

The Nevada City School of the Arts

A Member of the

Nevada County Charter Cooperative

PETITION FOR A CHARTER SCHOOL

February 2007

FOUNDING GROUP

Nevada County has been a leader in the charter school movement. The Nevada County Superintendent of Schools (NCSOS), a long standing proponent of charter schools, currently has three charters assigned: John Muir Charter School, Los Angeles Conservation Corps Charter School and the Nevada County Academy of Learning.

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

These charters have forged a unique concept of a charter cooperative, which fosters fiscal prudence through the use of economy of scale and allows autonomy for each charter involved with the cooperative. While each of the charters involved in the cooperative are dependent charters of the NCSOS, each has a separately elected charter council, which will perform all of the necessary fiscal and leadership functions of a school board.

The individual schools each have their own governing agreement, which delineates specific functions of the charter. Furthermore, each charter has a memorandum of understanding with the NCSOS, which specifies the relationship between the authorizer and provider of fiscal services with the individual charter school.

EDUCATIONAL PHILOSOPHY AND PROGRAM

The educational philosophy and programs of NCSA are summarized below:

Mission Statement - We nurture and inspire academic excellence through the arts.

Statement of Philosophy

A school of the arts make us whole and inspires our pursuit of excellence. The Arts—Music, Dance, Theater, and the Visual Arts—are crucial to the complete education of a child. Their practice, understanding and appreciation are essential to human experience

and learning itself. Research shows that the Arts in education promote brain growth and increase success in all academic areas. The Arts, however, are more than a means to an academic end. They point a way to live a balanced and reasonable life and engender a commitment to excellence. The Arts are not simply a means; they are an end in themselves. The Arts make us human and whole.

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

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

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

A school of the arts develops collaboration, respect, compassion, and conciliation. If we are interconnected, then we are already collaborators. This is basic to the experience of the artistic process - to be in relationship, to work with others, to communicate with an audience. In the same spirit, we promote a collaborative spirit among students and teachers, parents, and staff. Parents, students, teachers and staff all share the

responsibility of governing the school. Volunteers make the rich opportunities of the school possible, in countless activities ranging from classroom and office help to field studies and fundraising. As collaborators, we think the best of each other, resolving conflict in ways that are open and compassionate, healing and conciliatory. This extends from the playground to the council meeting, with all members seeking to model action that serves the good of all.

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

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

Educational Program

NCSA provides expanded learning experiences for all site-based and home study students, kindergarten through eighth grade (K-8) and their families who seek greater opportunities in the visual and performing arts, a challenging academic curriculum, and an educational program that values and accommodates a variety of educational experiences outside the school.

What it means to be an educated person in the 21st century – NCSA identifies an educated person as one whom:

- Uses the arts as a lens to see the world
- Thinks critically
- Reflects and self-assesses
- Is literate and numerate
- Has a sense of social conscience
- Is self-directed and self-motivated
- Thinks scientifically and uses technology as a tool
- Values relationships
- Adapts to change

- Communicates and works collaboratively and cooperatively with others

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

- Parents play an essential role in their children’s education
- Art is used as a lens to view the world
- Education is viewed as a lifelong process
- Educational experiences go beyond the school yard and school day
- Multiple Intelligences are recognized and honored
- Different learning modalities are acknowledged and addressed
- Instructional activities are integrated and meaningful
- Process and product are valued and the focus is on learning to think, to gain (to acquire?) access information, and to communicate acquired knowledge.
- Student choice, input and responsibility are valued, promoted, and acknowledged.
- Adult-student ratio is low
- Instruction is developmentally appropriate

Educational Goals – NCSA’s educational goals are:

- To encourage students to be self-motivated lifelong learners through self-directed learning opportunities initiated and pursued through collaboration between students, parents, and teachers.
- For students to perform and achieve as well as or better than students in traditional California public schools.
- For students to demonstrate integrated learning across major subject areas
- To provide experiences and activities to develop the whole child in academic, social, emotional, cultural and physical terms.

Key Aspects of the NCSA Program:

- The Arts are essential to the curriculum both as the means for comprehending and adding depth to academic studies and as a distinct area of study.
- Extensive Arts classes are part of daily instruction
- Balance in Learning Components that include instruction and discovery, individual and cooperative work, homework and assessment.
- A holistic approach to curriculum planning, instruction, and assessment that honors the developmental journey of each child and nurtures both academic excellence and the art of living based on these models:
 - *Discipline Based Arts Education (DBAE)* which approaches art instruction through a collection of disciplines, including art production, art criticism, art history and art aesthetics.
 - *Dimensions of Learning*, a model of classroom instruction involving the interaction of five approaches to learning:

- Positive attitudes and perceptions about learning
- Thinking involved in acquiring and integrating knowledge
- Thinking involved in extending and refining knowledge
- Thinking involved in using knowledge meaningfully
- Productive habits of mind
- *The California State Visual and Performing Arts Standards*
- Culminating performances and exhibitions of student work
- A collaborative learning community actively involving students, teachers, staff and parents in the functions of the school
- School wide social curriculum emphasizing tolerance, non-violent communication and conflict resolution methods
- Small school size creates a close-knit community
- Outdoor Environmental Field Studies directly supported by parental involvement, offering extended opportunities to experience the natural and cultural context of our local area and places further a field.

