum: *Members of the public are invited to address the Governance Council regarding issues for future agenda. Comments to be limited to 3 minutes.*

Plaudits:

Action Items

1. Approve Agenda

Discussion

2. Intensive lead by Columinate
 - a. Reflections on Governance
 - b. Foreshadowing for the upcoming school year
 - c. Budget Review
 - d. Review Attendance and Calendering - *handout*
 - e. Discuss DEI Work
 - f. Self Evaluation

Action Items

3. Approve 2022 Ends Report - *See attached*
4. Elect Officers for the Upcoming Term
 - a. President
 - b. Vice President
 - c. Secretary
 - d. Treasurer

Adjournment 2:00 p.m.

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

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

2021-22

MEETING DATE	LeeAnne Haglund	Lauren Hesterman	Meghan Archer	Meshawn Simmons	Trisha Zakon	Andrew Todd	Laura LeBlue	Qayyuma Didomenico	Abby Oas	Quorum Met	
8/13/21 Intensive	P	P	P	P	P	P	P	P		100%	YES
8/24/21 Special Mtg	A	P	P	P	A	P	P	P		75%	YES
09/23/21	P	P	P	P	P	P	P	P		100%	YES
10/28/21	P	A	P	P	P	P	P	P		88%	YES
11/18/21	P	P	P	P	P	P	P	P		100%	YES
12/16/21	P	A	P	P	P	P	P	A		75%	YES
1/6/22 Special Mtg	P	A	P	P	P	P	A	A		63%	YES
01/27/22	P	P	P	P	P	P	P	A	P	89%	YES
02/24/22	p	p	p	p	p	p	p	p	p	100%	YES
03/24/22	P	P	A	P	P	P	P	P	A	78%	YES
04/28/22	P	P	P	P	A	P	P	A	P	78%	YES
5/26/22 LCAP - Public	P	P	P	P	A	P	A	A	P	67%	YES
06/16/22	P	A	P	P	P	A	P	A	P	67%	YES

# of Meetings	Attendance Rate								
13	92%	69%	92%	100%	77%	92%	85%	54%	83%

2020-21

Retired/Resigned from the Board

MEETING DATE	LeeAnne Haglund	Lauren Hesterman	John Gilman	Meshawn Simmons	Meghan Archer	Marin Bryars	Trisha Zakon	Laura LeBlue	Qayyuma Didomenico	Leah Delira	Winter Shaw	Jeff Corbett	Angie Tomey	Mackenzie Leeke	Quorum Met	
7/28/2020	P	P	P	P						P	A	P	A	P	78%	YES
08/13/20	P	P	A	P	P	P	P	P							88%	YES
9/18/2020 Intensive	P	P	A	P	P	P	P	P							88%	YES
09/24/20	P	P	P	P	P	P	P	P							100%	YES
9/28/2020 Public Hearing	P	P	P	P	P	P	P	P							100%	YES
9/30/2020 Special Meeting	P	P	P	P	P	P	P	P							100%	YES
10/16/2020 Intensive	P	P	P	P	P	P	P	P							100%	YES
10/22/20	P	P	P	A	P	A	P	P							75%	YES
11/13/2020 Intensive	P	P	P	A	P	P	P	P							88%	YES
11/19/2020 Public Hearing	P	P	P	P	P	P	P	P							100%	YES
12/10/20	P	P	P	P	P	P	P	P							100%	YES
01/14/21	P	P	P	P	P	P	P	P							100%	YES
1/15/21 Emergency Mtg	P	P	P	P	P	P	P	P	P						100%	YES
02/25/21	P	P	A	P	P	P	P	A	A						67%	YES
03/18/21	P	P	P	P	P	P	P	A	P						89%	YES
04/22/21	P	P	P	P	P	P	P	P	P						100%	YES
05/20/21 LCAP - Public	P	P	A	P	P	P	P	P	A						78%	YES
06/17/21	P	P	A	P	P	P	P	A	P						78%	YES

# of Meetings	Attendance Rate													
18	100%	100%	72%	89%	100%	94%	100%	82%	67%	100%	0%	100%	0%	100%

Ends Update - August 12, 2022

Overall, this year we did well in making progress towards our Ends goals. The process is becoming more clear and easier to track, and we finally have arts assessments and scores in 2nd, 5th, and 8th grades. We still need to do more work on the 8th grade citizenship measurement - I have asked Ron Charles to work with me next year to create an assessment that is relevant and worthwhile for the students to complete. Tracking the use and effectiveness of positive discipline is also a challenge and Angie and I plan to work on this more this coming school year.

