

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

Thursday, October 29, 2026

13032 Bitney Springs Rd, Building 9, (Board Room), 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 24, 2026 Meeting Minutes - *See attached*

Reports

3. Director's FYI Report – Holly Pettitt - *See Attached*
4. Board and Committee Reports
 - a. Board Development - *See Attached*
 - b. Search Committee
 - c. Facilities

Closed Session

5. Conference with Real Property Negotiations (§ 54956.8)
 - a. Property: 13024 Bitney Springs Road, Building 9, Curious Forge
Agency Negotiation: Holly Pettitt
Under Negotiation: Lease Term/Rate for Curious Forge
See Attached Statement from Liam Elerby

Discussion Items

6. Does the Board Want to Add an Additional B Report on Equity
7. [California Dashboard Results](#) - *Live Demo at Meeting*

Action Items

8. Approve the 2026 Ends Report - *See Attached*
9. Approve Expanded Learning Opportunities Program Plan - *See Attached*
10. Approve Executive Director Recruitment Posting Revisions – *See Handout*
11. Approve NCSA Family and Staff Surveys for Executive Director Search – *See Attached*

Board Equity Work

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.

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

Thursday, September 24, 2026

13032 Bitney Springs Rd, Building 9, Board Room, Nevada City, California

Call Order: 5:01 p.m.

Roll Call: Jon LeFebre, Joie King, Brian Allen, Marina Gage, Joy Marria, Meshawn Simmons, Holly Pettitt, Cindy Jurado, Andrew Todd

Guest: Liam

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.*

- *Liam, started the Forge 14 years ago, in lease negotiation for next year. Been a tenant for 10 years.*
- *Previous agreement for free membership for art teachers.*
- *Handout given for review - 3 minutes were up.*

Plaudits: Good start of the year, Katrina Mitchell (HS), she is holding the homeschool piece on her own. Her experience is invaluable, she makes parents comfortable, and has students turning in work on time.

Action Items

1. Approve Agenda
 - *Motion: Marina Gage 2nd: Joie King*

Consent Agenda

2. Approve August 13, 2026 Board Intensive Minutes - *See Attached*
 - *Motion: Joie King 2nd: Brian Allen*

Reports

3. Director's FYI Report – Holly Pettitt - *See Attached*
 - *Working on changing the structure of the State of the School to make it more digestible chunks for parents. Likely to send it via emails rather than live due to high cost and low attendance.*
 - *CYBHI billed for \$54,000, could have billed for 132,000 due to the lack of insurance info submissions.*
4. Board and Committee Reports
 - a. Nomination & Recruitment
 - i. *Looked at committee charter, changing the name to nominations and board committee*
 - ii. *30 minutes at the end of each meeting will go to E&I*
 1. *This month was gender inclusivity, wondering how to analyze the implementation? Add it to a Executive Director's Report?*
 - a. *Will add this to a future agenda*
 - b. Facilities
 - i. *Will have 1st meeting before the next board meeting.*
 - c. Search Committee
 - i. *Created a roles and expectation sheet, will discuss later in the meeting*

Discussion Items

5. Discuss 2027-2028 Calendar Proposal – *Handout*
 - a. *NU Board Rep was at county meeting, confident that they will start Aug. 4th*
 - b. *Most of the county is considering the same start date, if NCSA does not follow, it will ripple into enrollment and staffing challenges*
 - c. *Proposal of starting on Aug 11th*

- d. *Starting early will end us early, this will have a negative effect on all of the end of the year activities including field trips, showcase, and graduation*
 - e. *Teachers will be consulted*
 - f. *Will revisit in December for a vote*
- 6. Discuss Gender Inclusivity at NCSA
 - a. *Lisa Nowlain and Holly met and created a plan to create gender neutral bathrooms*
 - b. *All MS students and teachers in CA have a requirement to have gender inclusivity and LGBTQ trainings*
 - c. *Scott Mertz will share the inclusivity checklist with all of the teachers campus-wide and create conversations that ensure we are meeting all of the standards*
 - d. *We have a school-wide rule that we don't question people's bathroom choice- students, staff, and parents can use any bathroom they want without questions*

Action Items

- 7. Approve Updated Policy #610. Purchasing Policies and Procurement Procedures - *See Attached*
 - a. Will ensure NCSOTA is updated to NCSA
 - *Motion: Meshawn Simmons 2nd: Andrew Todd*
- 8. Approve Policy #610 a. School Food Procurement - *See Attached*
 - a. Will ensure NCSOTA is updated to NCSA
 - *Motion with updates: Jon LeFebre 2nd: Meshawn Simmons*
- 9. Approve Corporate Resolution for Authorized Signers for Nevada City School of the Arts and Raven Springs - *See Attached*
 - *Motion: Joie King 2nd: Brian Allen {Meshawn Abstained}*
- 10. Approve Updated Policy 202a. Classroom Based Independent Study Policy - *See Attached*
 - *Motion: Marina Gage 2nd: Meshawn Simmons*
- 11. Approve Updated Policy 202d. Home Study Instructional Budget Policy - *See Attached*
 - a. Add slash to parent guardian
 - b. Take guidelines out (pg 2) so they can be updated without board approval
 - *Motion with changes: Jon LeFebre 2nd: Joie King*
- 12. Approve Updated Policy 502 - NCSA Employee Handbook - *See Attached*
 - *Motion: Brian Allen 2nd: Andrew Todd*
- 13. Approve Prop 28 Arts and Music in Schools Funding Annual Report - *See Attached*
 - *Motion: Meshawn Simmons 2nd: Brian Allen*
- 14. Approve 2025-26 Unaudited Actuals & Alternative Form (RavenSprings & NCSA) – *Handout*
 - a. Audit findings from 25/26 year, free and reduced was not closed out from the year prior due to staff changes
 - *Motion: Meshawn Gage 2nd: Jon LeFebre*
- 15. Approve 2025-26 Final Education Protection Account (EPA) expenses - *See attached*
 - *Motion: Marina Gage 2nd: Joy Marria*
- 16. Approve Multiple Subject Provisional Internship Permit for Karly Jodaitis (George) - *See Attached*
 - *Motion: Jon LeFebre 2nd: Andrew Todd*
- 17. Approve Director Search Process and Roles - *See Attached*
 - a. Matrix survey will be sent to parents
 - *Motion: Marina Gage 2nd: Jon LeFebre*

18. Approve Executive Director Job Posting and Salary Range – *Handout*
- a. Remove “Upon request” from job description on page 3
 - b. Remove Sarah from submission
 - c. Remove “in a church” from “Why NCSA”
 - d. Jon suggested started the range at \$125,000 - \$168,111 and go up if needed
 - e. Will decide steps/ at the October committee meeting
 - f. Will change the motion to “Approve Executive Director Job Description and Salary Range” rather than Posting
- *Motion: Marina Gage 2nd: Andrew Todd*

Discussion

19. Board Equity Work

Adjournment 7:34 p.m.

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Director FYI Report

October 29, 2026

This report details highlights of the month, operational achievements and items that the Board may like to know and helps to satisfy compliance with our B-6 Communication to the Board policy as well as indicates progress toward our Ends. It is organized by the following:

1. Relevant financial information.
2. School level issues that help the board see the big picture.
3. Public events (activities and gatherings both on and off premises) of a nature that may affect the perception of the School in the community.
4. Internal and external changes like significant modifications to the normal pattern of school business.
5. Progress towards Ends Policies and LCAP

Plaudits

- To Andrea and Angie for really handling their campuses so well and with such confidence.
- To Ben Garrison for stepping in to coach basketball at the last minute!
- Our newest Instructional Assistants, Sarah, Becky, Hannah, Maroo, Kacy, Madelyn, Audrey, are doing very well. They are welcome additions to NCSA.
- To Katrina for taking over ALL Lower Campus Independent Study contracts and Annette for doing all Upper Campus IS. They helped Emma and Jacqui tremendously by doing so.
- Also to Annette for taking incredible ownership of the Intervention Program. Because of her, we are able to support most students during the day instead of having to do it after school.
- To Peyton (Kindergarten) and Kelsey (2nd) for handling a challenging situation really well.

