NEVADA COUNTY BOARD OF EDUCATION
Regular Meeting
Wednesday, April 8, 2020
3:00 p.m.
Nevada County Superintendent of Schools

The Nevada County Board of Education will hold the regular board meeting virtually by Zoom online. The public portion will begin virtually at 3:00 p.m. on Zoom online.
To join the Zoom meeting, please visit https://zoom.us/j/855141301; Meeting ID: 855 141 301; One tap mobile+16699006833,855141301#; Dial by your location +1 669 900 6833 US; Meeting ID: 855 141 301; Find your local number: https://zoom.us/u/aCzmmUMx3 and you’ll be prompted with instructions.

AGENDA

All times approximate

1. Meeting called to order
2. Establish quorum
3. Salute to the flag
4. Adoption of the Agenda
5. Open public forum – Recognition of members of the audience wishing to address an agenda item may do so at this time or at the time the agenda item is heard. After being recognized by the Board president, please identify yourself. A member of the public may at this time make brief comments regarding items not on the agenda, although no action may be taken.
6. Close public forum
   A. Open hearing regarding the material revision to EPIC de Cesar Chavez Charter High School: To include additional grade(s), 10-12, to the EPIC Charter beginning retroactively on January 22, 2020 (page 1)
   B. Close public hearing
   C. Shall the Nevada County Board of Education approve the Material Revision of EPIC de Cesar Chavez Charter High School Petition, to include additional grade(s), 10-12, to the EPIC Charter beginning retroactively on January 22, 2020?
8. Approval of the Consent Agenda 5 min.
   These items are expected to be routine and non-controversial. They will be acted upon by the Board at one time without discussion, unless a Board member or citizen requests that an item be removed for discussion and separate consideration. In that case the designated item(s) will be considered following approval of the remaining items.
   A. Approval of minutes of the Regular meeting of March 11, 2020 (page 12)
B. During the third quarter of 2020 January-March, there were no complaints filed to be reported, pursuant to Williams Uniform Complaint Procedures (E.C. 1240(H): Board Policy 1312.3 – Uniform Complaint Procedures) (page 16)

9. Staff Reports
   A. Alternative Education, Amy Brooks (page 17)
   B. Educational Services, Teena Corker (page 18)
   C. Business Services, Darlene Waddle (page 20)
   D. SELPA / Special Education, Eli Gallup (page 21)

10. Superintendent’s Report
    5 min.

11. Action Items
    5 min.
   A. Shall the Nevada County Board of Education Approve the Earle Jamieson Educational Options and Sugarloaf Mtn. Juvenile Hall 2020-21 School Calendar? (page 22)
   B. Shall the Nevada County Board of Education approve Resolution No. 20-02, Declaration of the Rights of All Students to Equity in Arts Learning? (page 23)


13. Board Reports
    10 min.
   A. SARB, Heino Nicolai
   B. Legislative, Ashley Neumann
   C. Charter Liaison, Wendy Baker and Kate Wanamaker
   D. Individual Board Reports

14. Correspondence - none

15. Adjournment
Next Meeting Date: May 13, 2020: Board Budget Work Session 2:30 PM; Board of Education Meeting 3:00 PM, Via Zoom

This agenda was posted at least 72 hours in advance of the meeting at the Nevada County Superintendent of Schools office, 380 Crown Point Circle, Grass Valley, California; TKM, 400 Hoover Lane, Nevada City, California; and EJ, 112 Nevada City Hwy., Nevada City, California.

Posted: 4.3.2020
Date

Notice: The agenda packet and supporting materials, including materials distributed less than 72 hours prior to the scheduled meeting, can be viewed at the Nevada County Superintendent of Schools office – reception desk, located at 380 Crown Point Circle, Grass Valley, California. For more information, please call 530.478.6400 ext.2003.

Notice: In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, contact the Nevada County Superintendent of Schools office at 530.478.6400 ext. 2003 at least 48 hours before the scheduled Board meeting so that we may make every reasonable effort to accommodate your needs. [G.C. §54953.2, §54954.2(a)(1); Americans with Disabilities Act of 1990, §202 (42 U.S.C. §12132)]
NEVADA COUNTY BOARD OF EDUCATION
380 Crown Point Circle
Grass Valley, CA 95945

NOTICE OF PUBLIC HEARING

Regarding the Material Revision to the charter of

EPIC de Cesar Chavez High School

Purpose:  Pursuant to California Education Code Section 47605, the Nevada County Board of Education will hold a public hearing regarding the Material Revision to the charter of EPIC de Cesar Chavez High School. Specifically including additional grade(s), 10-12, to the EPIC Charter retroactively beginning on January 22, 2020.

The public may appear before the Board at the public hearing and speak to the Material Revision or any other item listed on the Board’s agenda.

Date:    April 8, 2020

Time:    3:00 p.m.

Location:  Nevada County Superintendent of Schools
           Board Room
           380 Crown Point Circle
           Grass Valley, California 95945

Posted this 27th day of March, 2020

Scott W. Lay
Nevada County Superintendent of Schools
TO: Nevada County Board of Education

RE: Request for Approval of Material Revision to Charter

FROM: EPIC de Cesar Chavez High School
       Delilah Martinez, Executive Director

EPIC de Cesar Chavez (Charter) High School proposes to include additional grade(s), 10-12, to the EPIC Charter to begin on January 22, 2020 for the following reasons.

See attachment for proposed change in wording.

1. EPIC has been certified as a Dashboard Alternative School Status (DASS) school. This certification allows for a one-year student cohort analysis of the Graduation Rate on the California Department of Education Dashboard. Comprehensive schools use a four-year cohort.

2. Due to the growth in enrollments, many students do not have the sufficient credits to be classified as a 12th grader and thus ready to graduate within one year.

3. Placing all EPIC students in the 12th grade has caused the EPIC graduation rate to be reflected as artificially low.

4. A revision in grade level of each student to properly reflect placement in grade level according to credits completed will allow the one-year cohort graduation rate to be accurately reflected on the Dashboard.

5. FIELD/EPIC has a stated vision to “Empower the Underserved to Become Self-sufficient”. This is a necessary step to fulfill this vision.

6. EPIC teachers were consulted in this decision, and all those consulted were in agreement.

7. The Western Association of School and Colleges accreditation letter for EPIC already includes grades 9-12.
The Farmworker's Institute of Education and Leadership Development
FIELD BOARD OF DIRECTORS SPECIAL MEETING MINUTES

Location: Farmworker Institute of Education and Leadership Development (FIELD) Headquarters
106 S. Robinson Street
Tehachapi, CA 93561

Teleconference Locations:
1553 Second Street, Napa, CA 94559
1608 Midway, Woodland, CA 95695
9001 Stockdale Hwy, Bakersfield, CA 93311
29700 Woodford-Tehachapi, Keene, CA 93531
319 Driftwood Rd. Corona Del Mar, CA 92625
10800 Stockdale Hwy, Bakersfield, CA 93311

or by phone: 1-425-436-6260 Access Code 823-5414

February 28, 2020 at 12 pm

NOTE: In compliance with the Americans with Disabilities Act if you need special assistance to participate in the meeting, please contact us 48 hours prior to the meeting.