The biggest concern I have is the increase in suspensions and referrals and how most of them are low income and male. I'd like to examine all the referrals, notice who is writing most of them and why and uncover patterns that may help explain the data. The most important and effective goal will be to begin a restorative justice program as well as a leadership elective empowering students to take more ownership of their school.

Ends Report

Charter Governance Council Meeting: **August 12, 2022**

I report reasonable accomplishments of the Council Ends Policies.

I certify that the information contained in this report is true.

Signed _____



At the end of this report are the answers to the questions raised at the August 2019 Intensive. I keep these in the report for reference and for newer board members.

Introduction:

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

Monitoring Ends requires establishing a baseline or history for comparison and reliable and credible metrics. In many cases, the metrics and baselines have been established and we can see NCSA's progress (or lack thereof) towards the End. In other instances, this report attempts to better define the appropriate metric based on its relevance to the policy and the resources required to gather the data. **One of the Council's key roles here is to judge the reasonableness of the interpretations and metrics so that staff and I can understand if we are on the correct path.** These Ends policies were adopted in May of 2017.

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

Some interpretations have more developed metrics and well-established baselines than others. What I have noticed is that each year I continue to refine what our goals and metrics should look like based on the ever-changing nature of education. But a system is emerging that will allow the Council's Ends to truly and effectively guide the work of NCSA.

A - Global Ends Policy:

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

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

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

Interpretation

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

Operational Definitions

1. Arts-Based Education
 - a. 100% of grade levels will have a clearly defined plan of how arts integration is embedded in each unit within the curriculum maps, that includes either visual art, music or performance.
 - b. Benchmark assessments at the end of 2nd, 5th, and 8th grades will indicate how well students have learned and can use the artistic concepts taught over the previous three years.
 - c. All teachers will receive Arts Integrated, Project Based Learning or Universal Design in Learning professional development every other year.
 - d. Middle School Student & Parent Surveys administered in March will indicate that students and parents are satisfied with their arts-based education.

2. Choice

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

3. Elementary Education

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

Data:1. Arts-based education

- a. Curriculum Maps & Arts-Integrated Units: 70% of teachers have made progress on their curriculum maps. I recommend looking at 2nd Grade and Middle School as theirs is the most fleshed out ([2nd Grade Map](#) & [Middle School Maps](#)). Teachers will continue to build upon these in 22/23.
- b. Benchmark Arts Assessment:
This is a [Link to the 5th Grade Assessment](#) with samples. [This link is to 2nd Grade](#), and to the [8th Grade Graduation Presentations](#). All assessments were completed this year for 2nd, 5th & 8th.
- c. Training - 4 teachers participated in UDL, 3 teachers went to PBL training and no arts training was provided to staff this year.
- d. Middle School & Parent Survey:
 - i. Parent Survey (Q 7 on Parent Satisfaction Survey 2022)
 - 1. Visual Arts - 81% Satisfaction
 - 2. Performing Arts - 68%
 - 3. Music Program - 65%
 - 4. *Please Note: This survey was given prior to the 4th/5th Showcase, prior to the 6th-8th showcase and prior to graduation.*
 - ii. Middle School Survey
 - 1. Did not ask students about arts education. We will add that question in next year's survey. Overall, 73% of middle school students are happy at NCSA.

2. Choice

a. Lottery Applications:

Year	2016	2017	2018	2019	2020	2022
Applications	131	159	244	216	138	261
Open spaces	52	63	69	56	66	72

3. Elementary Education

a. Historical and Current Enrollment

Date	16/17	17/18	18/19	19/20	20/21	22/23
TK	13	15	16	15	16	22
K	40	39	42	44	40	40
1	40	42	42	44	42	40
2	40	41	42	44	43	40
3	40	41	42	44	42	40
4	40	41	49	52	52	44
5	41	42	50	52	48	50
6	52	51	53	55	46	60
7	50	52	53	53	52	59
8	51	50	52	52	47	41
Total	407	414	441	455	428	436

Our lower enrollment is due to reducing class sizes and not filling spaces as students have left this year. 8th in 22/23 is particularly low and we are choosing not to fill it.

