

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

Thursday, October 9, 2025

13032 Bitney Springs Rd, Building 8, (4th Grade Classroom), Nevada City, California

Call Order: 5:00 p.m.

Roll Call:

Public Forum: *Members of the public who wish to comment during the Board meeting will be limited to three (3) minutes. If an interpreter is needed for comments, they will be translated to English and the time limit shall be six (6) minutes. The Board of Directors may limit the total time for public comment to a reasonable time.*

Plaudits:

Action Items

1. Approve Agenda

Consent Agenda

2. Approve September 25, 2025 Meeting Minutes - *See attached*

Reports

3. Director's FYI Report – Holly Pettitt - *No attachment*
4. Board and Committee Reports
 - a. Nomination & Recruitment

Discussion Items

5. Discuss Budget Questions from Previous Meeting
6. Discuss Longevity Increase for Staff
7. Discuss Council Process C - Global Governance and
8. Discuss Council Process C1 - Governing Style - *See attached*

Action Items

9. Approve NCSA's Transitional Kindergarten Toileting Policy - *See attached*
10. Approve the 2025 Ends Report - *See Attached*
11. Approve Board Policy #618 NCSA's Investment Policy - *See Attached*
12. Approve Revised Board Policy #202 for Independent Study - *See Attached*

Board Equity Work

13. Saxon Thomas will be here to speak about the Nisenan and any issues related to education at NCSA.
14. Discuss [California's Curriculum for Native American Studies](#)

Adjournment 6:30 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.

Thursday, September 25, 2025
13032 Bitney Springs Rd, Building 8 (4th Grade Classroom), Nevada City, California

Call Order: 5:00 p.m.

Roll Call: All present; Andrew arrived 5:18 pm

Public Forum: *Members of the public who wish to comment during the Board meeting will be limited to three (3) minutes. If an interpreter is needed for comments, they will be translated to English and the time limit shall be six (6) minutes. The Board of Directors may limit the total time for public comment to a reasonable time.*

Plaudits:

Action Items

1. Approve Agenda
Motion: Bear Thomas
Unanimous assent

Consent Agenda

2. Re-Approve Edited June 18, 2025 Meeting Minutes - *See attached*
Motion: Brian Munn 2nd: Meshawn Simmons
Unanimous assent
3. Approve August 5, 2025 Board Intensive Minutes - *See Attached*
Motion:Meshawn Simmons 2nd: Bear Thomas
Unanimous assent

Reports

4. Director's FYI Report – Holly Pettitt - *See attached*
5. Principal's Report - Shawna Campbell & Angie Maxson
6. Board and Committee Reports
 - a. Nomination & Recruitment
 - b. Finance - No more finance committee - the board agreed to hold extra meetings in November and February to discuss the budget more in depth.

Discussion Items

7. Discuss Policy Register - C Policies - *See Attached*- discussion in October meeting
8. Discuss Business Manager Position - Board Member Request- withdrawn
9. Discuss Employee Benefits-
10. Discuss Compensation Comparison - *See Attached*
11. Discuss 4% Longevity Increase for Staff after Reaching the End of the Salary Schedule
12. Discuss Director Succession - 3 year plan

Action Items

13. Approve Prop 28 Arts and Music in Schools Funding Annual Report - *See attached*
Motion: Brian Munn 2nd: Andrew Todd
Unanimous assent
14. Approve 2024-25 Unaudited Actuals & Alternative Form (RavenSprings & NCSA) - *See attached*
Motion: Meshawn Simmons 2nd: Brian Munn

Unanimous assent

15. Approve 2024-25 Final Education Protection Account (EPA) expenses - *See attached*

Motion: Jon Lefebvre

2nd: Andrew Todd

Unanimous assent

Discussion

15. Board Equity Work- no discussion this month

Adjournment 7:01 p.m.