ON THE WEB: Agendas may be viewed at www.farmworkerinstitute.org

1. MEETING CALLED TO ORDER: Mr. Villarino called the meeting to order at 12:05 pm.

2. ESTABLISH A QUORUM: Mr. Villarino established a quorum at 12:05 pm

Roll Call:
David Villarino (Present) Dr. Nora Dominguez (Present by phone)
Dr. Mark Martinez (Present by phone) Dr. Jesse Ortiz (Present by phone)
Ines De Luna (Present by phone)

Nonvoting:
Patrick Pine, Secretary (Present, joined at 12:06 pm)
Michael Gomez, Treasurer (Present by phone)
Joseph Casas (General Counsel) (Not present)
Staff Present:
Delilah Martinez (Present by phone)
Dr. Tamar Asatryan (Present)
Rosa Ruelas (present)
Joseph Torres (Present, joined by phone at 12:18 pm)
Susana Navarro-Llamas (present)

3. SALUTE TO THE FLAG / FARMWORKER POEM

No Salute to the Flag

4. ADOPTION OF THE AGENDA
Mr. Villarino asked everyone to review the agenda. There were no comments. Chair entertained a motion to approve the agenda as amended. Dr. Jesse Ortiz moved, Ines DeLuna seconded. There was no discussion and the motion was approved unanimously.

5. OPEN PUBLIC FORUM
It is appropriate for the public to address the FIELD Board regarding items of public interest within the jurisdiction of the board before or during the Board’s consideration of the items. Time allowed may be limited to three minutes per item. If a large number wish to speak on a specific item, the board may limit total input to 30 minutes on any item. Individuals or groups may address the board on items not listed on the agenda; however, no action can or will be taken on the unlisted items.
Further, Education Code §35145.5 also establishes the right of the public to place items on the agenda directly relating to business of the FIELD/EPIC Board of Directors. Agenda requests must be made in writing ten days prior to board meetings.

In accordance with the law, the public and Board are hereby given notice that a tape recording of today’s meeting is being made. This recording is to assist in the completion of the minutes. It is NOT a transcript of the meeting and may be disposed of in 30 days. The official transcript of this meeting will continue to be the adopted minutes.

Mr. Villarino opened public forum at 12:07 pm. He asked if there are any comments by the public. There were none.

6. CLOSE PUBLIC FORUM
Public forum closed at 12:07 pm.

7. CLOSED SESSION
The board may call for a closed session to discuss confidential personnel matters, potential litigation, or other matters allowed under the Brown Act.
8. OPEN SESSION

9. APPROVAL OF THE CONSENT AGENDA:
All consent agenda items for the FIELD BOARD OF DIRECTORS are considered to be routine and will be enacted by one motion unless a board member requests separate action on a specific item. Approval recommended on all items listed:

10. REPORTS: THE BOARD MAY, IF TIME PERMITS, TAKE BOARD REPORTS AND SUPERINTENDENT’S REPORT AT ANY TIME DURING THE MEETING AND NOT AT A SPECIFIC TIME.
There is very limited board discussion, between the board, except to ask questions or refer matters to staff, and no action will be taken unless listed elsewhere on the agenda or on a subsequent agenda:

11. INFORMATION ITEMS (nonvoting):

a) Delilah Martinez - Director of Educational Programs & Executive Director EPIC
Delilah Martinez shared with the board the Executive Summary of EPIC de Cesar Chavez High School Proposal for Material Revision to Charter wherein the current grade level(s) would be extended from grade 12 to include grades 10-12.

12. OLD BUSINESS:

13. NEW BUSINESS:
FIELD/EPIC:

1. Action Item: Shall the FIELD/EPIC Board of Directors approve the Material Revision to the EPIC Charter, dated July 1, 2019 - June 30, 2024, to include additional grades(s), 10-12, to begin on January 22, 2020?
Chair entertained a motion to approve the Material Revision to the EPIC Charter, dated July 1, 2019 - June 30, 2024, to include additional grades(s), 10-12, to begin on January 22, 2020.
Dr. Jesse Ortiz moved, Ines DeLuna seconded; discussion took place previously during the report for informational items. Motion carried unanimously.

14. ADJOURNMENT:
Chair entertained a motion to adjourn, Dr. Jesse Ortiz moved and it was seconded by Ines DeLuna.
There was no discussion, motion carried unanimously. Meeting adjourned at 12:41pm.

Next Meeting Date: Regularly Scheduled FIELD Board Meeting; Saturday, March 14, 2020, time and location to be determined.
This Meeting Agenda was posted at least 24 hours in advance of the meeting at Farmworker Institute of Education and Leadership Development (FIELD) Corporate office, 106 S. Robinson Street, Tehachapi, CA 93561, online on the website, and at the meeting location.
FIELD DEPARTMENT OF EDUCATIONAL PROGRAMS

Executive Summary for EPIC de Cesar Chavez High School
Proposal for Material Revision to Charter

Presented to the FIELD/EPIC Board of Directors by Delilah Martinez, Executive Director EPIC
February 28, 2020

It is proposed to include additional grade(s), 10-12, to the EPIC Charter to begin on January 22, 2020 for the following reasons. See attachment for proposed change in wording.

1. EPIC has been certified as a Dashboard Alternative School Status (DASS) school. This certification allows for a one-year student cohort analysis of the Graduation Rate on the California Department of Education Dashboard. Comprehensive schools use a four-year cohort.

2. Due to the growth in enrollments, many students do not have the sufficient credits to be classified as a 12th grader and thus ready to graduate within one year.

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4. A revision in grade level of each student to properly reflect placement in grade level according to credits completed will allow the one-year cohort graduation rate to be accurately reflected on the Dashboard.

5. FIELD/EPIC has a stated vision to “Empower the Underserved to Become Self-sufficient”. This is a necessary step to fulfill this vision.

6. EPIC teachers were consulted in this decision, and all those consulted were in agreement.

7. The Western Association of School and Colleges accreditation letter for EPIC already includes grades 9-12.
Targeted School Population

EPIC will operate grades 10-12, and/or an ungraded level, with students ages 18 and above. EPIC will welcome, as resources are available, all students in the State of California who can attend class and meet eligibility requirements at the EPIC learning centers located throughout the State of California. Admission shall not be determined according to place of residence of the pupil within the state. Traditionally, FIELD has provided educational services to individuals who are chronically underserved in rural communities including agricultural farm workers, dislocated and unemployed limited English workers, and high school dropouts over the age of 18. Additionally, since 2004 FIELD has served rural communities by utilizing WIOA II funded programs from the Adult Division of the California Department of Education and the Comprehensive Adult Student Assessment Systems (CASAS). As a result of recent research and outreach programs, FIELD has now expanded its mission to include all underserved communities with a need for educational services to this population.

Educational programs provided by FIELD include English as a Second Language (ESL), Adult Basic Education (ABE), and Adult Secondary Education (ASE) leading to a high school diploma. These students have barriers to education and employment including deficiencies in basic skills in literacy and numeracy, deficiencies in proficiency in the English language, limited educational opportunities in their communities, and childcare and transportation issues. EPIC will educate these students by delivering an academic education program in their underserved communities that provides opportunities to acquire the skills necessary for a successful transition into adulthood, careers, and further education and training through EPIC. EPIC will search out and recruit re-entry students who meet age eligibility requirements and are seeking a high school diploma and Career Technical Education or work experience.

Eligibility for students seeking credit recovery to obtain a High School Diploma includes: date of birth verification to prove that the student is over 18 years of age, official transcripts from past educational institutions to reflect grades nine and higher if attended, a willingness to commit to a minimum of 30 hours a week of class attendance for academic and vocational education, access to an EPIC Learning Center, and/or if the student is seeking Career Technical Education, a commitment to invest time in training and work experience.