MEASURABLE STUDENT OUTCOMES

NCSA students are uniquely prepared to become passionate, life-long learners. By the completion of 8th grade, students will show strong abilities to express their thoughts and knowledge via written, oral, and visual performance presentations. They will also demonstrate core competencies, such that upon graduation they have the tools necessary to continue to learn new content in all of the fundamental academic areas.

Core Academic Skills

English/Language Arts:

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

Mathematics:

- Students will be able to reason logically and understand mathematical concepts in the abstract and in the real world.
- Students will apply mathematical skills to problem solving in the areas of number sense, algebra and functions, measurement and geometry, statistics, data analysis and probability.

History/Social Studies:

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

Science:

- Students will demonstrate an ability to use the scientific method to investigate a scientific question. They will critically evaluate data based upon sound scientific processes and knowledge.
- Students will have grade level general knowledge in the areas of earth, physical and life science.
- Students will demonstrate an appreciation for environmental issues.

Visual and Performing Arts:

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

Physical Education:

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

Lifelong Learning Skills:

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

METHODS TO ASSESS AND REPORT STUDENT PROGRESS TOWARDS MEETING OUTCOMES

NCSA's goal is for at least 75% of all students to show one year's worth of progress each school year as evidenced by the following plan:

- NCSA's curriculum standards provide guidelines to measure student success at each grade level. All NCSA standards are aligned with the California State Standards.
- Progress is tracked for each student through a series of regular assessments conducted by classroom teachers. Parents are kept informed through formal and informal conferences and trimester reports. Students are involved in setting their own goals and in their own assessments through student-parent-teacher conferences and the use of portfolios.
- A system of annual assessments including standardized testing, classroom assessments and performance assessments with benchmarks for each provide information to determine whether students are meeting, exceeding or progressing towards grade level standards. This information is communicated to parents in a report at the end of each school year and is used to develop appropriate programs and interventions to meet student needs.

Performance standards and assessments for students with special needs or limited English proficiency will be adapted as appropriate to their Individualized Education Plans or English Proficiency levels.

GOVERNANCE STRUCTURE

NCSA, as member of the Nevada County Charter Cooperative, will exist as a legally and operationally dependent entity of the NCSOS. Each school in the cooperative will have its own governing charter council. Each school within the cooperative will be governed by its own bylaws adopted and/or amended by its charter council.

It is the intent of this charter that the composition of the NCSA charter council will be diverse in ethnicity, gender, and background. The charter council will be composed of members representing the entire school community, including parents, staff and the larger community, with the goal that the majority of those members will have expertise in school, business, law, nonprofit management, and/or youth development.

The charter council will be responsible for approving and monitoring the school budget, and for providing oversight to ensure that the school's educational programming meets state mandated requirements. Additionally, the director/principal of NCSA will report to the charter council for evaluation and employment purposes.

The County Superintendent reserves veto power over any action of the charter council if he/she determines in his/her professional judgment to not be in the best interests of the school.

EMPLOYEE QUALIFICATIONS

The charter council will employ NCLB-compliant teaching staff that holds appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These teachers will teach “core” academic classes of mathematics, language arts, science, and history/social studies. These teachers will be responsible for overseeing the students’ academic progress and for monitoring grading and matriculation decisions as specified in the school’s operational policies.

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

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

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

HEALTH AND SAFETY PROCEDURES

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

- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- A policy requiring that instructional and administrative employees receive first aid/CPR training.
- A policy establishing that the school functions as a drug, alcohol, and tobacco-free workplace.
- A policy that employees working with students who are minors submit to a criminal background check and furnish a criminal record summary.
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies.

MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE REFLECTIVE OF THE COUNTY

NCSA will develop and maintain a policy of non-discrimination in all areas of its operations. NCSA will strive to achieve a racial and ethnic balance among its students that is reflective of the general population within the surrounding communities from which it draws its students. To do this, NCSA will recruit students in various areas of the community.

ADMISSION REQUIREMENTS

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

Pupils will be considered for admission without regard to ethnicity, sexual orientation, religion, national origin, gender, disability, or achievement level.