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Policy Type: Council Process
Policy Title: C – Global Governance Commitment
Last Revised: **October 9, 2025**

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

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

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

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

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



TRANSITIONAL KINDERGARTEN TOILETING POLICY

1. Encouraging Independence

NCSA encourages families to have their child potty-trained by the time they enter Transitional Kindergarten (TK). Teachers foster independence through scheduled bathroom breaks, positive encouragement, and verbal guidance. Physical assistance is typically not provided during accidents, to support the development of self-care skills.

2. Enrollment and Potty Training

Enrollment is not denied based on potty-training status. However, families are informed about the benefits of having their child potty-trained, as staff have limited capacity to assist during toileting accidents.

3. Facilities and Routines

Bathrooms are located near the TK classrooms for easy access. Children are given regular opportunities to practice toileting routines, helping them build confidence and consistency. All students are supported in their toileting development with verbal guidance and access to necessary supplies such as wipes.

4. Health and Hygiene

NCSA prioritizes health and hygiene, with an emphasis on proper handwashing practices in accordance with early education health and safety guidelines.

5. Staff Support

Teachers and paraprofessional assistants provide verbal coaching to guide children through **toileting** routines.

Staff are trained to help children manage minor accidents independently.

In the event of a severe accident (e.g., extreme bowel movement or diarrhea), parents will be contacted to assist or pick up their child.

6. Supplies from Home

Parents are required to send a full change of clothing for their child, including underwear, shoes, and necessary supplies such as wipes. The school does have some extra clothes on hand if needed.

7. Support for Exceptional Needs

For students with developmental delays or exceptional needs, the school will collaborate with families to develop an individualized support plan. This may include a **504 Plan** or an **Individualized Education Program (IEP)** to address toileting needs appropriately.

Ends Report

Charter Governance Council Meeting: **October 9, 2025**

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 490 students.

Data:

1. Arts-based education

- a. Curriculum Maps & Arts-Integrated Units: 100% of grades TK-8 have completed their curriculum map, although some need refining. Teachers received training during the 23-24 school year in Curriculum Representation Design and several of them completed fully developed units and submitted those for payment. They received \$200 per completed unit. Please see these examples of Unit Plans. [8th Poetry](#), [TK Lunar New Year](#), [4th Sylvia & Aki](#), [8th Sound Unit](#). This was funded through the Antibias in Education Grant so we no longer have funding to send teachers to training - it is very expensive - \$500 per teacher, then \$200 per unit. New to NCSA teachers are reviewing and updating their Curriculum Maps this year - 25/26.

- b. Benchmark Arts Assessment:

This is a [Link to the 5th Grade Assessment](#) with samples. Last year only 55% were at or above grade level and this year 67% were.

[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 - In 25/26 we are training the entire staff in Universal Design for Learning (UDL) through the County Office of Ed. 3 NCSA teachers are Teacher Leaders who will be guiding staff through their training.

- d. Middle School & Parent Survey:

- i. Parent Survey (Q 7 on Parent Satisfaction Survey Spring of 2025)

1. Visual Arts - 93% Satisfaction Increase/Decrease -1%
 2. Performing Arts - 93% Satisfaction Increase/Decrease +3%
 3. Music Program - 87% Satisfaction Increase/Decrease +12%

We have seen a lot of growth in Visual and Performing Arts satisfaction. Music continues to get better and we have secured an additional music/choir teacher which will only strengthen the program further. We are finally getting back to where we were before Covid.

- ii. Middle School Survey

1. 78% are satisfied with their arts education.
 2. 76% of the students who participate in music are satisfied.
 3. 82% of the students who perform are satisfied.

Choice

e. Lottery Applications:

Year	2017	2018	2019	2020	2022	2023	2024	2025
Applications	159	244	216	138	261	307	275	341
Open spaces	63	69	56	66	72	50	90	94

2. Elementary Education

a. Historical and Current Enrollment

Date	17/18	18/19	19/20	20/21	22/23	23/24	24/25	25/26
TK	15	16	15	16	22	28	30	39
K	39	42	44	40	40	42	44	42
1	42	42	44	42	40	42	44	44
2	41	42	44	43	40	42	44	44
3	41	42	44	42	40	42	44	44
4	41	49	52	52	44	44	44	46
5	42	50	52	48	50	50	50	48
6	51	53	55	46	60	60	60	57
7	52	53	53	52	59	60	60	61
8	50	52	52	47	41	60	54	62
Total	414	441	455	428	436	470	474	489

We have spots on TK, K, 4th, 5th & 6th that we are currently choosing not to fill to support the classes as they get settled into their routines. Bringing new students in right now can disrupt the classes. We did fill a second TK class of 20 this year. In addition, we attempted to add 3 students per grade in the middle school but lost several students due to vaccinations and moving out of the area.