Financial Information

- We were pledged \$231,000 for the AGC and a resounding 98% participation. Of course all the credit goes to Carabeth for doing an amazing job as usual, but I also want to mention that FIG got out there at the last minute and collected more pledges which is why we got to 98%!

Facilities Update

B2

- Mouse activity is slowing.

B3

- Raven Wolf reported water coming in from the recent rain. It appears to be from a disconnected roof drain. The drain has been repaired.
- We moved a camera to cover the Raven Wolf parking lot.
- Going out for quotes on replacement partitions in the youth bathrooms.
- We have air tested the TK rooms several times due to a parent complaint of smelling mold. There is no mold or fungus - we think the smell is coming from the classroom sink drains.

B8

- The garden yurt is complete, with additional tractor work to manage water over winter.
- We moved a camera to cover the slide area of the playground

B9

- A lock box has been installed near the roll-up door to allow food delivery at 04:00, this will allow Ian to sleep in a bit on Tuesdays.

Overall

- We have had two pest companies out to look at rodent exclusion. Joseph is waiting for the quotes.
- We patched the divot at the junction between UC and LC. It is nicer to travel on now.
- We completed a full campus walk for risk assessment with the Central California Intelligence Center. This will also help us apply for a grant that we can use to pay for more cameras, keyless entry doors, fencing and more.
- Joseph is looking for a civil engineer to determine the dam's strength at the big pond.
- We will install camera and vape detectors in Building Nine bathrooms used by the gym.
- Joseph is waiting for a date to have Verkada come out and bid on cameras and vape detectors. They have worked with NCSOS at other schools in our area.

Events

- Winter Clothing Swap was this week - Student council helped with the preparation.
- 8th Grade dance this Friday

Academic, Arts & Social Emotional Achievement

- Amplify math adoption is going well so far - teachers and students seem to like it. The materials are cumbersome.
- Our dashboard results are on the agenda for explanation.
- We walked through all the K-5 classrooms and the vibes were excellent. Lots of signs of teachers' classrooms reflecting equitable learning environments.
- Shannon, Jessica, Annette, Brenda and Ms. Q are all offering academic interventions 4 days a week.
- The MOSAIC program for 5th grade is having a positive impact on 5th grade - the teachers are using the curriculum from the program.
- Middle School uses their outdoor blankets for outside quiet reading. We are glad we purchased those for them.
- The student council is taking off. 7th Graders have taken on the leadership of the middle school.
- Art Is newsletter - was amazing! The Art and Music Teachers created the logo themselves.
- There are more day trips in Middle School than before - Reno for 8th, Sac State 7th, NU coming to perform, 6th to the CFTA play.

Safe, Respectful and Equitable Conditions for Learning and Working

- Angie and Scott Read *Big* and *Morris Micklewhite* to 1st-4th while discussing differences and gender inclusion. Quotes from 3rd graders after the discussion:
 - Don't push someone to be how you like, push them to be themselves.
 - Bullying weighs heavy on your heart - either way.
 - It's a privilege to be different. If everyone was the same, the world wouldn't be as fun.
- Advisory Group has met twice - teachers are discussing the calendar, overwhelm, the new LCAP, and I'll be reviewing the entire budget with them next month.
- Wellness Team - Wellness Bingo is a hit, Morning Muffins, FIG lunches and offers of free exercise classes all contribute to teachers feeling more cared for.
- Team Meeting agendas are open for all staff to add to.
- Peer Evaluations
- Ms. Andrea installed a Suggestion Box at UC which has been great - kids are offering excellent suggestions. Her assemblies are also having a positive effect with students feeling more in the know.
- We had our lunch review by the state this week. So far we are doing really well, the inspector is impressed by what we have created.

- We have trained all the students on the STOPit App - they are using it appropriately.

Contributor and Collaborator to the Greater Community

- **PAG - Parent Advisory Group** - Only about 5 parents showed up to the last meeting, but they are a great and really positive group.
- Lease negotiations for the Forge are on the agenda.

The Importance of Student Sense of Belonging

Sense of belonging refers to the extent to which **students feel personally accepted, included, and supported at school**, and includes school-based experiences, students' relationships with teachers and peers, and students' general feelings about school.^{1, 2}

Students with a strong sense of belonging are more likely to be engaged in school and to perform well academically.^{3, 4, 5, 6, 7}

Factors related to students' sense of belonging in school include:



**student
academic
motivation**



**student
emotional
stability**



**student
personal
characteristics***



**parent support,
peer support,
teacher support**



**environmental
and school
safety⁸**

* Examples include motivation, personality, and social skills.

Culturally responsive practices include educator actions that **recognize, value, and incorporate students' lived experiences and cultures** into teaching, learning, and the school environment.^{9, 10, 11} Strategies that prioritize building positive student-teacher relationships have shown to be strong predictors of student sense of belonging.¹²



Researchers have explored the types of culturally responsive practices that teachers could use to support student engagement in school. Although there is no current consensus regarding the practices most effective for increasing student engagement, **some promising strategies are provided here for teachers who would like to improve student sense of belonging by nurturing their relationships with students and students' connection to the school community.**

1

Maintain and communicate high expectations for students.

Research shows that communicating and modeling activities and interactions that promote the idea that all students are capable of personal and academic success and that they can be held to high expectations is related to improved academic performance, improved student engagement, and fewer behavioral problems.^{13, 14, 15, 16, 17}

2

Commit to building a caring classroom and school community.

Research indicates that teachers who create caring, respectful, and welcoming environments are more likely to decrease incidents of disruptive behavior in school and improve academic achievement and student engagement (e.g., academic motivation and attendance).^{18, 19, 20}

3

Seek and leverage knowledge of student backgrounds.

Research suggests that teachers who make learning experiences relevant to students' home lives and communities are more likely to improve school belonging for students and enhance student learning.^{21, 22, 23}

4

Cultivate cross-cultural communication.

Research has shown that students who have teachers that encourage and value the communication styles of racially and ethnically diverse students are more likely to be motivated and willing to participate and engage in school.²⁴

5

Promote and develop student agency over their school experiences.

Teachers can cultivate a “growth mindset” (that is, a belief that skills and intelligence grow with hard work and effort) with students and engage them in evaluating their own progress. Research indicates that these practices are related to higher achievement outcomes.^{25, 26, 27, 28}

For more information:



[Ask A REL Response](#)
about systems and structures
schools can use to support
student belonging



[Blog post](#) on using culturally
responsive practices to support
equity in remote learning



[Video](#) on strengthening
relationships with students
from diverse backgrounds

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The Curious Forge and Building 9

Where the lease renewal stands, what the Forge has proposed, and an offer to help cut the building's energy cost.

1. Who we are and what we bring to Building 9

- **Anchor tenant for roughly a decade.** 23,000 sq ft of Building 9 — a makerspace and arts center with studios for welding, ceramics, glass, woodworking, laser and digital fabrication, run largely by more than 30 volunteer Studio Guides.
- **We rehabilitated the space.** When we arrived, after decades of manufacturing use and abandonment, the wing was uninhabitable. We invested roughly \$30,000–40,000 in materials and four months of skilled labor to make it usable. That value stays with the building.
- **We have supported the school directly:** eight free memberships for NCSA art teachers for six years (double our original commitment); and when the school's schedule ran two back-to-back 45-minute sessions, free hands-on classes for NCSA students in plasma cutting, woodworking and laser cutting, with our guides and our equipment. We have also cut metal signage for the school at no charge.
- **Community programs** that mirror NCSA's own mission: workforce training in fabrication trades for low-income residents; full scholarships to every summer camp; monthly family crafting days; teen making programs; an Artist-in-Residence program; and a mobile makerspace trailer bringing hands-on making to schools and community sites across the county.