Attendance

(See Appendix for Attachment 1. Enrollment Data by School Site)
(See Appendix for Attachments 2. & 3. School Calendars)
(See Appendix for Attachment 4. Bell Schedules)

The EPIC school year is designed to run concurrently with the traditional school year and is divided into four quarters. Classes start the third week of August and run through the third week of June for a total of 186 days, and 77,280 instructional minutes. The calendar is designed to correlate with traditional public school holidays in order to provide a parent with time off that coincides with their own child’s time off school.

EPIC students will participate in a sun-up to sundown educational program. Students are expected to attend school for 30 hours per week of contact time unless enrolled in a work experience/Vocational Education program, or are on an approved reduced day schedule due to medical or other acceptable criteria. A student who is participating in the Conservation Corps, work
Element 8. ADMISSIONS POLICY

Admissions Requirements

EPIC will continue to operate grades 10-12, and/or an ungraded level, with students ages 18 and above. EPIC will welcome, as resources are available, all students in the State of California who can attend class and meet eligibility requirements at the EPIC learning centers located throughout the State of California. Admission shall not be determined according to place of residence of the pupil within the state. Traditionally, FIELD has provided educational services to individuals who are chronically underserved in rural communities including agricultural farm workers, dislocated and unemployed limited English workers, and high school drop outs over the age of 18. Additionally, since 2004 FIELD has served rural communities by utilizing WIOA II funded programs from the Adult Division of the California Department of Education and the Comprehensive Adult Student Assessment Systems (CASAS).

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The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605.6(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e) (2) (B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. California Education Code §47605.6(e)(2)(A)-(C)]

Enrollment Process and Timeline

EPIC shall continue to maintain an open enrollment program. Students over the age of 18 may enroll at any time during the school year. Upon completion and submission of all parts of the enrollment packet, the student is invited to a group or individual orientation meeting during which the student will be provided with the pertinent information applicable to enrollment: initial CASAS testing, transcript analysis, attendance requirements, bell schedules, vocational education paperwork, and the such. Upon completion of the orientation, the student may begin immediate attendance in the EPIC learning center of choice. Enrollment paperwork is sent to the central Admissions and Records office for processing. Once the processing is completed, the student meets with a counselor or advisor and is given a graduation status report that indicates a reasonable timeframe for credit completion.
Targeted School Population

EPIC will operate only grade 12, and/or an ungraded level, with students ages 18 and above. EPIC will welcome, as resources are available, all students in the State of California who can attend class and meet eligibility requirements at the EPIC learning centers located throughout the State of California. Admission shall not be determined according to place of residence of the pupil within the state. Traditionally, FIELD has provided educational services to individuals who are chronically underserved in rural communities including agricultural farm workers, dislocated and unemployed limited English workers, and high school dropouts over the age of 18. Additionally, since 2004 FIELD has served rural communities by utilizing WIOA II funded programs from the Adult Division of the California Department of Education and the Comprehensive Adult Student Assessment Systems (CASAS). As a result of recent research and outreach programs, FIELD has now expanded its mission to include all underserved communities with a need for educational services to this population.

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Enrollment Process and Timeline

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NEVADA COUNTY BOARD OF EDUCATION
Regular Meeting
Wednesday, March 11, 2020
3:00 p.m.
Nevada County Superintendent of Schools
Board Room
380 Crown Point Circle, Grass Valley, CA 95945

MINUTES

1. Meeting called to order by Board President Baker.

2. Established quorum
   Wendy Baker present
   Ashley Neumann present
   Heino Nicolai present
   Katharine Wanamaker present
   Susan Clarabut present → left after Agenda Item 10.A.

3. Salute to the flag

4. Adoption of the Agenda
   On a motion by Nicolai and seconded by Clarabut, the Nevada County Board of Education adopted the March 11, 2020 Agenda; moving Agenda Item 10.C. to before 10.A.; all in favor; motion passed unanimously.

5. Opened public forum
   Recognition of members of the audience wishing to address the Board – comments will be made during agenda items.

6. Closed public forum

7. Approval of the Consent Agenda
   These items are expected to be routine and non-controversial. They will be acted upon by the Board at one time without discussion, unless a Board member or citizen requests that an item be removed for discussion and separate consideration. In that case the designated item(s) will be considered following approval of the remaining items.
   A. Approval of minutes of the Regular meeting of February 12, 2020 (page 1)
      On a motion by Wanamaker and seconded by Neumann, the consent agenda was approved as presented; all in favor; motion passed unanimously.

8. Staff Reports
   A. Alternative Education, Amy Brooks
      Brooks reported Sugarloaf attendance at 98% and enrollment at 15 students. EJ attendance reported at 78% and enrollment at 11 students. Job Core is providing further education and career options visiting both EJ and Sugarloaf.

   B. Educational Services, Teena Corker
      1. LCAP Review – Busy meeting with site councils, reviewing goals and action plans, moving forward to filling out new template.
      2. STEAM Expo 2020 – Postponed to 2021. Decision based on several factors including a reduction in the number of student submissions; exhibitors pulling out from participating; and the potential impact that COVID-19 may have on the community. Students who have submitted will
be judged to allow them inclusion into the State Science Fair.

3. The Bridgeport Restoration project drew over 340 entries and 8 video entries. After judging, a press release will go out announcing the winners. Each entry will receive a souvenir medallion commemorating the event.

4. TechTest Jr. Math competition took place previously; winners will be identified and announced soon.

5. Young at Art Exhibition of Nevada County student artwork will be available for viewing now through May 22. Kim Ewing, Arts Coordinator, did a great job getting the word out.

C. SELPA/Special Education, Eli Gallup

Gallup continues to be the neutral party in helping parents and schools come up with a common agreement in the best way to support students with disabilities in Special Education.

A policy to share with emergency first responders for non-verbal special education students is being created.

Gallup and Waddle are creating a financial hardship policy to support districts with unusual, extraordinary special education costs.

D. Business Services, Darlene Waddle – The business office is winding down the current year.

9. Superintendent’s Report

Supt. Lay advised the Young at Art grand opening was a great event. Board member Nicolai also attended.

COVID-19 impact on the county is great. Supt. Lay met with the Governor and 52 county Superintendents. There is much coordination between the State and Federal agencies and all understand the gravity of the situation. Supt. Lay then held a meeting with District Superintendents, Charter Directors and Private School Administrators. Schools are deep cleaning facilities; reducing gatherings; NJUHSD has canceled field trips. At this point, schools do not need to close, however we are in communication with Public Health daily as the situation is rapidly escalating.

10. Action Items

(At the adoption of the Agenda, Agenda Item 10.C. was moved to before 10.A.)

A. Shall the Nevada County Board of Education approve Positive Prevention Plus (PP+) Health Curriculum for Earle Jamieson Educational Options and Sugarloaf Mountain Juvenile Hall Program? (page 194)

Board discussion followed. Baker noted an error in the 2nd paragraph of the last sentence; it should read: the current curriculum was compliant with the new law.

Neumann expressed her concern over the PP+ curriculum. Neumann’s concerns include the curriculum being adopted quickly; risky sexual behavior and low risk sexual behavior have been lumped together; STD’s need to be more of a concern to prevent; and condom usage isn’t taught. The kids need to understand the science, because of the ideology and the curriculum doesn’t bring a real life story.