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 4th-8th grade students who indicate that they are happy at school will increase each year.
 - b. CHKS Survey Data
 - c. The number of TK-5 teachers who report holding Positive Discipline based class meetings every week will increase each year.

Number/Percentage of students receiving some type of support services.

Percentages							
All Students	504	IEP	RTI Read	RTI Math	Group Counseling	Counseling	NSLP
	30	73	36	45	57	44	237
Number of Students receiving ANY support			184 (7% increase)			NSLP Total Percentage as of 6/2025	48%

1. Academic Achievement

FYI 38% of all students at NCSA receive academic support through IEPs, 504s or MTSS (MultiTiered System of Support).

Grade Level	Assessment	% At or Above Standard <u>Spring 2024</u>	% At or Above Standard <u>Spring 2025</u>	% Increase (Decrease)	Compliant
1st-5th	Reading	74%	72%	-2%	No
6th-8th	Writing	59%	66%	+7%	Yes
1st-5th	Math	63%	62%	-1%	No
		2024	2025		
6th-8th	ELA CAASPP	67%	69%	+2%	No
6th-8th	Math CAASPP	40%	41%	+1	No
8th	CAST	52%	58%	+6	Yes

CAASPP Scores increased slightly in 24/25, but are essentially the same. iReady scores decreased as expected because we went back to CAASPP testing at the same time we assessed on iReady. It makes it very hard on the students to do two assessments like this back to back. I do believe that our scores are not higher for two reasons. First and foremost, we spend about half as much time as other schools do on teaching reading and math. Our students get about 45 minutes per day of math and 45 minutes per day of reading. Other schools spend at least 90 minutes **on each** subject. That said - our scores are higher than or the same as other schools in the county, so teachers are doing a great job! Secondly, approximately 38% of our students receive some form of support either for mental health or academics. That is A LOT of students needing support. So given that 38% need support, when you look at the scores above, it makes sense that about 70% of students are at grade level. Math is still a particular area of weakness for us (and most other schools), so it is beneficial that it is a math adoption year and we can work on purchasing a solid math curriculum. We are

currently forming a committee to begin reviewing curriculum in November after the state decides which texts it finally selects for approval.

2. Artistic Achievement - Baseline 2022

- a. 2nd Grade - 76% are at or above grade level +6%
- b. 5th Grade - 67% are at or above grade level +12%
- c. 8th Grade - 89% are at or above grade level + 11%

3. Social Emotional Achievement

a. **Middle School students who report feeling a part of this school**

Year	% Satisfied	% Increase (Decrease)	Goal Met?
2017-2018	77%		Baseline
2018-2019	87%	10%	Yes
2021-2022	74%	- 13%	No
2022-2023	76%	+2%	Yes
2023-2024	72%	-4%	No
2024-2025	70%	-2%	No

This year, instead of basing compliance on one survey question (above), I am including scores from the CHKS Survey which provides a much more comprehensive overview of our school climate and better reflects how we are doing as a school overall. Please note that this is based on middle school only and does not reflect TK-5th grade school satisfaction which would make the scores be much higher.