2. In their words

"The Curious Forge is a valuable part of Nevada County's economic and community life. ... It gives entrepreneurs, artists, businesses, schools, and nonprofits a place to collaborate and turn ideas into tangible work. Its scholarships and outreach efforts

help make those opportunities available to a wide range of individuals. It contributes to the qualities that help Nevada County attract and retain people to live, work and play."

— **Kimberly Parker**, Program Manager, Nevada County Economic Development Office

"We were leaving Santa Barbara looking for a quieter place to settle down, but not retire. We visited dozens of towns up and down the coast. After looking for activities in this area we found The Curious Forge — and when we visited, we were absolutely stunned at the artistic opportunities and the community built there. We looked at each other and knew. We bought our house in Penn Valley a week later."

— **Dorbi and Duncan Holden**, new Nevada County residents (2026)

"Thank you to The Curious Forge for providing SF Metals with skilled workers through the Metal Fabrication program. We were able to see firsthand what a great program it is — Emmett and Ron came to us with great attitudes and practical skill sets that were truly useful from day one. We appreciate the work The Curious Forge is doing to prepare people for real jobs in the metal fabrication industry — it's vital for employers like us."

— **Ron Moore**, CEO, SF Metals

"I took the 3-month Advanced Metal Fabrication course at The Curious Forge — one of eight people accepted at the time. Hitting 50, I was facing a major life transition and looking for a new income stream. This course gave me that path. Since graduating I've been hired around the country on metal work and welding projects, mainly in the art field — something that's directly changed my income and career direction. I live near the facility and see firsthand what a staple it is in our community."

— **Gerasimos Christoforatos**, Advanced Metal Fabrication graduate

"As a Studio Guide in digital fabrication, I introduce rapid prototyping and design to adults, teach CAD (computer-aided design) to adults and children, and recently

brought CAD to the local robotics club, which competes at an international level. Through our camps, kids aged 12 to 16 get hands-on time with equipment in a creative environment they couldn't otherwise access, and every one of them walks away with a personal project they can show and explain to friends and family. Offering these experiences has given me a greater sense of belonging in our community."

— **Peter Traugot**, volunteer Studio Guide, Digital Fabrication

"The flameworking studio has become a way of supporting other organizations. We've donated classes to fundraisers for the American Association of University Women, the League of Women Voters and the Nevada County Women's Support Center, and hosted classes for Wounded Warriors — watching someone sit at the torch, declare 'I am not artistic,' and leave genuinely proud of what they made. Monthly we gather to make beads for Beads of Courage, which partners with 400+ hospitals to help children chronicle their journey through serious illness, and we make glass hearts for local Hospice groups, so participants have something to hold in memory of someone."

— **Marcy Speck**, volunteer Studio Guide, Flameworking Studio

3. Where the lease renewal stands

	Current lease	The Forge's proposal (July 2026)	NCSA's position
Base rent	\$0.14/sq ft · ≈ \$3,200/mo · ≈ \$38,400/yr	\$0.20/sq ft · ≈ \$4,650/mo · ≈ \$55,800/yr (a 45% increase)	\$0.25/sq ft · ≈ \$5,813/mo · ≈ \$69,750/yr (an 82% increase)
Annual increase	10%	Fixed 3.0%, no CPI	8% plus CPI
Term	Expiring	Five years at that rate, plus a renewal option with the rate revisited	—

	Current lease	The Forge's proposal (July 2026)	NCSA's position
		in good faith at renewal	
Tenant	The Curious Forge LLC	Held by, or assignable on the same terms to, the Forge's nonprofit successor	—
Utilities	Flat monthly charge (\$847.50 electricity)	Work with NCSA to set a fair fixed monthly electricity payment, adjusted each year in step with PG&E's published rate changes; move to usage-based billing if and when a dedicated sub-meter can isolate the Forge's circuits; establish a current shared baseline together	—
Improvements	—	Recognition of the Forge's ongoing improvements to the building	—

Why \$0.20 and 3% is our limit. The Forge has no profit layer. Its two founders draw well-below-market compensation for full-time work, and the net income on our statements is that compensation. At \$0.25 the year-one increase alone ($\approx$ \$2,600/mo) comes directly out of that draw, and an 8%-plus-CPI escalator compounds beyond anything a volunteer-run community organization can plan for. We have told NCSA candidly that \$0.20 with a fixed 3% is not an opening position; it is what the organization

can sustain. If we cannot reach agreement, we would have to plan an orderly wind-down of the Forge's operations — which we very much hope to avoid.

For reference: NCSA's own master lease with Raven Springs increased by exactly 3.0% this year, with no CPI component (Fifth Amendment, April 2026).

What the building faces without an anchor tenant.

- No industrial listing in Nevada County today comes close to 23,000 sq ft; current listings run 1,200–9,400 sq ft.
- The Forge's wing has no heating or cooling, three-story mid-1970s construction, and a rural location five miles from the highway.
- The County has advised in writing that no interior or exterior alterations are permitted — no new walls — so the wing cannot be subdivided into the smaller suites the local market actually rents.
- Re-tenanting a single 23,000 sq ft block as-is would still mean installing HVAC, a materials survey (standard for a 1970s building), a broker's commission and free-rent concessions — realistically 12–24 months, if a tenant exists.
- Raven Springs' own rent roll shows the difficulty: Building 9 Suite B vacant for two years against a \$10,000 budget; Suite 225 and the gym at 39% and 35% of budget.

Months vacant	Rent not collected (at \$0.20)	Building 9 power still paid
6	\$27,600	\$28,000–43,000
12	\$55,200	\$56,000–85,000
24	\$110,400	\$113,000–170,000

Sources: county industrial listings, Sept 2026; Raven Springs LLC budget-vs-actuals, Feb 26, 2025 finance packet. Time-to-lease and re-tenanting costs are estimates.

4. Electricity — what we have done, and what we propose

The Forge wants to pay its fair share. Our concern is how usage is measured.

Building 9 is served by a single meter that also carries the school's own loads: the second-floor offices and their mini-split heating and cooling, the elevator, the third-floor

cafeteria that prepares student lunches, building ventilation and exterior lighting. On one shared meter no one can see whose consumption is whose, and the building's demand charges are set by combined building-wide peaks.

- **Mitigation at the Forge's own expense, even though we pay a flat rate:**
more than 95% of lighting converted to LED ($\approx$ \$8,000 in materials and labor);
a nightly equipment-and-lighting shutdown checklist; kiln firings only after 9 pm
and never two kilns at once; supplemental heaters on timers; no glass-studio
classes in summer.

The 2022 shutdown test. Welders, kilns and shop equipment draw real power, and the Forge's usage is a meaningful part of Building 9's total. In 2022 we wrote to NCSA leadership about the building's demand-rate exposure and committed to reducing our share; since then we have converted to LED, adopted a nightly shutdown, moved kiln firings off-peak and put heaters on timers. The 2022 readings, taken with NCSA's facilities manager, show how the building's own load compares:

Day (May–June 2022)	Whole-building reading	What was running
Typical weekday	85–110 kWh	School and Forge both operating
Forge closed, school open (Mondays)	96–110 kWh	School only
Forge shutdown test, June 6 (all Forge equipment off 24 hours)	89 kWh	School only
Memorial Day, May 30	~60 kWh	Neither — building baseload only

We don't know what was happening at the Forge on the days that were logged; a kiln firing on one of those days would most likely have brought our number higher. Building 9 carries a baseload of roughly 60 kWh a day that runs regardless of who is in it, and the school's daytime operation adds most of the rest; the Forge's share sits on top of that. On a single shared meter no one can measure how large that share is, which is

why we support a dedicated sub-meter and will share the results.