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

Interpretation

1. I interpret “*Academic Achievement*” to mean our students’ overall ability to access and utilize the skills and standards taught in our main lesson classes from grades TK through 8th grade.
2. I interpret “*Artistic Achievement*” to mean our students’ ability to use art as a means of expressing their understanding of the larger world.
3. I interpret “*Social-Emotional Achievement*” to mean our students’ ability to self-regulate as well as show compassion, understanding and respect for others across all differences.

Operational Definition

1. Academic Achievement Metrics
 - a. Current data suggests that, on average, every year student scores increase by 2.8 percent overall. While 3% may seem ambitious, this is an Ends goal which should be aiming for higher than what is expected.
 - b. End-of-the-year (EOY) student scores for 1st-5th grade, on the iReady Reading local assessment, will increase by at least 3%.
 - c. End-of-the-year (EOY) student scores for 6th - 8th grade, on the local Writing by Design (WBD) assessments will increase by at least 3%.
 - d. End-of-the-year (EOY) student scores for 1st- 5th grade students on the iReady assessment will increase by at least 3%.
 - e. Increase Middle School CAASPP ELA scores by 3% overall
 - f. Increase Middle School CAASPP Math scores by 3% overall
2. Artistic Achievement Metrics
 - a. 2nd Grade will increase arts assessment scores by 3%
 - b. 5th Grade will increase arts assessment scores by 3%
 - c. 8th Grade will increase arts assessment scores by 3%
3. Social Emotional Achievement Metrics
 - a. The percentage of middle school students who indicate that they are happy at school will increase each year.
 - b. The number of students who report participating in mindfulness activities will increase each year.
 - c. The number of TK-5 teachers who report holding Positive Discipline based class meetings every week will increase each year.

Data - 2021-2022

All Students	504	IEP	RTI Read	RTI Math	RTI Counseling	Counseling	NSLP
417	21	50	24	42	49	17	163
Grade	504	IEP	RTI Read	RTI Math	RTI Counseling	Counseling	Total
TK							0%
Kinder	3%	5%			3%		10%
1st Grade		13%		3%	3%		18%
2nd Grade		5%	33%	33%	3%	3%	75%
3rd Grade	5%	10%	20%	20%	18%		73%
4th Grade	3%	13%	5%	32%		5%	58%
5th Grade	8%	16%	2%	16%	16%	8%	65%
6th Grade	4%	14%			12%	4%	33%
7th Grade	10%	17%			7%	10%	44%
8th Grade	13%	20%			11%	9%	52%
ALL Grades	5%	12%	6%	10%	11%	4%	49%

1. Academic Achievement

FYI 33 % of all students at NCSA receive academic support through IEPs, 504s or MTSS (*This is an increase of 8% this year*). This varies by grade (see table above) but this makes sense given how difficult this year has been on students' academic progress and their mental health. 49% of the students receive some type of support - academic or social emotional or both.

Grade Level	Assessment	% At or Above Standard Spring 2021	% At or Above Standard Spring 2022	% Increase (Decrease)	Compliant
1st-5th	Reading	66%	79%	12%	Yes
6th-8th	Writing	63%	58%	5%	No
1st-5th	Math	62%	63%	1%	No
		2021	2022		
6th-8th	ELA CAASPP	68%	66%	2%	Yes
6th-8th	Math CAASPP	46%	41%	5%	Yes

While the CAASPP scores dropped in 6-8, this is partly due to our 7th Math teacher being out most of the year and the sub just wasn't up to the task. But truly, the biggest decline was in 6th Grade. We need to look at 6th grade Math (34%) and ELA (56%) and understand how to improve those scores. 7th and 8th scores in ELA were exceptional - 69% (7th) and 73% (8th).