CalSCHLS

WestEd 

School Climate Report Card (Middle School)—2024-2025

District: Nevada County Office of Education
School: Nevada City School of the Arts

Date Prepared: 11 Feb 2025

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey – CHKS)

	2021 (%)	2022 (%)	2023 (%)	2024 (%)	2025 (%)	Change
Try hard on school work	84	63	87	76	80	-4
Three or more absences per month	6	39	19	29	20	+14
Feel a part of the school*	–	53	65	69	74	+21
School is really boring	~	34	31	22	32	-2
School is worthless and a waste of time	~	21	8	4	11	-10
Harassed or bullied at school*	–	34	42	46	54	+20
Parents feel welcome to participate at this school	32	47	62	65	75	+43
School is usually clean and tidy [§] *	–	59	57	71	63	+4
Experienced chronic sadness/hopelessness	39	45	37	30	28	-11

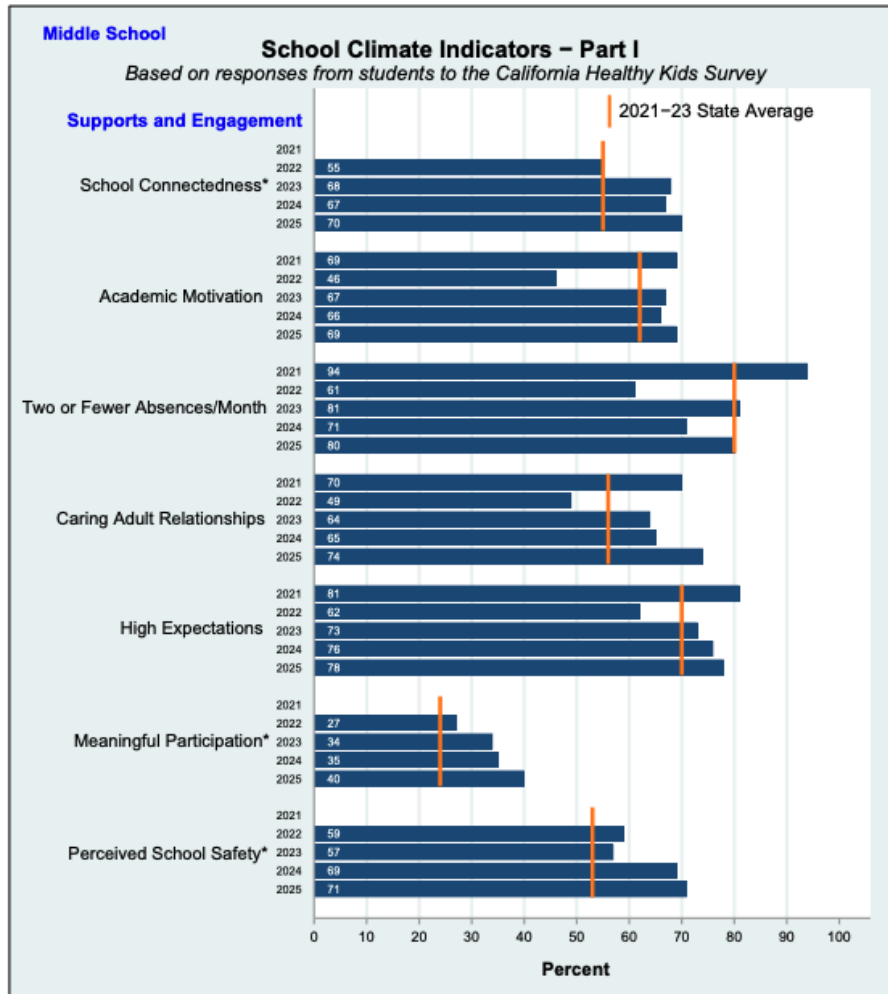
School Climate Report Card (Middle School)—2024-2025

District: Nevada County Office of Education

Date Prepared: 11 Feb 2025

School: Nevada City School of the Arts

Response Rate: 62% (2021), 93% (2022), 95% (2023), 93% (2024), 73% (2025)



Note: * In-school or Hybrid instructional models only (2021).

What is important to note about this data is that we continue to improve our scores (except in chronic absenteeism) each year.