Neumann requested if NCSOS could get something in writing to make sure EJ and Sugarloaf students get a full panel of testing for STD’s. Supt. Lay offered to discuss with Principal Brooks and Chief of Probation. However, it was noted that the majority of students in Sugarloaf Mtn. Juvenile Hall are out of county students; that only 3-4 are Nevada County students.
Brooks summarized that there was more than a 30-day review period at the school. School Site Council, including parents and community members, reviewed the PP+ curriculum and offered no opposition.

Public comment was opened.

Members of the public expressed concerns over adopting PP+ and requested the Board delay approval to consider other options. No other specific options were suggested or presented.

Dan Prout expressed significant concerns. Prout feels PP+ goes beyond what the law requires and teaches oral and anal sex to avoid pregnancy. Prout does not want this type of teachings for boys and girls and questioned why this type of curriculum would be considered. Young women will feel pressured to engage in this behavior and there are better curriculum options available to adopt. Prout would like to delay approval for the Board to consider other options.

Several other members of the public expressed similar concerns over adopting PP+ and requested the Board not to approve. Additional concerns included the illustrations being too graphic; that children shouldn't be exposed to this; that oral sex can cause diseases and teaching this with no guidelines can be dangerous. The curriculum has more morality than science and morality should be taught at home. There is a concern of the websites listed as resources: some are good, some not so good; how can the slides be edited; and the curriculum could emotionally damage the children.

Supt. Lay reminded all that this curriculum is for Earle Jamieson and Sugarloaf Mt. Juvenile Hall students in grades 7-12, and has been taught for years, this is the same curriculum and parental opt-out is available. The curriculum has gone through nationwide and statewide review and is compliant with current laws. Nevada County school districts currently use this curriculum. EJ and Sugarloaf curriculum should align with districts to enable a smooth transition when students go back to their districts.

Sharyn Turner, NCSOS Health Coordinator, clarified that the curriculum was reviewed in September 2019 and is medically accurate.

Brooks noted that there is a slide that can be edited to add Living Well as a resource.

On a motion by Neumann and seconded by Nicolai for the Nevada County Board of Education to table the adoption of Positive Prevention Plus (PP+) Health Curriculum for Earle Jamieson Educational Options and Sugarloaf Mountain Juvenile Hall Program; 2-ayes (Neumann, Nicolai); 3 nays (Wanamaker, Clarabut; Baker); motion failed 2-3.

Neumann motioned to suspend; motion died for lack of a second.

On a motion by Nicolai and seconded by Wanamaker, the Nevada County Board of Education approved Positive Prevention Plus (PP+) Health Curriculum for Earle Jamieson Educational Options and Sugarloaf Mountain Juvenile Hall Program; 3-ayes (Baker; Wanamaker; Clarabut) 2-nays (Neumann, Nicolai); motion passed.

B. Shall the Nevada County Board of Education approve the FY19-20 Budget Revision Number Two and Second Period Interim Report? (page 4)

On a motion by Wanamaker and seconded by Nicolai, the Nevada County Board of Education approved the FY19-20 Budget Revision Number Two and Second Period Interim Report; all in favor; 4-ayes (Wanamaker, Nicolai, Baker and Neumann; 1-absent Clarabut); motion passed.
C. Shall the Nevada County Board of Education approve the Comprehensive Safety Plan for Earle Jamieson Educational Options; Sugarloaf Mtn. Juvenile Hall; Sierra College Child Development Center; and TKM Family Resource Center, which are operated under the Nevada County Office of Education? (page 125)

A motion was made by Nicolai and seconded by Wanamaker to approve the Comprehensive Safety Plan for Earle Jamieson Educational Options; Sugarloaf Mtn. Juvenile Hall; Sierra College Child Development Center; and TKM Family Resource Center, which are operated under the Nevada County Office of Education; the motion died for lack of a vote.

Discussion followed. Wanamaker questioned bullet 2 on page 6 and recommended removing same.

On a motion by Wanamaker and seconded by Nicolai, the Nevada County Board of Education approved the Comprehensive Safety Plan for Earle Jamieson Educational Options; Sugarloaf Mtn. Juvenile Hall; Sierra College Child Development Center; and TKM Family Resource Center, which are operated under the Nevada County Office of Education, as amended, removing the 2nd bullet on page 6 which states “Multiple hazards from the previous plan were dropped, due to their lack of planning significance in the County. This includes human health hazard, pandemic flu, and airborne hazards.” All in favor; 4-ayes (Wanamaker, Nicolai, Baker and Neumann); 1-absent (Clarabut); motion passed.

11. Discussion/Information Items
   A. Consolidated Application – Winter Release for the 2019-20 school year (page 196)

12. Board Reports
   A. SARB, *Heino Nicolai*
      Nicolai was disappointed in the turnout; many not in attendance. Agencies are there to help with great services and resources to offer.
   B. Legislative, *Ashley Neumann* – no report
   C. Charter Liaison, *Heino Nicolai and Kate Wanamaker*
      Nicolai and Wanamaker visited Bitney Charter. They were very impressed with Director Jonathan Molnar, he has a great connection with the students, all were engaged in learning; and it’s apparent that the teachers love their jobs.
   D. Individual Board Member Reports – none

13. Correspondence
   A. NCSOS Audit Services 2019-20, Michelle M. Hanson, CPA (page 207)
   B. Division of the State Architect – Construction of Yuba River Charter (page 215)

14. Adjournment

Next Regular Meeting Date: April 8, 2020, 3:00 p.m., 380 Crown Point Circle, Grass Valley

Wendy Baker, Board President
Nevada County Board of Education

April 8, 2020
Date
Quarterly Report on Williams Uniform Complaints
(Education Code 35186(d))

District Name: Nevada County Office of Education

Person completing this form: Scott W. Lay

Title: Superintendent

Quarterly Report Submission Date:

☐ October 2019 (for July-September 2019) 1st Quarter
☐ January 2020 (for October-December 2019) 2nd Quarter
☒ April 2020 (for January-March 2020) 3rd Quarter
☐ July 2020 (for April-June 2020) 4th Quarter

Date for information to be reported publicly at governing board meeting: April 8, 2020
☒ No Complaints were filed with any school in the county programs during the quarter indicated above.

☐ Complaints were filed with schools in the county programs during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

<table>
<thead>
<tr>
<th>General Subject Area</th>
<th>Total # of Complaints</th>
<th># Resolved</th>
<th># Unresolved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks and Instructional Materials</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Vacancy or Misassignment</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities Conditions</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scott W. Lay

Print Name of County Superintendent

Signature of County Superintendent
Earle Jamieson and Sugarloaf Mountain High School Staff Report: April 2020

Sugarloaf started the month with 15 students and is now at eight.

Earle Jamieson currently has 11 students enrolled.

Both schools are currently practicing distance-learning through both Google Classroom and other resources mailed to them as needed. Teachers are available during work hours via Google Classroom and email to help support student needs. Staff members are making regular contact with students to help them with academic needs. I am happy to say that most students seemed eager to get back to work and maintain contact with their school.

Saralyn Crossen, our school counselor, is making weekly contact with every family to provide up-to-date resources, coping strategies and stress relieving practices during this time.

We are working with Victor Services to continue to provide weekly virtual group sessions for Girls Circle and Boys Council for Earle Jamieson students.

Principal Amy Brooks goes to Sugarloaf Mountain High School when necessary to help new students access Google Classroom and help students navigate their way around Google Classroom for the first time, of course with social distancing in place.