- **Our proposal:** work together to agree a fair fixed monthly electricity payment that reflects the Forge's share of the building's load, adjusted annually in step with PG&E's published rate changes so it tracks NCSA's actual cost. If NCSA installs a sub-meter isolating the Forge's circuits, we would welcome moving to usage-based billing on that basis, with shared and school loads staying with the building. In either case, we'd ask for access to the usage data so both parties are working from the same numbers.

5. An offer: help analyze Building 9's energy cost, at no cost to the school

The shutdown test points to always-on building loads — fans, air handlers, refrigeration, heating — and that kind of load is usually the cheapest to cut, with timers and schedules rather than new equipment. Liam Ellerby is a retired Lockheed Martin engineer. The Forge offers, at no cost:

#	Step	What it produces
1	Analyze a year of 15-minute meter data (PG&E "Green Button" export or Share My Data authorization)	A chart of when and where Building 9's power goes — overnight baseload, daily peaks, seasons — and what each part costs.
2	Walk the building with facilities staff, after hours	A list of equipment running when it needn't be, and the timer or schedule fix for each.
3	Identify PG&E and Pioneer Community Energy programs a school qualifies for (audits, rebates, demand-response incentives)	A short list of programs and what each is worth.

#	Step	What it produces
4	Support the sub-meter on the Forge's feed	A verifiable number for the Forge's share, replacing estimates on both sides.

Expected result. Buildings of this type typically save 10-12% of energy cost from schedule and control changes alone, more than the entire difference between the two rent positions. *An estimate from industry experience, not yet a measurement for Building 9; the meter data will replace it with a real figure.* A written findings memo can be ready for the November 19 meeting.

6. What we ask of the Council

1. **Agendize:** that review of the Building 9 lease renewal — both parties' proposals — be placed on the **November 19, 2026** agenda (financial condition / asset protection), so the full Council can weigh the terms, the building's economics and the energy work together.*
2. **Refer to staff:** that Building 9 utility bills and 15-minute interval data be shared with the Forge so the energy analysis can begin this month.
3. **A sit-down:** that NCSA/Raven Springs and the Forge meet in person to work through the remaining terms before November.

How a commercial power bill works (plain language). PG&E (Pacific Gas and Electric) bills a building like this in two parts. **Energy charges** are for total kilowatt-hours used — like miles driven. **Demand charges** are for the single highest 15-minute burst of draw in the month, measured in kilowatts — like a speeding ticket for the fastest moment of the month, at roughly \$20 per kilowatt. Equipment left running overnight raises the first; several large loads starting at once raises the second. Both can usually be reduced with scheduling rather than new equipment.

* NCSA Policy Register, Executive Limitation B3.7: the director "will not sign any long-term contracts over \$50,000 without review by the school's board and legal counsel." A multi-year Building 9 lease exceeds that threshold at either party's proposed rate.

Liam Ellerby · Co-Founder, The Curious Forge · Building 9, 13024 Bitney Springs Rd, Nevada City · 530-210--6040 · spark@thecuriousforge.org · thecuriousforge.org

Ends Report

Charter Governance Council Meeting: **October 29, 2026**

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 updated their Curriculum Maps in 25/26. They are mostly current now. You can view them here:

- i. [TK](#)
- ii. [K](#)
- iii. [1st](#)
- iv. [2nd](#)
- v. [3rd](#)
- vi. [4th](#) - Math is not updated yet
- vii. [5th](#)
- viii. 6th - Currently Updating
- ix. [7th](#)
- x. [8th](#)

- b. Benchmark Arts Assessment:

This is a [Link to the 5th Grade Assessment](#). In 2024 only 55% were at or above grade level and in 2025 67% were. I do not have results for last year - teachers changed and so did the understanding of what I needed. We will get it done this year. [This link is to the 2nd Grade](#) assessment, and to the [8th Grade Graduation Presentations](#).

- c. Training - In 25/26 the entire staff was trained in Universal Design for Learning (UDL) through the County Office of Ed. 3 NCSA Teacher Leaders guided staff through 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.

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	2018	2019	2020	2022	2023	2024	2025	2026
Applications	244	216	138	261	307	275	341	323
Open spaces	69	56	66	72	50	90	94	106

2. Elementary Education

a. Historical and Current Enrollment

Date	18/19	19/20	20/21	22/23	23/24	24/25	25/26	26/27
TK	16	15	16	22	28	30	39	39
K	42	44	40	40	42	44	42	44
1	42	44	42	40	42	44	44	39
2	42	44	43	40	42	44	44	45
3	42	44	42	40	42	44	44	43
4	49	52	52	44	44	44	46	47
5	50	52	48	50	50	50	48	50
6	53	55	46	60	60	60	57	58
7	53	53	52	59	60	60	61	59
8	52	52	47	41	60	54	62	62
HS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	22
Total	441	455	428	436	470	474	489	508

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. *In 26-27 I modified the measures used to determine growth for the lower grades.*
 - b. End-of-the-year (EOY) student scores for 1st-5th grade, on the iReady local Reading 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 Math local Math 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 will show improvement in engagement and overall mental health.
 - c. The number of TK-5 teachers who hold Positive Discipline Daily Responsive Classroom class meetings every week will increase each year.

**Number/Percentage of students receiving some type of support services.
2025-2026**

All Students	504	IEP	RTI Read	Group Counseling	Counseling	NSLP
505	28	77	36		47	214
Number of Students receiving ANY support			184 (7% increase)		NSLP Total Percentage as of 10/2026	42%

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 2025</u>	% At or Above Standard <u>Spring 2026</u>	% Increase (Decrease)	Compliant
1st-5th	Reading	72%	70%	-2%	No
1st-5th	Math	62%	59%	-3%	No
		2025	2026 (Spring)		
6th-8th	ELA CAASPP	69%	73%	+4%	Yes
6th-8th	Math CAASPP	41%	47%	+5%	Yes
6th-8th	Writing	66%	73%	+7%	Yes
8th	CAST	58%	70%	+12%	Yes

CAASPP Scores increased in middle school and so did writing scores which have continued to get better each year. iReady scores decreased as expected because we went back to CAASPP testing at the same time we assessed on iReady and we did NOT do a good job monitoring testing late year which really contributed to the drop in scores. This school year will be the last time we use iReady for benchmark testing because we are adopting a new math program and will be using the Orton-Gillingham assessments as bench marks instead. It makes it very hard on the students to do two assessments like this back to back. We continue to excel in Science thanks to the consistency and excellent teaching in middle school.

2. Artistic Achievement

- 2nd Grade - 97% are at or above grade level +20% (updated)
- 5th Grade - 67% are at or above grade level +12%
- 8th Grade - 80% are at or above grade level -9%

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
2025-2026	84%	+14%	Yes

I attribute the higher score due to the 6th grade class last year being an exceptionally kind and mature group of students. After they graduate, I anticipate that the number will decrease significantly.