2. Artistic Achievement - Baseline 2022

- a. 2nd Grade - 70% are at or above grade level
- b. [5th Grade](#) - 63% are at or above grade level
- c. 8th Grade - 69% are at or above grade level

3. Social Emotional Achievement

a. **Middle School students who report being happy at or glad to be a part of NCSA.**

Year	% Satisfied	% Increase (Decrease)	Goal Met?
2017-2018	77%		Baseline
2018-2019	87%	10%	Yes
2021-2022	74%	- 13%	No

- b. In Early 2018-19, 50% of teachers used/taught mindfulness in their classes regularly. Some reported they have no time or are not interested in teaching it. In 2021-22, 80% of 3rd-5th graders reported using mindfulness in their classrooms and 77% of 6th-8th Grade students reported using it in class (Q 4. on Student Surveys).
- c. Class meetings began in January 2019. In 2021/22, 80% (20 out of 25 teachers) reported using class meetings in their classrooms either daily, weekly or monthly. This makes sense because art, music and movement teachers typically don't hold class meetings.

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

Interpretation

1. I interpret the goals of “safe” and “respectful” in this Ends policy as essentially another way of expressing the values stated in the Board’s B4 (Student and Parent Treatment) and B5 (Staff Treatment and Compensation) limitations policies. So, if NCSA is operating within the constraints expressed in those policies, then we will achieve “safe, respectful ... conditions.”
2. I interpret “equitable conditions for learning and working” to mean that we are aware of the abilities, identities and races of our students, families and staff and actively work to create an environment that supports all school members thereby ensuring that students, families and staff get what they need in order to access their fullest potential at NCSA. NCSA’s Equity Statement is as follows:
 - a. *NCSA is committed to creating a school culture where all members of different gender identities, sexual orientations, religions, races, ethnicities, and physical and developmental abilities are welcomed, valued, and celebrated. We are dedicated to proactively identifying and addressing biases, practices, policies, and institutional barriers that perpetuate injustice and inequality in our school. Anti-racist and anti-oppressive practices will be guideposts that allow us to consistently reflect on our policies and curriculum ensuring they are promoting equity and representation for all students. In doing so, our goal is to foster the development of positive identities for all students, promote their abilities to build productive and genuine relationships with people across differences, and work towards ensuring equal access to opportunities and achievement for all students. We want our students to be able to understand stereotypes and their counternarratives, along with systems of oppression and learn how to intervene and interrupt injustice when confronted with it. We believe that all our lives are enriched when communities are equitable and inclusive.*

Operational Definition

1. Safe and Respectful Conditions
 - a. The most recent B4 and B5 monitoring reports will demonstrate compliance.
2. Equitable Conditions
 - a. Classified and Certificated wages should be within 5-7% of the county average.
 - b. NCSA shall provide 8 hours or more of equity training to 1 or more staff members every year.
 - c. The number of referrals will decrease each year, as well as the percentage per sub group.
 - d. Less than 3% of 4th-8th grade students should be suspended each year.
 - e. The number students suspended who have disabilities, are non-white or economically disadvantaged, or male should not exceed that of white, non-disabled, non-disadvantaged, female peers.

- f. 100% of classrooms should reflect racial, ability and identity diversity in curriculum taught, books, posters, and classroom décor.

Data

1. Safe and Respectful Conditions (no data for 2020 or 2021)

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

B-4 Report	2017-18	2018-19	2021-22
B-4	Yes	Yes	Yes
B4.1	Yes	Yes	Yes
B4.2	Yes	Yes	Yes
B4.3	Yes	Yes	Yes
B-5 Report			
B5 (Trainings)	No	Yes	No
B5.1 (Policies)	Yes	Yes	Yes
B5.2 (Inconsistency)	Yes	Yes	Yes
B5.3 (Records)	Yes	Yes	Yes
B5.4 (Comp. & Benes)	No	No	No (Benefits only)
B5.5 (Dir. Comp)	Yes	Yes	Yes

2. Equitable Conditions

- a. *In July 2022, Certificated Staff were given a 5% raise and had 2 extra inservice days added to their calendar school year bringing them within 3% of the county average. Classified staff were given a 6% raise.*

Year	Certificated (Steps 1 and 20)	% +/- County Avg.
2018-19	44K - 71K	-7%
2019-20	46K - 80K	-2%
2020-21	47K - 82K	-6%
2021-22	47K - 82K	-6%
2022-23	55K - 87K	-3%
	Classified	
2018-19	\$12.00 - \$32.00	-1%
2019-20	\$13.00 - \$33.00	-2%
2020-21	\$14.50 - \$37.00	+7%
2021-22	\$15.00 - \$37.81	+6%
2022-23	\$15.50 - \$37.81	+2%