Nevada County Probation and the Carl F. Bryan Youth Center employees have done a great job working together with the NCSOS staff to provide a new schedule for students to continue with their schooling while social distancing within the juvenile hall. The required minutes for daily education is being met.

Both schools are following guidelines presented by the CDC for social distancing and health standards.
1. LCAP Update: Currently there is an LCAP Revision Advisory Group working with the County Superintendents in preparing input for the Governor to consider LCFF requirements and the challenges that our LEAs are currently facing that will hinder their ability to complete the LCAP development process with the integrity that is required as set forth by the current SBE approved LCAP template.

Here are a few points that have come up from CDE over the past week.

- LCFF requires that each LEA have an approved LCAP in order to have access to funds. This is a mandate that can only be amended by the governor or the legislature. CDE has reconvened the LCAP Redesign Advisory Group to solicit input to specifically share the challenges that LEAs are facing.
- There is a growing voice to push the 2020-23 LCAP to 2021-24 and the administration is not dismissive of the idea. Where it goes, and what it might look like would be pure conjecture at this point.

2. NCSoS Distance Learning Page/Link: On the front page of the NCSoS website our Ed. Serv. team developed a distance learning link containing multiple digital and paper/hard copy resources for educators and parents. This link will be monitored and updated regularly. The link includes:

a. Digital resources by grade level
b. Weekly paper/hard copy resources for printing by grade level – Teacher templates in Google slides
c. Virtual field trips
d. Digital library resources
e. Student resources
f. Parent resources for digital learning
g. CDE distance learning recommendations
h. Daily routine suggestions
i. Infrastructure and device considerations (WiFi, devices, parent guide for using Google Classroom and using other digital engagement systems and platforms, etc.)
j. State assessment resources (CAASPP info, practice tests, etc.)

3. Nevada County Strategic Arts Plan: Attached.

4. STEAM EXPO: Cancelled until next year.
   a. Tech Test Jr. winners in all grade levels 5-8 were announced and prizes and ribbons will be distributed at a later date. Press release was posted. The CA Science Fair was cancelled so we did not judge any science projects this year.
   b. Bridgeport Restoration Art Competition winners were announced and press release posted. Ceremony to be scheduled at a later date.

5. Child Development Center/TKM: Teachers ready weekly packets for scheduled pick-ups by families that are filled with educational supplies and materials. Families drive by to pick up weekly lunches for their student(s).

6. Foster youth continue to receive services, including tutoring, via Zoom or telephone access.

7. The “Our Forest” NSF grant project in partnership with Sierra Streams and UC Davis is revising its timeline for the program and looking toward the fall for implementation. The Science Coordinator recently hired resigned, therefore we will need to begin recruiting in May to re-fill this position.

8. Finally, I just want to say how proud I am of the entire Ed. Serv. team for continuing to do their jobs and find creative and innovative ways to keep communicating and supporting our educators, students, families, community and each other.
Memo

TO: Nevada County Board of Education
FROM: Darlene Waddle, Chief Business Official
DATE: April 1, 2020
Re: Business Office Update

Hello everyone!

Hope you are all staying healthy during these strange days.

Due to the Stay-at-home order from the Governor, our Business Office is operating as usual as our staff is adapting to working from home. This has been a huge adjustment for many of us as we learn to access and process records remotely. Thanks to Charles Stuart and the staff at the High School District, we have been set up to access our financial system and our files held on our main server here at the office from home. This allows us to continue to process accounts payable, deposits and most importantly, payroll without interruption. Our staff has arranged for times to come to the office for work that cannot be performed from home such as printing and distributing checks, receiving mail and payments and other miscellaneous items that require face to face interaction (we have mastered the social distancing). I am so proud of the commitment and professionalism everyone is demonstrating through this time and how easily they have adapted to all the crazy changes we have asked of them. I constantly feel so lucky to be part of the team here.

We are continuing to work on a major project with the charter schools we provide business services for. We are separating the four (Bitney, Forest, Twin Ridges and Yuba River) of them out from the NCSOS organization in our financial accounting system so each will have their own organization. This is a lot of set up in the system and training for the charter school staff. This will have a big impact on how you see their accounting activity. Currently you see their accounting activity in the State reports presented four times per year as a separate fund. They will no longer be reporting to the State this way and they will no longer be included with our financial reports. We have not determined how their audit will look yet but they will most likely have an audit separate from NCSOS as well. I will bring more information to you as we move along in this process with examples of the reports that they will be providing to us in the future.

Other than that, we continue to ensure people are paid, bills are paid, money is deposited and support our Districts and Charters through this truly unique time.
Memo

TO: Nevada County Board of Education
FROM: Eli Gallup, Associate Superintendent, Special Education/SELPA
DATE: April 1, 2020
Re: Update Special Education/SELPA

Good Afternoon,

Over the last month there have been many monumental changes occurring in how schools provide education to all students. With the current practice of Distance Learning in place, special education departments are working closely with their students and parents to collaborate in the development of extra support and accommodations/modifications to the work being done at home.

While this poses a significant challenge to provide Free and Appropriate Public Education (FAPE), in the home setting, our educational leaders and staff are doing a great job at outreach and communicating with parents about how best to make progress on IEP goals.

The Special Education Administrators Committee (SEAC) is working more closely than ever, and frequently have Zoom meetings to provide guidance and support to one another. They have reported that almost all parents have been extremely supportive in the new, and temporary, educational model.

Currently the federal government continues to support IDEA and there is no exceptions or waivers due to the Corona virus.

At the State level, the California Department of Education (CDE) is working closely with schools and reviewing which waivers the state has the authority to issue; for example, delaying standardized testing and some timelines.

If you have any questions, please feel free to contact me at egallup@nevco.org.

Thank you,

Eli Gallup
Associate Superintendent Special Education/SELPA
Earle Jamieson Educational Options and Sugarloaf Mtn.  
2020-2021 Calendar

<table>
<thead>
<tr>
<th>July 2020</th>
<th>August 2020</th>
<th>September 2020</th>
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<td>November 2020</td>
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<td>January 2021</td>
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<td>March 2021</td>
<td>April 2021</td>
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<td>29 30</td>
<td>PD</td>
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School Breaks and Holidays:
- August 13-14, 2020: Professional Development Day
- August 17, 2020: Professional Development Day
- September 7, 2020: Labor Day Holiday
- September 28-29, 2020: Professional Development Day
- October 19-23, 2020: October Break
- November 11, 2020: Veterans Day Holiday
- November 25, 2020: Professional Development Day
- November 25-27, 2020: November Break (Thanksgiving Holiday)
- January 13-15, 2021: Student Minimum Day - Finals
- January 18, 2021: Martin Luther King Holiday
- February 12 and 15, 2020: Presidents Holidays
- March 12, 2021: Snow Make-Up Day
- March 29-April 2, 2021: Spring Break
- April 5, 2021: Snow Make-Up Day
- April 23, 2021: Snow Make-Up Day
- April 30, 2021: Snow Make-Up Day
- May 17, 2021: Snow Make-Up Day
- May 31, 2021: Memorial Day Holiday
- June 9-11, 2021: Student Minimum Day - Finals
- June 11, 2021: Last Day of School

Quarter 1 Ends - 10/9/20 (35 days)
Semester 1 Ends - 1/15/21 (86 days)
Quarter 3 Ends - 3/19/21 (42 days)
Semester 2 Ends - 6/11/21 (94 days)

180 Student Instruction Days*
185 Staff Contract Days

Key to Symbols:
- PD: Staff Development Day
- H: Holiday
- S: Snow Day Make-up
- B: School Break
- M: Student Minimum Day

*Should the number of Emergency School Cloures days exceed four (4), additional student instruction days may be added to the calendar June 14 - June 30, 2021

Approved by the Nevada County Board of Education on:

22
Memo

TO: Nevada County Board of Education

FROM: Teena Corker

DATE: April 8, 2020

Re: Approval of Declaration of the Rights of All Students to Equity in Arts Learning Resolution No. 20-02

The arts teach discipline, problem-solving, cooperative, concentration – a nearly endless list of educational benefits. Adding an arts program to a school’s curriculum increases student attendance, participation, and graduation rates – all commonly accepted measures of excellence.