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

CalSCHLS

WestEd

School Climate Report Card (Middle School)—2025–2026

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

Date Prepared: 11 Feb 2026

Other Indicators

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

	2022 (%)	2023 (%)	2024 (%)	2025 (%)	2026 (%)	Change
Try hard on school work	63	87	76	80	91	+28
Three or more absences per month	39	19	29	20	20	-19
Feel a part of the school	53	65	69	74	60	+7
School is really boring	34	31	22	32	42	+8
School is worthless and a waste of time	21	8	4	11	20	-1
Harassed or bullied at school	34	42	46	54	42	+8
Parents feel welcome to participate at this school	47	62	65	75	62	+15
School is usually clean and tidy [§]	59	57	71	63	64	+5
Experienced chronic sadness/hopelessness	45	37	30	28	41	-4

2025–26 student responses last extracted: 7 Feb 2026

School Climate Report Card (Middle School)—2025–2026

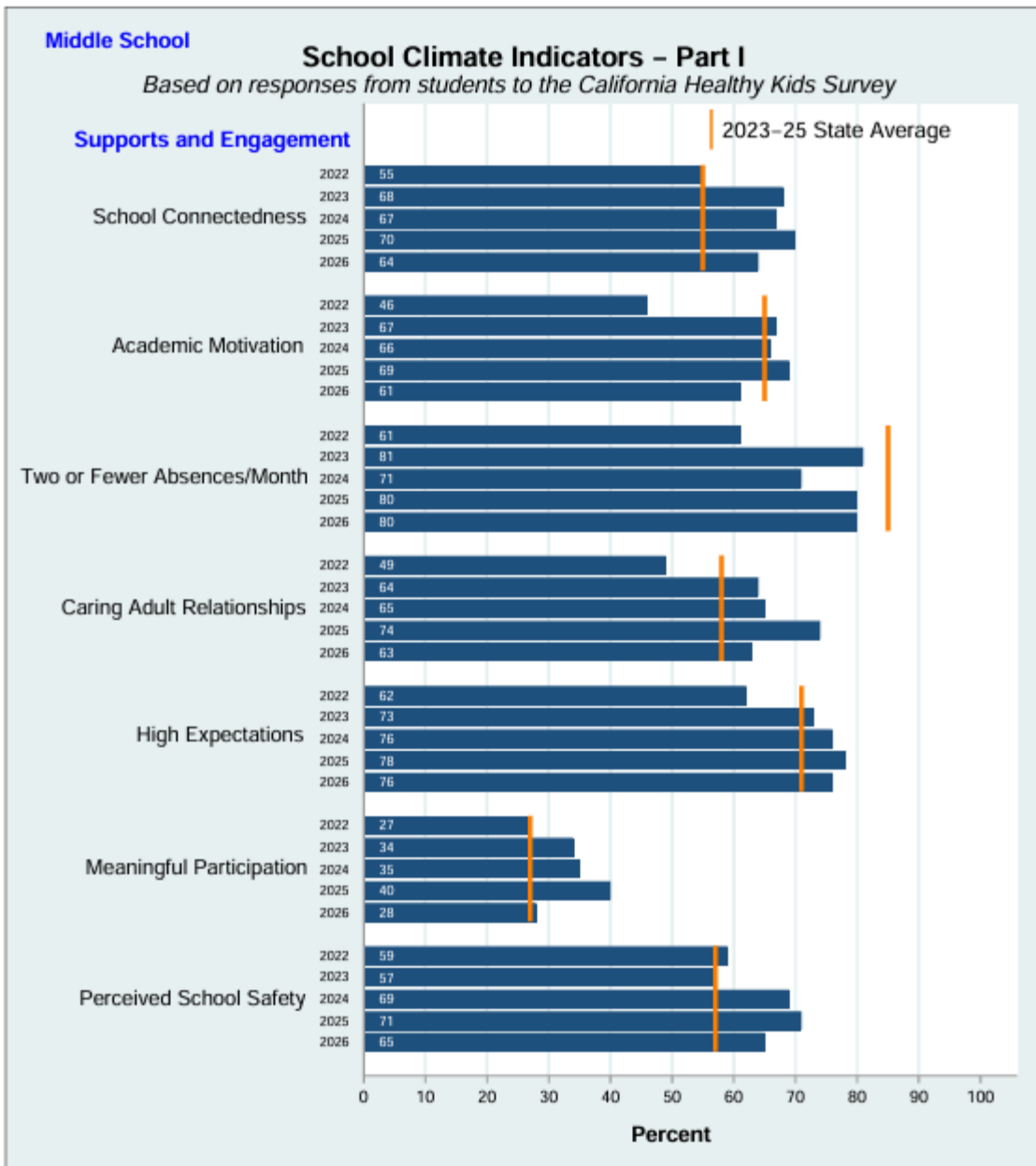
District: Nevada County Office of Education

Date Prepared: 11 Feb 2026

School: Nevada City School of the Arts

Number of Responses: 38 (2022), 53 (2023), 55 (2024), 44 (2025), 56 (2026)

Response Rate: 93% (2022), 95% (2023), 93% (2024), 73% (2025), 89% (2026)



CHKS survey results have remained relatively consistent over time, with a gradual overall increase in positive student responses. Some year-to-year fluctuations are expected, as the school's culture and student dynamics naturally evolve with each graduating class and incoming cohort. The overall upward trend is encouraging, particularly given that these results reflect the experiences of middle school students, who are navigating the significant social, emotional, and developmental changes associated with adolescence. This gradual improvement suggests that our ongoing efforts to foster a positive, supportive, and inclusive school environment are having a meaningful impact.

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	2022-23	2023-2024	2024-2025	2025-2026
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)	Yes	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)	N/A	Yes	No	No
B5.5 (Dir. Comp)	N/A	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. 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). In 2026, we gave the classified staff a 6% raise and anticipate giving the certificated staff a raise for the 27-28 year.

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%
2025-26	57K-95K	-9%*
2026-27	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)
2026-27	\$18.84-\$50.88	<i>We are in line with the rest of the county</i>

** Please note that in 25/26 other schools gave certificated raises which increased the disparity to 9%. We will do a full comparison this Spring.*

- 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
2025-2026	UDL Training - All Staff	20
2025-2026	CTE Training Chanthou, Asia and Julie	
2025-2026	The Road To Success For Educators With Students With Down Syndrome (Multiple staff every year)	4
2026-2027	Paying for Masters Program for Principal	Credential

FYI - I have not done additional training - I am focusing on other staff since I am getting close to retirement. I did attend the 2 day UDL conference last year.

- 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%
2025-2026	489	342	-37%

Two significant changes to our student behavior management practices during the 2024–25 school year help explain the substantial increase in documented behavioral incidents compared to 2022–23.

First, teachers expressed concerns that the previous referral system (YBNs) was not consistently resulting in meaningful interventions or consequences. In response, we transitioned from traditional disciplinary referrals to Behavior Reflections (BRs), a more restorative approach designed to promote student accountability, self-reflection, and opportunities for behavioral growth.

Second, with the implementation of this new process, teachers began referring students for Behavior Reflections more frequently. While this provided teachers with a more responsive and supportive system for addressing behavioral concerns, it also resulted in a significant increase in the number of documented incidents. Consequently, the increase in Behavior Reflections does not necessarily indicate a corresponding increase in student misbehavior, but rather reflects changes in how behaviors were addressed and documented.

During the 2025–26 school year, we further refined the process by establishing clearer expectations and progressive consequences for students receiving more than three Behavior Reflections. These adjustments were intended to strengthen accountability, encourage positive behavioral choices, and reduce repeated incidents. The results were encouraging, with a notable reduction in Behavior Reflections following implementation of the revised procedures.

Behavior Reflections have been distributed relatively equally between the Lower and Middle School campuses, indicating that behavioral concerns are not disproportionately concentrated at either campus.

Overall, these changes reflect our ongoing commitment to developing a consistent, restorative, and effective approach to student behavior that balances accountability with opportunities for reflection, learning, and growth.