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

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

B-4 Report	2021-22	2022-23	2023-2024	2024-2025
B-4	Yes	Yes	Yes	Yes
B4.1	Yes	Yes	Yes	Yes
B4.2	Yes	Yes	Yes	Yes
B4.3	Yes	Yes	Yes	Yes
B-5 Report				
B5 (Trainings)	No	Yes	Yes	Yes
B5.1 (Policies)	Yes	Yes	Yes	Yes
B5.2 (Inconsistency)	Yes	Yes	Yes	Yes
B5.3 (Records)	Yes	Yes	Yes	Yes
B5.4 (Comp. & Benes)	No (Benefits only)	N/A	Yes	No
B5.5 (Dir. Comp)	Yes	N/A	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. In 2023, Certificated and Classified were given a 4% COLA increase +plus their step =7%. In 2024 salaries stayed the same. In 2025 we increased the amount of years of service we would allow and “made teachers right” who had more years than what they had previously been given credit for. This affected 7 teachers (none of those teachers left).*

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%
2025-206	57K-95K	-9%*
	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%
2025-26	\$16.60 - \$39.33	(Not compared)

** Please note that in 25/26 other schools gave raises which increased the disparity to 9%*

- 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
2022-2023	Curriculum Representation - 12 Staff & Holly	10
2022-2023	IIRP Restorative Practices - Whole Staff and additional training for Jenn, Scott and Holly	16
2022-2023	SEL Cooperative - Irene, Jenn, Scott and Kim B.	40
2023-2024	Courageous Conversations - Holly, Andrea, Gabriel, Lori, Dani	40
2023-2024	African American Multigenerational Trauma and Implementing Models of Change - Jai and Qausu -	10
2023-2024	IIRP Restorative Practices - Jai and Qausu	6
2023-2024	Curriculum Representation Design - All teachers except 2.	15
2023-2024	Universal Design for Learning Emily, Andrea, Erin and Caari	40
2024-2025	Courageous Conversations - Jai, Cheri, Audra, Kelly, Carrie	40
2024-2025	Universal Design for Learning - Angie, Andrea Conte, Erin Alonso	30
2024-2025	Restorative Conferencing - Qausu Asaaseyaa	6
2024-2025	Learning Disabilities Association Conference - Ania Kapp	20
2024-2025	The Road To Success For Educators With Students With Down Syndrome	4

FYI - I have not done additional training - I am focusing on other staff since I am getting close to retirement. I will be attending the 2 day UDL conference this year, however.

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

Year	# Students	# of Referrals	+/- Increase (Decrease)
2019-20	460	154	
2021-22	438	77	(-50%)
2022-23	451 (3%increase in students)	165	54%
2023-2024	464	61	(-13%)
2024-2025 (BR's)	490	540	+89%

There are two changes that took effect last year to account for this significant increase. Teachers felt that referrals weren't enough and not enough happened when they wrote them. Because of this, we moved to Behavior Reflections because it was more restorative than referrals. However, teachers also began to send more students in for those reflections. While that was good for the teachers, it added up to a lot of BRs. This year we have refined the process to have more of a consequence associated with getting more than three with the hope that it will reduce behaviors. This is the [Process](#):

Now we are in the process of analyzing the data of who and how many so we can compare 24-25 to 25-26 and see if the added consequences helped decrease the number of referrals.

- d. **Suspension Data:** *Less than 3% of students should be suspended each year.*
Non Compliant

Year	#of Students	# Suspended	% Total
2017-18	406	6	2.5% Total
2018-19	441	7	2.5% Total
2019-20	449	6	2.2%
2021-22	417	15	6.0%
2022-23	438	22	5.7%
2023-24	464	15	3.0%
2024-25	490	20	4.0%

- e. *Of those suspensions, less than 25% should be students with disabilities, less than 11% non-white and less than 50% economically disadvantaged.*

Suspension Data by Demographic

2024-25	20 Student Suspensions	%
Other than white	2	10%
White	18	90%
Socio-Economic	13	65%
Special Ed	6	30%
Male	14	70%
Female	6	30%
Non-Binary	0	0

Non-compliant

Suspensions increased by 1% this year even though we created a wellness committee, attempted Restorative Justice conferences, and trained peer leaders to intervene. Our Behavior Reflection process, while a good idea, led to students repeating behaviors over and over again without many consequences. We still need to work on building a more supportive culture for our male students and our students with disabilities - both groups are over suspended. However, there is a big push from teachers about consequences, so we have built in a more robust process for behavior reflections (see above) which we hope will result in fewer behaviors. That said - we are also having teachers focus on their classroom culture as we believe they are the biggest factors in reducing behaviors - this is another reason why we are having teachers train in UDL.