(excerpt from the Visual and Performing Arts Framework for California Public Schools)

The Arts Planning Committee is pleased to share with the Nevada County Board of Education the Nevada County Superintendent of Schools Strategic Arts Plan (5-Year). This plan was developed to raise awareness about the importance of arts education, promote the advancement of increased and sustainable arts education and serve as a road map for the implementation of the plan over the next five years.

The Strategic Plan is grounded in collaborative efforts, feedback and data gleaned from research during a three-month process. This significant investment of time, resources and research brings us great confidence in the final document and in the direction of our plan.

This plan will serve as a compass that will continue to guide our county’s efforts as we evolve and implement the goals and actions stated. The Arts Committee will continue to meet on a regular basis and work to secure greater resources and support for the arts and creativity in our rural county.

The Arts Committee is committed to successful implementation of the plan in order to best serve all Nevada County youth through an inclusive arts education of visual arts, media, music, dance and theater across all curricular areas.

We ask the Board of Education to support our efforts in approving this declaration in the form of a resolution. Your support will send a powerful statement to all Districts and Charters within our county that we embrace a collective enthusiasm and effort to improve arts education for all students.
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Standards and Framework (Elements 1-3) ....................................... 6
Strategic Direction: Coordinating Resources to Support Art Education

(Elements 4-5) .............................................................................. 9
Strategic Direction: Ensuring the Sustainability of Arts Education

In Nevada County (Elements 6-7) .................................................... 11
Arts Education Planning Committee ................................................ 13
Luis Valdez, the famous playwright, once said: "To whom does the future belong? It belongs to those who can imagine it." There is no doubt that through the visual and performing arts, our students can give their imaginations life, and in doing this, they create something that never was before. They are fully capable, with our guidance and support, of designing a future that is richer because of their contributions.

Nevada County Superintendent of Schools Arts Education Plan

The Mission of the Nevada County Superintendent of Schools (NCSoS) is to “create, sustain and encourage high quality educational programs for all students. High academic standards, safe and engaging learning environments and the development of community partnerships will help in our mission to prepare students for the future.”

The NCSoS Arts Education Plan invites districts, schools, and the community to provide each student access to the highest quality education. The 2020 Otis Report on the California Creative Economy states, “At a time when industry leaders rate creativity as one of the top three job skills they are looking for, it is imperative that parents and administrators re-prioritize the arts in their curriculum and guide students informed by the careers available to them. It is important to underscore that one out of five jobs in California are in the creative industry.” We envision arts education programs that begin in pre-kindergarten and mature through grade 12. Achieving excellence with the inclusion of exemplary arts education programs enhances learning across curricula and develops pro-social and emotional behaviors.

Vision Statements
- Provide all students in Nevada County the experience of a consistent, comprehensive, integrated and standards-based arts education in grade TK-12.
- Provide professional development to teachers on the new Arts Education Standards and Framework with an emphasis on integrating the arts across content areas.
- Improve the social-emotional climate across Nevada county in order to promote attendance, increase pro-social behavior and enrich academics through access to visual and performing arts education.
- Build advocacy and communications towards a community of support for arts education in our schools.
- Increase the numbers of full-time, credentialed arts teachers in grade 7-12 to teach across all arts disciplines.
- Secure increased funding for comprehensive arts education and enrichment programs throughout western Nevada County
In 2019, the Nevada County Arts Council collected district data on student access to arts education. These findings are:

1. While enrollment in arts courses at Nevada Union and Bear River exceed state averages (51% vs 40%), total 7-12 arts enrollment in grades 7-12 – which includes middle schools and charter schools – lags behind state averages (33% vs 39%).
2. At the elementary school level, almost all students get some exposure to art. Many wonderful efforts exist in schools and classrooms to provide students some arts exposure. These are randomly scattered throughout the county, however, often run by volunteers, and with rare exceptions, not part of any comprehensive plan to provide standards-based arts education to all students.
3. Virtually no student has access to regular, standards-based arts instruction in the five designated disciplines: visual arts, media, music, dance, and theatre.
4. The large comprehensive high schools and middle schools have a wide array of arts course offerings. The smaller schools and charter schools may or may not have some art courses available, but virtually none has a breadth of art offerings.

This data served as our springboard in writing this plan to address the gaps. Implementation of the plan spans five years. We believe the stated strategic actions committed to by the Nevada County Superintendent of Schools and district recommendations will serve as a roadmap to guide our collaborative work.

Goals and Recommendations At-A-Glance

**Goal 1: Support Schools to Understand and Use the Arts Standards and Framework**

<table>
<thead>
<tr>
<th>County Office Actions</th>
<th>District Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide professional development for elementary and secondary teachers</td>
<td>Utilize the on-site instructional coaching</td>
</tr>
<tr>
<td>Develop a Community of Practice</td>
<td>Assign an “Arts Lead” that works with County Arts Coordinator</td>
</tr>
<tr>
<td>Provide additional instructional coaching and support for coordination of program services to districts</td>
<td>Support teacher learning with time for training</td>
</tr>
<tr>
<td>Host Summer Institute “Arts Camp” TK-12</td>
<td>Encourage teachers to participate in CA Arts Standards Webinars</td>
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<tr>
<td></td>
<td>Support teachers to go to arts conferences</td>
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<tr>
<td></td>
<td>Promote participation in the Summer Institute</td>
</tr>
</tbody>
</table>
**Goals 2: Coordinate Resources to Support Arts Education**

<table>
<thead>
<tr>
<th>County Office Actions</th>
<th>District Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Share opportunities for career pathways in the arts</td>
<td>• Expand the scope of CTE classes offered to include the arts</td>
</tr>
<tr>
<td>• Showcase student learning</td>
<td>• Assist building the Career Pathways database</td>
</tr>
<tr>
<td>• Effectively communicate with districts, principals, and teachers about showcase opportunities</td>
<td>• Encourage participation in student showcases</td>
</tr>
<tr>
<td></td>
<td>• Assign a contact person at each site to communicate student art showcase opportunities</td>
</tr>
<tr>
<td></td>
<td>• Encourage alumni to return and speak to students highlighting their pathway to an arts career</td>
</tr>
<tr>
<td></td>
<td>• Evaluate current arts offerings and bridge the gaps to ensure articulation of the arts from TK-12</td>
</tr>
</tbody>
</table>