Number of Behavior Reflections (comparison so far)

October 26 24/25	October 26 25/26	October 26 26/27
102	124	74

- 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%
2025-2026	460	22	4.4%

- 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

2025-26	22 Student Suspensions	%
Other than white	5	13%
White	17	77
Socio-Economic	15	68%
Special Ed	7	31%
Male	19	86%
Female	3	13%
Non-Binary	0	0
Violence	16	72%
Bullying	3	14%
Harassment/ Intimidation	3	14%
Lower Campus K-5	17	77%
Upper Campus TK & 6-8	5	13%

Non-compliant

Although our suspension rate increased slightly by 0.4% this year, we made significant efforts to strengthen our schoolwide approach to student behavior and accountability. These efforts included establishing a Wellness Committee, implementing clearer and more consistent disciplinary procedures, and incorporating restorative justice conferences when appropriate. While these initiatives contributed to a substantial reduction in Behavior Reflections, we did not see a corresponding decrease in suspensions.

The majority of suspensions resulted from incidents of physical aggression, particularly hitting, with most of these incidents occurring on the Lower Campus. Maintaining a safe learning environment for all students remains one of our highest priorities. Physical aggression must be addressed consistently and appropriately, as failing to respond sends a message that compromises our schoolwide expectations for safety and respect. While suspension alone does not necessarily address the underlying causes of a student's behavior, appropriate consequences, combined with restorative practices, reinforce our commitment to protecting students and maintaining a positive school culture. Whenever possible, we facilitate opportunities for students to repair harm, rebuild relationships, and restore trust with affected peers or the broader classroom community.

We also recognize the need to continue strengthening our support systems for male students and students with disabilities, both of whom remain disproportionately represented in our suspension data. Addressing these disparities is an important priority, and we are committed to examining our practices to ensure that behavioral expectations, interventions, and consequences are equitable, developmentally appropriate, and responsive to individual student needs.

To support this work, our staff participated in Responsive Classroom training, and we have already observed a reduction in Behavior Reflections. This is an encouraging early indicator that a more proactive, relationship-centered approach to classroom management may be having a positive impact.

During the current school year, we have recorded seven suspensions, five involving students with either a 504 Plan or an Individualized Education Program (IEP). Notably, only one suspension occurred on the Lower Campus, and that incident involved physical aggression. The remaining suspensions involved eighth-grade students and were primarily related to bullying and vaping, including providing vaping products to other students. This represents a shift in the types of behavioral challenges we are addressing and highlights the importance of tailoring our prevention and intervention efforts to the developmental needs of middle school students.

In response, our school counselor is coordinating opportunities for outside professionals to provide education on the risks associated with drugs, tobacco, and vaping. We are also considering sending middle school core teachers to Mosaic with 5th grade next year to receive training and bring back curriculum and strategies that can strengthen the

continuity of our social-emotional learning and behavioral support practices through middle school.

Looking ahead, we are exploring additional professional development focused on school culture, positive behavior supports, and equitable disciplinary practices. While some of our current middle school challenges may diminish as the present eighth-grade cohort graduates, we recognize that sustainable improvement cannot depend solely on changes in student enrollment. Rather, we must continue investing in staff training, consistent expectations, proactive interventions, and restorative practices that support a positive and inclusive school culture for every incoming class.

Ultimately, our goal is not simply to reduce suspensions, but to reduce the behaviors that lead to them while ensuring that every student experiences NCSA as a safe, supportive, equitable, and caring learning community.

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

We had 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, and their classrooms are getting there - some more than others.

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
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

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? I appreciated their responses and was actually pleasantly surprised by them. I'll bring that data to the board meeting.
- b. The average score in US History was 3 for 25/26.
- c. 100% of NCSA 8th Graders graduated from 8th grade last 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.

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.”



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1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Location

NCSA's after-school program, Raven Wolf, is located on the school campus and operates in two designated areas. The Raven wolf room serves students in Transitional Kindergarten (TK) and Kindergarten (K), while the Courtyard area serves students in 1st through 8th grade.

Staffing Operations

The Raven Wolf After-School Program employs approximately 12–18 staff members and maintains a staff-to-student ratio of 1:10 for Transitional Kindergarten (TK) and Kindergarten (KN) students and 1:20 for students in grades 1–8. These ratios allow staff to provide appropriate supervision and maintain a safe, supportive environment for all students. Program staff are expected to maintain continuous visual supervision of students throughout program hours. Students requiring assistance or supervision when leaving their designated program areas, including for restroom breaks or parent pick-up, will be monitored by staff.

Program leadership monitors staffing coverage during transitions, breaks, and changes in student groupings to ensure appropriate supervision is maintained. All staff members are equipped with two-way radios to facilitate timely communication, particularly regarding student safety and emergency procedures.



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Student Injuries and Emergency Procedures

Raven Wolf staff will follow established school safety protocols when responding to student injuries, accidents, and medical emergencies. Staff will assess the situation, provide appropriate assistance within the scope of their training, and notify parents or guardians as necessary. In the event of a serious injury or medical emergency, staff will immediately contact the appropriate support personnel, which may include school administration, the school nurse, emergency medical services, or other designated personnel.

To ensure timely communication, emergency contact information for each student will be maintained securely and made accessible to authorized staff when needed. All student injuries and incidents requiring documentation will be recorded using the appropriate incident or head injury report forms. Reports will be submitted to program administration in accordance with established procedures to ensure accurate recordkeeping and appropriate follow-up.

Training

Comprehensive staff training is conducted prior to the start of each school year, including five or more professional development days and two schoolwide professional development days. Raven Wolf administration facilitates bi-weekly and monthly staff meetings to review site-specific procedures, address operational needs, and reinforce safety protocols. Staff training and meetings consistently emphasize maintaining a safe, supportive, and well-supervised environment for all students.

Responsive Classroom techniques, relationship building, predictable routines, mindfulness, and supervised reset opportunities support students' social-emotional well-being. Staff greet students, learn their interests, model respectful communication, and help students develop conflict-resolution skills.

The program follows NCSA's established school safety plan and approved procedures for injuries, emergencies, mandated reporting, and medical situations. Emergency contact information and relevant student health information are securely maintained and accessible to authorized staff. Staff document student injuries and notify families and administration according to established protocols and the urgency of the incident.



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Emergencies requiring immediate assistance are addressed through emergency services and the school's emergency response procedures.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Enrichment

In addition to traditional arts and crafts, outdoor recreation, and supervised play, the Raven Wolf After-School Program offers a variety of enrichment opportunities designed to support students' creativity, physical activity, academic development, and social-emotional growth.

Enrichment offerings include:

- Kuk Sool Won
- Art Place
- Rock Band
- Lyric Rose Theater
- Spanish
- After School Sports
- Home Work Club
- Lexia Club

Enrichment classes provide students with opportunities to explore new interests, develop skills, and participate in structured activities beyond the regular school day. Class offerings may vary throughout the school year based on availability and student interest.

Daily Activities and Recreation

Students have opportunities to participate in creative projects, supervised outdoor play, organized games, quiet activities, and academic support. Staff encourage participation by introducing activities, providing demonstrations, and creating an inclusive environment that supports student choice.



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The Raven Wolf craft tent provides space for hands-on art projects and creative expression. Courtyard activities include chess, badminton, soccer, GaGa, and other staff-supervised games. Nature exploration, gardening, physical movement, and collaborative projects further encourage student engagement and development.

Homework Support

Raven Wolf provides supervised homework opportunities, including a designated homework hour for students in grades 4th-8th. Staff support students in getting started, understanding assignments, developing organizational skills, and building independence. Chromebooks may be used for academic purposes during supervised homework time in accordance with school technology policies.