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

We have to reset this expectation with all of the new staff. This has been a topic in team meetings and will continue to be. The good news is that their curriculum and books are much more representative of all people, but their classrooms could use more intentional displays of diversity. A few teachers have asked Shawna to support them with monthly displays.

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 by passing US History with a 3 or better.
 - 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
Travis Sol Tiny Homes	Tiny Home Manufacturing	5,500
DS Welding	Welding	6,000
The Art Place Studio	After School Art	2500
Miners Foundry	Event Storage	160
Cosmic Shark Clothing	Apparel	600
CATS	Theater Company Storage	250
CATS	Theater Company Storage	250
Matthew Stibbe	Parent	250
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	1605

2. Contributor

- a. We asked 8th graders the following question: What do you think are the three most important qualities a person should have to make a positive difference in their community or the world? [Here are their responses](#). I appreciated their responses and was actually pleasantly surprised by them.
- b. All 8th graders passed US History with a 3 or better.
- c. 100% of NCSA 8th Graders graduated from 8th grade last year, one student was not allowed to attend graduation.

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 AI. 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.

Equity in education
is a global issue
influenced by many
factors.

Organization for
Economic
Co-operations and
Development

Ten Steps to Equity in Education

Design

- limit early tracking and streaming and postpone academic selection
- manage school choice so as to contain the risks to equity
- in upper secondary education, provide attractive alternatives, remove dead ends and prevent dropouts
- offer second chances to gain from education

Practices

- identify and provide systematic help to those who fall behind at school and reduce year retention
- strengthen the links between school and home to help disadvantaged parents help their children to learn
- respond to diversity and provide for the successful inclusion of migrants and minorities within mainstream education

Resourcing

- provide strong education for all, giving priorities to early childhood provision and basic schooling
- direct resources to students with the greatest need
- set concrete targets for more equity, particularly related to low school attainment and dropouts

“Education plays a key role in determining how you spend your adult life - a higher level of education means higher earnings, better health, and a longer life.”



Nevada City School of the Arts' Investment Policy

1. Purpose

The purpose of this Investment Policy is to establish guidelines for the prudent management of NCSA's financial assets. The goal is to:

- Ensure safety of principal,
- Maintain adequate liquidity to meet operational needs
- Generate a reasonable return on investments, and
- Align investment practices with the mission, values, and long-term sustainability of the school.

2. Scope

This policy applies to all financial assets of NCSA, including but not limited to:

- Operating funds
- Reserve funds
- Capital funds
- Endowment or quasi-endowment funds

3. Objectives

1. **Safety:** Preservation of principal is the highest priority.
2. **Liquidity:** Investments shall remain sufficiently liquid to meet cash flow needs.
3. **Return on Investment:** Investments should achieve a reasonable market rate of return, consistent with acceptable levels of risk.
4. **Mission Alignment:** Where feasible, investments should reflect the school's values, such as supporting community development, sustainability, and social responsibility.

4. Standards of Care

- Investments will follow the "**prudent person rule**": acting with care, skill, prudence, and diligence that a prudent person would exercise.
- No person involved in the investment process shall engage in personal business activity that conflicts with the proper execution of the program.