**Goal 3: Ensure the Sustainability of Arts Education in Nevada County**

<table>
<thead>
<tr>
<th>County Office Actions</th>
<th>District Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Host an annual gathering of the Arts Committee to evaluate plan implementation</td>
<td>• Write a strategic plan for arts education</td>
</tr>
<tr>
<td>• Conduct a Needs Assessment Survey</td>
<td>• Encourage participation in the Arts Committee</td>
</tr>
<tr>
<td>• Disseminate information regarding grants in the arts</td>
<td>• Encourage participation in surveys</td>
</tr>
<tr>
<td>• Utilize the Arts Leadership Team as a resource for grant writing</td>
<td>• Assess dollars spent per pupil with respect to arts education</td>
</tr>
<tr>
<td></td>
<td>• Use CREATE CA Data Project to assess programming in the arts</td>
</tr>
<tr>
<td></td>
<td>• Explore the arts as a means of engaging students in an effort to change school culture, decrease suspension and/or chronic absenteeism. Thus, potentially impacting indicators on the CA Dashboard</td>
</tr>
</tbody>
</table>
### Nevada County Superintendent of Schools: Arts Education Plan

**Strategic Direction: Support Schools to Understand and Use the Arts Standards and Framework**

#### Element #1: Build the capacity of teachers to understand and use the Arts Standards and Framework

<table>
<thead>
<tr>
<th>Phase</th>
<th>Actions</th>
<th>Tasks</th>
<th>Person/Group Responsible</th>
<th>Budget Implication</th>
<th>Outcome</th>
<th>How We Measure It</th>
</tr>
</thead>
</table>
| 1     | Provide professional development for elementary and secondary teachers | - Obtain and distribute CDE webinars on the CA Arts Standards  
- Attend regional roll-outs of Arts Framework  
- Offer workshops on Arts Standards & Framework  
- Develop a set of strategies to incorporate one arts-based experience in PD where appropriate  
- Invite professional artists to present  
- Offer training to teachers to integrate arts in all subjects  
- Include vetted resources and links in Professional Development  
- Include data and supporting documentation on arts research in education in Professional Development | NCSoS  
NC Arts Council  
Arts Coordinator  
Arts Partners | Materials  
Stipends  
Travel  
Training | County-wide understanding of Arts Standards and Framework | Numbers of participants  
Evaluations |
| 2     | Develop a Community of Practice | - Form an Arts Leadership Team to coordinate and facilitate (i.e artists, educators, local art organizations, parents, students)  
- Schedule meetings fall, winter, and spring  
- Topics to include but are not limited to: best practices, current research, new initiatives, pedagogy, etc. | NCSoS  
Arts Leadership Team  
Community arts partners/organizations | Staff Time  
Training for presenters  
Coordination  
Planning  
Delivering | Greater implementation of standards-based instruction  
Enhanced collaboration and diminished |
### Strategic Direction: Support Schools to Understand and Use the Arts Standards and Framework

#### Element #2: Increase instructional support for districts and teachers

<table>
<thead>
<tr>
<th>Phase</th>
<th>Actions</th>
<th>Tasks</th>
<th>Person/Group Responsible</th>
<th>Budget Implication</th>
<th>Outcome</th>
<th>How We Measure It</th>
</tr>
</thead>
</table>
| 2     | Provide additional instructional coaching and support for coordination of program services to districts | • Increase the time of the Arts Coordinator  
        • Create a job description for Arts Coordinator  
        • Apply for grants to support this position | NCSoS  
Arts Leadership Team  
NC Arts Council  
Arts partners | Salary | Increased services for districts  
Funding | Increased coordinator hours |
## Strategic Direction: Support Schools to Understand and Use the Arts Standards and Framework

**Element #3: Emphasize artistic process across the curriculum**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Actions</th>
<th>Tasks</th>
<th>Person/Group Responsible</th>
<th>Budget Implication</th>
<th>Outcome</th>
<th>How We Measure It</th>
</tr>
</thead>
</table>
| 4-5   | Host Summer Institute “Arts Camp” TK-12 | • Refer to the Otis Institute Report on the Creative Economy  
• Create lessons, tools, resources  
• Hire arts teaching experts | NCSoS Arts Leadership Team | Presenter stipends  
Materials Venue | Teachers have greater capacity to teach and integrate the arts | Number of participants  
Evaluation |
<table>
<thead>
<tr>
<th>Phase</th>
<th>Actions</th>
<th>Tasks</th>
<th>Person/Group Responsible</th>
<th>Budget Implication</th>
<th>Outcome</th>
<th>How We Measure It</th>
</tr>
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</table>
| 2     | Share opportunities for career pathways in the arts | • Refer to the Otis Institute Report on the Creative Economy  
• Collect data on existing CTE programs  
• Build a Career Pathways database  
• Partner with local high school CTE teachers  
• Share CTE credentialing information with teachers | NCSoS Career Pathways Coordinator  
NCSoS Human Resources Staff  
Local High School Human Resources Staff | Staff time | Students are prepared and informed of arts-related college and careers  
Students are interning or using mentor resources from Career Pathways database | Numbers of arts-related CTE pathways offered |
### Strategic Direction: Coordinating Resources to Support Arts Education

**Element #5: Raise public awareness**

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<tr>
<th>Phase</th>
<th>Actions</th>
<th>Tasks</th>
<th>Person/Group Responsible</th>
<th>Budget Implication</th>
<th>Outcome</th>
<th>How We Measure It</th>
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</thead>
<tbody>
<tr>
<td>1 -</td>
<td>Showcase student learning</td>
<td>• Solicit schools participation in events, e.g. Young at Art, STEAM Expo Art, Student Voices, Poetry Out Loud, Music in the Mountains, Wild &amp; Scenic Film Festival &lt;br&gt; • Publish arts events in NCSoS newsletter “The Nugget” &lt;br&gt; • Promote on social media &lt;br&gt; • Promote Artists in Schools</td>
<td>NCSoS</td>
<td>Staff time</td>
<td>Increased community awareness, knowledge and support of the arts</td>
<td>Numbers of students participating</td>
</tr>
<tr>
<td>15</td>
<td>Communicate with districts, principals, teachers and community</td>
<td>• Promote events at principal and administrator meetings &lt;br&gt; • NCSoS Arts Coordinator regularly communicates with site-contacts</td>
<td>NCSoS Staff &lt;br&gt; NCSoS Arts Coordinator</td>
<td>No cost</td>
<td>Improved communication network</td>
<td>Number of students participating in showcase opportunities</td>
</tr>
</tbody>
</table>

*Evaluation*
### Strategic Direction: Ensuring the Sustainability of Arts Education in Nevada County

#### Element #6: Engage the community to improve and sustain the arts plan

<table>
<thead>
<tr>
<th>Phase</th>
<th>Actions</th>
<th>Tasks</th>
<th>Person/Group Responsible</th>
<th>Budget Implication</th>
<th>Outcome</th>
<th>How We Measure It</th>
</tr>
</thead>
</table>
| 2     | Host annual gathering of the Arts committee to evaluate the plan | • Assemble and present data from our metrics to review  
• Evaluate data in terms of successes and gaps  
• Determine revisions and priorities for the coming year | NCSoS | Staff time with collection and compilation of data for presentation. | Reveals the amount of support the community has to give the schools | Professional Learning Evaluations  
Numbers of participants attending professional learning opportunities.  
Numbers of participants in the Arts Community of Practice. |
## Strategic Direction: Ensuring the Sustainability of Arts Education in Nevada County

**Element #7: Secure sustainable funding**

<table>
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<tr>
<th>Phase</th>
<th>Actions</th>
<th>Tasks</th>
<th>Person/Group Responsible</th>
<th>Budget Implication</th>
<th>Outcome</th>
<th>How We Measure It</th>
</tr>
</thead>
</table>
| 1-5   | Disseminate information regarding grants in the arts | Research organizations that publicize arts grants  
Review grant requirements for suitability for districts, schools, or teachers | NCSoS | Staff Time | All stakeholders have current, accurate information on grant opportunities | Evidence of information shared with stakeholders |
| As appropriate | Utilize the Arts Leadership Team as a resource for grant writing | Present grant opportunities at regular Team meetings for review  
Convene appropriate participants | Arts Leadership Team | Staff time and meet after school (no sub costs) | Funding | Number of grants funded |
**Arts Education Planning Committee**