3 — Skill Building

Describe how the program will provide opportunities for students to experience skill building.

Raven Wolf provides students with opportunities to develop academic, creative, physical, social-emotional, and practical life skills through hands-on activities, structured enrichment classes, collaborative projects, and supervised recreation. Activities are designed to accommodate different ages, abilities, and interests while encouraging independence, confidence, and personal growth.

Enrichment classes provide additional opportunities for students to develop specialized skills in areas such as music, performing arts, visual arts, athletics, and language development. Students are encouraged to explore new interests, practice skills, and build confidence through consistent participation. Throughout the program, staff support skill development by modeling positive behaviors, providing age-appropriate guidance, encouraging perseverance, and recognizing individual progress. Students are given opportunities to practice new skills, learn from challenges, and apply what they have learned in a supportive, inclusive environment.



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4 — Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Raven Wolf encourages student voice, choice, and leadership by providing opportunities for students to share ideas, express their interests, and actively participate in their after-school experience.

Students are encouraged to make choices about daily activities, suggest games and creative projects, and provide feedback to program staff. Staff use age-appropriate communication and informal discussions to ensure students across all grade levels have opportunities to express their preferences and contribute to the program environment. Leadership opportunities are incorporated into daily activities through supervised student-led clubs, collaborative projects, peer support, and age-appropriate responsibilities. Students may assist with organizing materials, explaining games, welcoming peers, and sharing their individual interests and skills.

Older students are encouraged to develop leadership skills by helping facilitate activities, supporting younger students when appropriate, and contributing ideas for program improvements. These experiences promote responsibility, teamwork, communication, decision-making, and confidence. Program staff consider student interests, observations, and informal feedback when planning activities and enrichment opportunities. Through these practices, Raven Wolf promotes student ownership, independence, and a sense of belonging within the school community.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

Raven Wolf promotes healthy choices and behaviors by aligning its practices with NCSA's health and wellness policies. The program encourages regular physical activity, nutritious eating habits, emotional well-being, and positive social interactions through structured and student-directed activities.



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Nutrition and Snack Services

Raven Wolf works closely with the NCSA kitchen and food-service staff to provide nutritious daily snacks at no cost to participating students. Snacks are planned in accordance with applicable nutritional guidelines and include fresh or seasonal fruit paired with a carbohydrate component. Allergy-friendly alternatives are available to accommodate students with dietary needs.

Physical Activity and Wellness

Raven Wolf provides daily opportunities for physical activity through organized sports, outdoor recreation, group games, and student-directed play. Activities encourage movement, teamwork, coordination, and the development of lifelong healthy habits.

Social-Emotional Well-Being

The program supports students' social-emotional development through positive relationships, predictable routines, mindfulness activities, and opportunities for self-regulation. Staff model respectful communication, encourage healthy peer interactions, and help students develop conflict-resolution and coping skills. Quiet spaces and supervised breaks are available to support students who need time to regulate their emotions.

6 — Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Raven Wolf is committed to providing an inclusive, welcoming, and equitable environment where all students feel respected, supported, and valued. The program recognizes and celebrates differences in culture, language, family background, identity, and individual abilities.

Staff encourage diversity and inclusion through age-appropriate activities, culturally representative materials, positive interactions, and opportunities for students to share their unique experiences and perspectives. Staff receive ongoing professional development focused on equity, cultural awareness, inclusion, and creating a supportive environment for all students.



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Raven Wolf works collaboratively with families, NCSA administration, special education staff, and other school support personnel to ensure students with disabilities have meaningful access to program activities and enrichment opportunities.

The program prioritizes enrollment and participation for students who qualify for free programming, students experiencing homelessness, and students in foster care.

In accordance with ELO-P requirements, program fees are waived for students eligible for free or reduced-price meals, students experiencing homelessness, and students in foster care. Families may establish eligibility through self-certification. For families who do not qualify for a full fee waiver, program fees are structured on a sliding scale that considers household income and ability to pay.

Through these practices, Raven Wolf strives to ensure that financial circumstances do not prevent students from accessing meaningful expanded learning opportunities.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

Raven Wolf is committed to providing a safe, engaging, and supportive environment through qualified, well-trained, and dedicated staff members.

The Expanded Learning Director oversees program planning, staffing, family communication, and daily operations. The Aftercare lead and activity planner support daily coordination, staff coverage, activity preparation, and program implementation. Instructional assistants supervise students, facilitate activities, and support daily program operations according to assigned responsibilities.

Staff Scheduling and Activity Planning

Raven Wolf utilizes a weekly staff duty rotation schedule to establish clear responsibilities, maintain appropriate supervision, and ensure consistent coverage across program areas. Staff assignments include student supervision, activity facilitation, snack distribution, and student transitions.

Weekly activity planning includes scheduled arts and crafts projects, organized courtyard games, outdoor recreation, and other age-appropriate activities. Staff work collaboratively to prepare materials, organize activities, and provide students with engaging opportunities that promote creativity, teamwork, physical activity, and social development.



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Staff Training and Professional Development

Regular staff meetings provide opportunities to review program operations, discuss student needs, coordinate upcoming activities, and address staffing or supervision concerns. Bi-Weekly and monthly meetings support communication, collaborative planning, and adjustments to duty rotations and activity schedules.

Ongoing professional development emphasizes active supervision, positive behavior management, child development, teamwork, safety procedures, and effective activity facilitation. NCSA ensures that supervising staff meet applicable instructional aide qualifications and screening requirements. Staff receive training in relevant safety procedures, emergency response, mandated reporting, and other required areas. First aid and CPR certifications are maintained as required.

Staff working with younger students receive additional guidance on developmentally appropriate practices and early childhood needs. Interns and additional support personnel work under the direction of qualified staff and are not independently assigned supervision responsibilities unless they meet the necessary qualifications.

Through consistent training, thoughtful scheduling, and collaborative planning, Raven Wolf ensures staff are prepared to provide high-quality supervision and meaningful expanded learning experiences.

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

Vision:

A welcoming Raven Wolf community at Nevada City School of the Arts where TK–8 students grow curious minds and courageous hearts, feel a sense of belonging, and find joy in learning together.

Mission:

Raven Wolf provides a safe, inclusive, and engaging place for students to learn through play, creativity, and connection. Through hands-on art, outdoor games, homework support, and opportunities to explore their interests, we help students build friendships, practice independence, and develop confidence. Our caring staff get to know each child and encourage kindness, teamwork, and creative expression.



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Program Goals:

- Keep students safe and supported through attentive supervision, consistent routines, and caring relationships with staff.
- Strengthen access and belonging by working with families to reduce barriers and support students with different needs, interests, and abilities.
- Offer meaningful choices through crafts, active play, group games, quiet spaces, and homework support.
- Build everyday skills by helping students solve problems, navigate friendships, express themselves, and care for our shared spaces.
- Listen and grow together by using student, family, and staff feedback to improve the Raven Wolf experience.

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non LEA entities to administer and implement ELO-P programs.

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non LEA entities to administer and implement ELO-P programs.

Raven Wolf collaborates with community organizations, local instructors, and enrichment providers to offer students a diverse range of educational, artistic, recreational, and extracurricular opportunities. These partnerships expand students' access to specialized activities while supporting their academic, physical, creative, and social-emotional development.

Enrichment programs and community partners include:

- Kuk Sool Won
- Art Place
- Rock Band
- Lyric Rose Theater
- Spanish

Raven Wolf works closely with enrichment instructors and program providers to coordinate class schedules, student enrollment, attendance procedures, supervision expectations, and



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communication with families. Enrichment instructors follow established NCSA safety procedures, including student attendance verification, authorized pick-up requirements, and appropriate communication regarding student incidents or concerns. Students participating in enrichment classes remain subject to Raven Wolf's established attendance and check-out procedures.