- b. *Equity and inclusion training should be offered to staff each year - the Director should take at least 8 hours of training every year.*

Year	Organization	Hrs.
2017-18	Common Vision	8
2018-19	Eastern Educational Resource	16
2019-20	SFCESS/iGroups	8
2019-2020	iGroups with Staff - "What it Means to be White"	
2020-2021	Abolitionist Challenge (H, A, S, A)	8
2020-2021	iGroups - "How to be an Anti-Racist"	9
2021-2022	Equity Institute (Ron, Angie, Holly)	40
2022-2023	Courageous Conversations (Carrie & Brittani)	40

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

Year	# Students	# of Referrals	+/- Increase (Decrease)
2016-17	406	560	Baseline
2017-18	408	158	(-71%)
2018-19	440	246 (115) UD*	+55%
2019-20	460	154 (93) UD	(-37.3%)
2021-22	438	77 (34) UD	(-50%)

**Unduplicated Pupil (any student in one or more sub-groups would only be counted once in the calculation).*

In 2017-18, with the adoption of Positive Discipline, the focus was more on teachers working with students in class to solve problems as opposed to sending them to the office for support. The following year, we encouraged them to use PD but not to tolerate all negative behaviors that disrupted the learning of others so the increase makes sense. In 2019-20 we adopted Mindful Time Out - hence the reduction in referrals since most referrals were happening at recess. In 2021-22, 125 "tickets" for MTO were written in the Middle School. 94 of those were for littering. At the end of March, we began sending any student who littered to the "lunch tent" where they were required to eat lunch for 5 days. Littering tickets were reduced by 23% after we did so.

At lower campus, 136 tickets were written (these include during after care). 120 were boys, 16 were girls. I will be asking staff to think about why so many male students are being written up vs female and non-binary students. This will be a focus for the coming year.

Referral Data 2018-2022

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

2019-20 Demographics	Total Students 460 *	153 Referrals 93 Unduplicated	% of Total Pop 20%
Other than White	120	31	33%
White	340	60	65%
Socio-Economic	237	57	24%
Special Ed.	59	11	19%
Male	223	70	31%
Female	237	25	11%

2021-22 Demographics	Total Students 438	93 Referrals 34 UD	% of Total Pop 7.7%	% of referrals
Other than White	116	10	8.6%	30%
White	322	24	7.5%	70%
Socio-Economic	208	20	9.6%	58%
Special Ed.	64	5	7.8%	14%
Male	220	28	12.3%	82%
Female	215	6	2.8%	18%
Non-Binary	3	0	0%	0%

** UD means unduplicated or that the same 34 kids received 93 referrals.

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

Year	# of 4th-8th Students	# Suspended (26 UD)	% Total
2017-18	234	6	2.5% Total
2018-19	271	7	2.5% Total
2019-20	265	6	2.2%
2021-22	250	15	6.0%

- e. *Of those suspensions, less than 25% should be students with disabilities, less than 11% non-white and less than 48% economically disadvantaged.*

4th - 8th Grade Suspension Data

2021-22	Suspensions	% of UD
Other than white	5	33%
White	10	66%
Socio-Economic	9	60%
Special Ed	3	20%
Male	12	80%
Female	3	20%
Non-Binary	0	0%

This was one of the worst years for discipline I have ever experienced and we all know this is directly related to students missing two years of socialization. I anticipate the 22/23 year to be better with regards to overall numbers. That said, we continue to suspend too many non-white, male, and low income students. This coming year we will focus on a restorative justice program in the middle school, increase attendance at our BIPOC affinity groups, and work toward building a more supportive culture for our male students. The middle school team will begin the year focusing on middle school culture and climate. We will hold assemblies once a month and focus on topics such as, Dress Code, Behavior Expectations, Sexual Harassment, Vaping, Social Media, etc.

- f. *100% of classrooms should reflect racial, ability and identity diversity in curriculum taught, books, posters, and classroom décor.*

We performed an Equity walk in October of 2021. Please see [attached photos](#) and [spreadsheet](#).