The Arts Education Planning Committee convened through a grant from the Stuart Foundation, California County Superintendents Educational Services Association, and the California Alliance for Arts Education. The process was guided by Jim Thomas, Arts Education Consultant. The committee reviewed data from the Nevada County Arts Council (see below for a link to their study*), Nevada County Superintendent of Schools and Community Arts Providers. Resource documents included the California State Arts Education Standards as well as Education Codes covering Arts Education. We greatly appreciate the efforts and commitment of the following committee members:

**Nevada County Superintendent of School**

- Scott W. Lay, County Superintendent
- Teena Corker, Associate Superintendent of Educational Services
- Kim Ewing, Middle School Teacher and Arts Coordinator
- Andrea Marks, Curriculum, Instruction and Accountability Director
- Morgan Best, Early Childhood Program Director
- Christina Giffin, Career Pathways Partner Coordinator

**District Superintendents**

- Torie England, Penn Valley Union Elementary School District
- Brett McFadden, Nevada Joint Union High School District (NJUHSD)

**School Board Members**

- Wendy Baker, NCSoS Board Member
District Art Teachers

- Kristanne Heaton, NJUHSD Art Teacher
- Andrea Conte, Nevada City School of the Arts teacher
- Rob Metcalfe, NJUHSD Theater Arts teacher
- Kim Culbertson, Forest Charter School teacher
- Heather Graham, Bell Hill School Principal
- Sara White, Margaret G. Scotten Elementary School teacher

District Leadership

- Mark Heine, Grass Valley Elementary School Counselor
- Aurora Thompson, NJUHSD Career Technical Education Director

Arts Organizations

- Eliza Tudor, Nevada City Arts Council, Executive Council Member
- Brian Buckley, Nevada City Arts Council, Past President
- Donn Harris, Nevada City Arts Council, President
- Derek Fenner, Nevada City Arts Council member
- Amber Manuel, Center for the Arts, Executive Director
- Aimee Medeiros, Neighborhood Center of the Arts, Director
- Mark Vance, InConcert Sierra, Director
- Jenny Darlington-Person, Music in the Mountains, Director
- Julie Baker, Exec. Dir. for CAL for the Arts, Executive Director

Artists

- Eileen Blodgett, local artist
Student Representatives

- 3 High School student representatives from the NJUHSD

Parent Representatives

- Susanne Yoho, Parent: Pleasant Ridge School District
- Shannon Martinez, Parent: Nevada Joint Union High School District
- Jennifer Browne, Parent: Nevada City Elementary School District

*Nevada County Art Council “State of the Arts” Study:

https://static1.squarespace.com/static/58ff9007579fb392e08b22fe/t/5c7db939ee6eb03f8031ef7c/1551743291159/2019+STATE+OF+THE+ARTS+optimized.pdf
Resolution No. 20-02
of the NEVADA COUNTY BOARD OF EDUCATION
Declaration of the Rights of All Students to Equity in Arts Learning

WHEREAS, Nevada County Superintendent of Schools and the Nevada County Board of Education acknowledges that arts learning — which includes dance, music, theatre, and visual and media arts — is an essential part of a comprehensive education for all students, pre-K-12, to prepare them for college, career and life.

WHEREAS, arts learning promotes critical thinking and problem-solving skills, supports overall academic achievement and nurtures skills that help all students in Nevada County succeed in school and in life.

WHEREAS Nevada County Superintendent of Schools and the Nevada County Board of Education recognizes that particular groups of students experience significant barriers to access, participation and success in arts learning and that these barriers are directly linked to historical, persistent and pervasive inequities in our educational system.

WHEREAS, we do adopt this declaration as follows:

Declaration of the Rights of All Students to Equity in Arts Learning

1. The right to equitable access to pre-K-12 free, coherent and sequential standards-based arts learning that is part of the core curriculum and that provides both integrated and discrete visual and performing arts learning opportunities; and the right to equitable outcomes as a result of this access, without distinction on account of race, culture, language, religion, national origin, geographical location or legal status.

   Every student has the right to participate and succeed in high-quality courses in all the arts disciplines as part of their basic education, regardless of their background, culture, language or place of residence.

2. The right to special protection for every student’s artistic and aesthetic development. The right to protection from policies and practices that exclude or preclude certain students or populations from equitable access to and success in powerful and coherent arts learning pre-K-12.

   All students have the same right to fully develop their creative potential at every grade level and to not be excluded for any reason.

3. The right to arts learning that is culturally and linguistically responsive and relevant, with particular attention to those populations that have traditionally been excluded or precluded, such as English Learners, students of color, foster youth, homeless youth, students in poverty, migrant students and special needs students.

   All students have the right to engage in arts education that reflects, respects and builds on their culture, language and background.
4. The right to arts learning programs in every school, district and community that are funded and supported with the necessary resources – including qualified administrators, teachers, teaching artists and other staff; adequate materials; and appropriate facilities – to support powerful culturally and linguistically responsive arts learning.

*All students have the right to receive the resources they need to be successful in their arts studies in dance, music, theatre, and media and visual arts, including the right supplies and facilities and especially qualified teachers and curriculum that honors all cultures and languages.*

5. The right to educators, leaders and parents/community who are knowledgeable about the intrinsic and extrinsic benefits of arts learning for individual students, families/communities, the nation and global society.

*All students have the right to be supported by leaders in their community and school who understand the benefits of an arts education to prepare them for college, career and life.*

6. The right to be brought up in school and community environments that value and protect the arts and equity as essential to the full development of every student and that demonstrate those values/beliefs in their public policies and practices.

*All students have the right to learn and practice the arts in a positive environment where everyone understands and acts on the knowledge that they are engaging in valuable and important work.*

THEREFORE, BE IT RESOLVED, that the Nevada County Superintendent of Schools and the Nevada County Board of Education recognizes the powerful impact that an arts curriculum has in the cognitive and social development of students and its role as an essential component of a comprehensive education;

THEREFORE, BE IT FURTHER RESOLVED, that the Nevada County Superintendent of Schools and the Nevada County Board of Education adopts this Declaration and commits to taking the following actions:

- Post the Arts Equity Champion badge on the organization’s website and social media channels.
- Review our organization's arts education programs to analyze how those programs support and encourage equity and access to arts education for every student.
- Establish a strategic arts plan that will help our organization effectively partner with school districts to achieve and fulfill the Declaration of the Rights of All Students to Equity in Arts Learning.
- Dedicate appropriate resources – such as utilizing academic materials that align with state standards, and partnering with school districts to implement their strategic arts plans that allow ALL students to participate in visual and performing arts learning.
- Promote arts learning that honors all cultures and languages by developing staff capacities, identifying community resources and creating opportunities for students to contribute to the design of their learning.

PASSED AND ADOPTED, this 8th day of April 2020, by the Governing Board of the Nevada County Board of Education, by the following roll call vote:

Ayes:
Absent:
Noes:
Abstain:

Wendy Baker, President
Nevada County Board of Education

Scott W. Lay, Superintendent
Nevada County Superintendent of Schools