NCSA maintains oversight of the after-school program and works collaboratively with enrichment providers to ensure activities are accessible, appropriately supervised, and aligned with the program's educational and safety expectations.

Partnerships and enrichment offerings may be adjusted throughout the school year based on student interest, instructor availability, and program needs.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Raven Wolf is committed to continuous program improvement through regular evaluation, staff collaboration, and data-informed decision-making. The program follows California's Quality Standards for Expanded Learning and utilizes a Continuous Quality Improvement (CQI) process to identify strengths, address areas of improvement, and enhance the overall student experience.

The Expanded Learning Director, in collaboration with NCSA administration, program staff, and families, will conduct formal program evaluations at least twice per school year. These evaluations will consider student attendance and participation data, family feedback, staff observations, safety and incident reports, and the effectiveness of enrichment activities.

Assess — Data Analysis and Reflection

Program leadership will review available information to identify:

- Trends in student attendance and participation
- Program strengths and successful practices
- Areas requiring improvement
- Student and family feedback
- Staff observations and operational challenges
- Short-term and long-term program goals



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Plan — Goal Setting and Program Development

Based on assessment findings, program leadership will establish improvement priorities and develop actionable plans to address identified needs.

Improvement plans will include clearly defined objectives, strategies for implementation, assigned responsibilities, and anticipated completion dates. Priorities may include student engagement, supervision practices, transitions, enrichment opportunities, homework support, and daily program operations.

Improve — Implementation and Evaluation

Raven Wolf will implement improvement strategies through staff collaboration, adjustments to program procedures, resource allocation, and targeted professional development. Biweekly staff meetings provide opportunities to discuss progress, address emerging concerns, review operational needs, and make adjustments throughout the school year. Program leadership will evaluate the effectiveness of implemented changes during subsequent CQI reviews and use findings to guide continued improvement.

Through this ongoing Assess–Plan–Improve process, Raven Wolf strives to maintain a safe, inclusive, engaging, and high-quality expanded learning environment that responds to the needs of students, families, and staff.

11—Program Management

Raven wolf operates under the supervision of the Expanded Learning Director and NCSA administration , who oversees daily operations, staffing, program planning, student enrollment, attendance, family communication, and enrichment coordination. Student attendance is monitored through an electronic check-in and check-out system. All student releases are coordinated through the Raven wolf front desk, where authorized adults must complete the required verification and sign-out procedures. Confidential student records are securely maintained and accessible only to authorized personnel. The program maintains organized administrative systems to support efficient operations, student safety, and compliance with expanded learning requirements.

The director maintains the program calendar, duty rotation, enrollment and attendance records, activity schedules, and family communications. The expanded learning director and the business



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office oversee billing, waivers, expenditure records, partner payments, and financial reporting. Administration reviews resources, student access, and plan implementation.

The expanded learning director and NCSA administration reviews program operations, staffing, resources, and implementation to ensure alignment with school policies and applicable ELO-P requirements. The expanded learning director coordinates the annual program calendar, daily operating hours, staff coverage, and enrichment schedules. Raven wolf maintains communication with classroom teachers, enrichment instructors, families, and school administration to support student transitions, attendance accuracy, and consistent program operations.

NCSA will review planned expenditures against the approved plan and document allocation when staff or resources serve both the school day and expanded learning. The annual calendar and approved budget will accompany implementation planning. Material program changes will be presented for appropriate governing-board review.

Sample Program Schedule

M-Th. Schedule

8:30 a.m. — School begins

12:30 p.m. — TK release; Raven Cubs snack, story, play and enrichment.

2:00 p.m. — Kindergarten release; Raven Cubs snack, story, play and enrichment.

2:30 p.m. — 1st-3rd grade sign-in snack, games, enrichment and academic support.

3:30-4:30 p.m. — Homework hour for grades 4th-8th

4:30-5:30 p.m. — Mixed-age closing activities

5:30 p.m. — Program closes. Friday and minimum-day programming begins at release.

Sample Program Schedule

Minimum Day Schedule

8:30 School Starts

12:30 - TK ends their school day and attends afterschool until 5:30

12:15 - Kinder-3rd Grade ends their school day and attends afterschool until 5:30

12:45 - 4th-8th Grade ends their school day and attends afterschool until 5:30

5:30 is the end of the afterschool/expanded opportunity day

Summer/intersession day - 8:00 a.m.– 5:00 p.m (9hour day)



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Below are additional legal requirements for the ELO-P.

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at school sites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

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EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A-B):

Each component of a program established pursuant to this article shall consist of the following two elements:



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(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

**Nevada City School of the Arts
NCSA Family Survey**

As many of you know, Holly will be retiring as NCSA's Executive Director at the end of this year. As we begin the search for our next Executive Director, the Board would like to hear from you. Your feedback below will help shape what we look for in our next leader.

Please review this paragraph and share any feedback or suggested edits.

Our Next Executive Director: What's on Your Wish List?

Help shape NCSA's future by sharing the leadership qualities and priorities that matter most to you.

1. What qualities are most important in our next Executive Director?

Rank the following from 1 (most important) to 8 (least important).

- ☐ Strong communicator
- ☐ Supportive of teachers and staff
- ☐ Commitment to arts education
- ☐ Strong academic leadership
- ☐ Approachable and engaged with families
- ☐ Financial and organizational leadership
- ☐ Collaborative decision making
- ☐ Long term vision for the school

2. What should be the next Executive Director's top priorities?

Rank the following from 1 (most important) to 9 (least important).

- ☐ Academic rigor
- ☐ Arts integrated education
- ☐ Student mental health and well being
- ☐ School culture and community
- ☐ Teacher and staff support
- ☐ Campus and facility improvements
- ☐ Financial stability
- ☐ NCSA family communication and involvement
- ☐ Equity and inclusion

3. **What leadership style would you most like to see?**

Select one.

- Collaborative and inclusive
- Decisive and results focused
- Innovative and forward thinking
- Supportive and relationship focused
- Organized and consistent

4. **How important is experience with arts integrated education?**

Select one.

- Essential
- Very important
- Somewhat important
- Not a major factor

5. **What would give you the most confidence in our next Executive Director?**

Rank the following from 1 (most important) to 6 (least important).

- _____ Clear communication with families
- _____ Strong relationships with teachers and staff
- _____ Visible presence on campus
- _____ Demonstrated educational leadership
- _____ Transparency in decision making
- _____ A clear vision for NCSA's future

**Nevada City School of the Arts
NCSA Staff Survey**

As many of you know, Holly will be retiring as NCSA's Executive Director at the end of this year. As we begin the search for our next Executive Director, the Board would like to hear from you. Your feedback below will help shape what we look for in our next leader.

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- _____ Visible presence on campus
- _____ Demonstrated educational leadership
- _____ Transparency in decision making
- _____ A clear vision for NCSA's future

Additional Staff Questions

6. What qualities are most important in the next Executive Director's relationship with staff?

Rank the following from 1 (most important) to 7 (least important).

- _____ Trust and professional respect
- _____ Clear expectations and accountability
- _____ Accessibility and willingness to listen
- _____ Support for professional growth
- _____ Consistent and fair decision making
- _____ Understanding of classroom and operational needs
- _____ Ability to address difficult situations constructively

7. What experience would be most valuable in our next Executive Director?

Rank the following from 1 (most important) to 7 (least important).

- _____ Classroom teaching and instructional leadership
- _____ Managing school finances and resources
- _____ Supporting student mental health and special education
- _____ Leading and developing school staff
- _____ Working with a charter school Board
- _____ Facilities and campus management
- _____ Leading an arts integrated educational program

8. Is there anything else you would like the Board to consider?