We still have a ways to go, but we are definitely making progress. Some teachers are much further along than others, but all have made initial attempts to make their rooms more inclusive.

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

Interpretation

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

Operational Definition

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

Data

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

Lessee	Type of Business	Square Footage
Five Flavors & Herbs	Holistic Healing arts	2,540
GeoShip	Green Manufacturing	6,000
DS Welding	Welding	6,000
Cell Tower Lease	Land Lease for cell tower	1,000
Building 9 - ARTLandish	Art Studios	2,000
Miners Foundry	Event Storage	160

Cosmic Shark Clothing	Apparel	600
CATS	Theater Company Storage	250
Holt Ballet	Dance Storage	250
Jason Casey	1980's Online Apparel Shop	250
Laser Trees	Laser Wood Working/Jewelry Manufacturing	2,000
Curious Forge	Maker Space	20,000
Sk8 Box	Indoor Skate Park	2,000

b. Non-Profit Organizations

Lessee	Type of Business	Square Footage
Nevada City Rancheria (Nisenan)	Native American Tribe	1,000
JPA - Charters	Special Education Services	950

2. Contributor

- a. I am struggling to come up with a precise or valuable measurement for - *All NCSA students will conduct themselves in a manner that reflects community values, respects diverse individuals, and aligns with behavior expectations outlined in NCSA's School Policies.*
- b. I will work with Ron Charles to create an assessment that is valuable and tracks exactly what we are looking for. That said, the majority of the 8th Grade students' art assessment incorporated social justice awareness which is a good indicator that we are on the right course.
- c. 100% of NCSA 8th Graders will graduate from 8th grade each year. Of those the % of students who receive a 3.0 or higher will increase each year.

8th grade Graduation Rates

Year	# of Students	Graduation Rate	Avg. GPA	Above 3.0
2016-17	52	100%	3.32	---
2017-18	52	98%	3.26	---
2018-19	51	100%	3.39	83%
2019-20	50	100%	NA	NA
2021-22	46	100%	3.25	62%

This number dropped significantly, but this is reasonable given the last two years. I anticipate growth in this number this coming year.

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

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

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

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

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

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

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

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

- As research studies demonstrate, students with a low participation in the arts have a dropout rate of 22 percent, but their peers with a high participation in the arts have a dropout rate of only 4 percent! For example, a recent report from the Center for Arts Education found that New York City high schools with the most access to—and support for — arts education have the city’s highest graduation rates.

The arts help with academic achievement and college prep:

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

Arts keep students engaged in school life:

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

Arts education can be a gateway to the future:

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

The arts help with campus safety:

- The arts foster a place where kids can collaborate and engage positively with others.

- Studies show teens with an arts rich curriculum become more tolerant of differences because the arts can immerse them in unfamiliar cultures that span other times and other countries.

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

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

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

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

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

- c. when done as in years past.
- d. Teachers are paying closer attention to what is on the test and specifically preparing students for it.
- e. Teams focus on RTI strategies at 1 team meeting per month.
- f. Standards Based Grading

4) **How do you measure an arts education?** *See California Alliance for Arts Education definition of a high-quality arts program below.*

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

Standards-Based Curriculum

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

Instruction and Methodology

- Instruction is focused on guiding students to standards-based grade-level proficiency in the arts.
- All arts disciplines are offered during the regular school day and are available to all students.
- Instructional methodologies provide individual, small-group and large-group opportunities to study the arts.
- Each arts discipline is delivered as a discrete sequential subject, with its own body of knowledge, skills, and ways of thinking.
- Arts disciplines are authentically integrated into other curricular areas whenever possible.
- The student-to-teacher ratio in each of the arts is appropriate for the delivery of effective instruction.
- The resources and facilities available for each of the arts disciplines are appropriate for the delivery of effective instruction.

Student Assessment

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

Professional Development

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

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

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

6) **How does equity increase rigor and achievement?**

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

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

Equity in schools is the answer to supporting every student, not just those from disadvantaged backgrounds. **When schools provide their students with resources that fit individual circumstances, the entire classroom environment improves.**[12] Not only that, but the importance of equity extends to our society as a whole. In equitable communities, everyone has the opportunity to succeed regardless of their original circumstances.

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

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

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