5. Authorized Investments

Permissible investments include:

- U.S. Treasury obligations
- Federal agency securities
- Certificates of Deposit (CDs) with FDIC insurance
- Money Market Funds
- Highly rated corporate bonds (A or better)
- Mutual funds or ETFs that invest in the above instruments
- For long-term/endowment funds: diversified equity and fixed-income portfolios managed by a qualified investment manager

Prohibited investments include speculative or high-risk instruments such as:

- Derivatives (unless used for hedging by an external manager)
- Commodities and futures contracts
- Private placements without prior board approval
- Cryptocurrencies

6. Diversification

- No more than 5% of total assets may be invested in a single issuer, except U.S. government securities.
- Equity allocations (for long-term funds) should not exceed 70% of the portfolio.
- Fixed income allocations should maintain an average credit quality of A or higher.

7. Delegation of Authority

- The **Charter Governance Council** has ultimate fiduciary responsibility.
- The **Council** is responsible for oversight and monitoring.
- The **Executive Director** is authorized to implement day-to-day investment decisions within the guidelines of this policy.
- External investment advisors may be retained with board approval.

8. Reporting & Monitoring

- Quarterly reports shall be provided to the CGC including: portfolio holdings, performance vs. benchmarks, compliance with policy, and liquidity status.
- The Investment Policy will be reviewed annually and updated as needed.



9. Ethical & Social Responsibility Guidelines

NCSA recognizes that its investment decisions should reflect its mission and values. Therefore, the school will avoid investments in companies or funds that:

- Derive significant revenue from tobacco, firearms, or other activities contrary to student health and wellbeing
- Fail to meet basic environmental, social, and governance (ESG) standards

10. Policy Review

This policy shall be reviewed annually and recommended for re-approval or amendment by the Charter Governance Council.



INDEPENDENT STUDY POLICY

Nevada City School of the Arts ("NSOTA" or the "Charter School") may offer independent study to meet the educational needs of pupils enrolled in the charter school. Independent study is an alternative education designed to teach the knowledge and skills of the core curriculum. NCSOTA shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. Independent study shall be available with the approval of the School Director for up to fifteen (15) cumulative instructional days in a school year. Under extenuating circumstances or health department order, although discouraged, the School Director may approve independent study of more than 15 cumulative instructional days in a school year. Independent study will not be available for less than three (3) consecutive instructional days. **No Independent Study will be approved without 5 days advance notice.** The following written policies have been adopted by the Charter Governance Council for implementation at NCSOTA:

1. For pupils in all grade levels offered by NCSOTA, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be five school days.
2. The School Director or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete three (3) assignments during any period of five (5) school days, the School Director or his or her designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study.
 - b. In the event a student's educational progress falls below satisfactory levels as determined by ALL of the following indicators:
 - i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.
 - c. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.



3. NCSOTA shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction.
4. The Charter School has adopted tiered reengagement strategies* for the following pupils:
 - a. All pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
 - b. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
 - c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- a. Verification of current contact information for each enrolled pupil.
 - b. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a nonattendance day or lack of participation.
 - c. A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
 - d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.
5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction for Independent Studies over 15 days cumulative*:
 - a. For pupils in transitional kindergarten through grade 3, inclusive, NCSOTA shall provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record.
 - b. For pupils in grades 4-8, inclusive, NCSOTA shall provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record.
6. NCSOTA shall transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days.*

* The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families want to return to in-person instruction (paragraphs 4, 5, and 6 above) shall not apply to:



- a. pupils who participate in an independent study program for fewer than 16 schooldays in a school year;
- b. pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision; or
- c. independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

- 7. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
 - a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
 - b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
 - c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted pursuant to subdivisions (a) and (b) of Education Code Section 51747 regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
 - f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
 - g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec.



794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.

- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
 - i. For a pupil participating in an independent study program that is scheduled for more than 15 school days, each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For a pupil participating in an independent study program that is scheduled for 15 schooldays or fewer, each written agreement shall be signed, during the school year in which the independent study program takes place, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. The written agreement may be signed at any time during the school year, but it is the intent of the Legislature that parents or guardians of pupils be provided the agreement at or before the beginning of the school year. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
 - Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.
8. NCSOTA shall comply with the Education Code Sections 51744 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.



9. The School Director may establish regulations to implement these policies in accordance with the law.

4870-1915-4736, v. 1