In accordance with California State Charter School Law (Sect. 47605), NCSA uses a random lottery process for selection of applicants for enrollment. Applications are placed in enrollment priority categories. In order of priority the categories are:

1. Students already enrolled at NCSA
2. Children of staff and teachers working at NCSA
3. Siblings of those already enrolled at the site-based NCSA
4. Siblings of Alumni of NCSA
5. Students enrolled in the Home Study program (after one year of continuous enrollment)
6. Applicants who reside in the Grass Valley School District
7. Lottery draw

At the close of open enrollment, priorities 1-6 above are applied first. To the extent that the number of openings is fewer than the number of applicants in a given category, a lottery is held to determine the placement within that category. After applicants in priorities 1-6 above are enrolled, all remaining applicants are included in a lottery draw. Each drawn applicant is assigned a priority number, in the order of selection. Openings are filled accordingly. Lottery dates will be properly advertised to the public and applications must be submitted prior to the advertised open enrollment deadline.

If all classes are filled and un-selected applicants still remain, such applicants will remain on the waiting list in the same order of placement within the enrollment priority category

as was previously held. Waiting lists roll forward from one open enrollment period to the next and from one school year to the next.

FINANCIAL AND PROGRAMMATIC AUDIT

A qualified independent auditor will perform an annual financial audit of NCSA in accordance with generally accepted auditing standards. The NCSOS will oversee the selection of the independent auditor and the completion of the annual audit. The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and review the school's internal controls. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed by December 15 each year and that a copy of the auditor's findings will be forwarded to the chief financial officer of the NCSOS, the state Controller, the County Superintendent of schools, and the California Department of Education. The school's charter council will review any audit exceptions or deficiencies and make recommendations as to the resolution of such exceptions or deficiencies. The council will report to the charter-granting agency regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in the section of this petition herein entitled "Dispute Resolution Process, Oversight, Reporting, and Renewal."

PUPIL SUSPENSION AND EXPULSION

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

RETIREMENT SYSTEM

Eligible certificated and classified employees of the NCSOS will participate in the State Teachers Retirement System and/or Public Employees Retirement System.

ATTENDANCE ALTERNATIVES

Students who opt not to attend NCSA may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies or their district or county of residence.

DESCRIPTION OF EMPLOYEE RIGHTS

Employees of the charter school will be employees of the NCSOS. Furthermore, in accordance with Education Code Section 47605(e), the County Superintendent of Schools shall not require any employee of NCSOS to be employed by the charter school. Any NCSOS union employee who is offered employment and chooses to work at the charter school will not be covered by his or her respective collective bargaining unit agreement, although the charter school may extend some or all of the same protections and benefits in individual employee contracts. NCSOS union employees who are offered employment and who choose to work at the charter school will have return right in accordance with the respective bargaining unit agreement's charter school leave provisions. Once the contracted leave has expired, staff would be forced to resign from the charter school or return to their previous NCSOS assignment.

Job applicants for positions will be considered through an open process, and, if hired, will enter into a contractual agreement with NCSOS per direction by the charter council. All employees of NCSA will be individually contracted on an at-will, year-to-year basis. The principal/director of the school will be responsible for the selection of faculty and staff, using the mission, philosophy, and obligations outlined in the charter petition as a recruitment tool. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, dress code, accountability measures, and standards for appraising performance. All contracts will be renewed on a year-to-year basis by the charter council. The charter council reserves the right to determine whether or not to renew any contract.

The charter school agrees that every attempt should be made to resolve employee disputes informally before invoking a formal grievance process.

DISPUTE RESOLUTION PROCESS, OVERSIGHT, REPORTING, AND RENEWAL

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

Disputes Arising from within the School

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

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

Disputes between the School and the Charter-Granting Agency

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

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

The director/principal and superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the county superintendent and director/principal of the school and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the county superintendent and director/principal shall meet to jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the superintendent and director/principal, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the charter council of the school and grantor jointly agree to bind themselves.

Oversight, Reporting, Revocation, and Renewal

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

If the Nevada County Board of Education believes it has cause to revoke this charter, the board agrees to notify the charter council of the school in writing, noting the specific reasons for which the charter may be revoked, and grant the school reasonable time to

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

NCSA will submit quarterly fiscal reports in accordance with the timelines stated in the charter school law. The charter school and charter-granting agency will jointly develop a timeline of other required ongoing monitoring documents, including deadlines of when the documents will be submitted, when reviewed, when feedback will be given to the charter school, and by when corrective action will occur. The charter school will be given reasonable time to take appropriate corrective action, unless the alleged violation presents an immediate threat to health or safety.

The NCSOS agrees to receive and review the annual fiscal and programmatic audit and annual performance report and to perform the annual site visit as specified earlier in the subsection entitled “Financial and Programmatic Audit” and other accountability policies and procedures mutually agreed upon by the charter school and charter-granting agency. Within two months of this annual review, the charter-granting agency must notify the charter council of the school as to whether it considers the school to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the charter-granting agency’s conclusions.

If, as a result of its annual review, the charter-granting agency determines that the school is making satisfactory progress toward its goals, this charter, and any mutually agreeable amendments, is automatically renewed for a term of no less than five years.

LABOR RELATIONS

The NCSOS shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act.

SCHOOL CLOSURE PROCEDURES

In the event that the charter school closes, the following procedures will be implemented:

1. The County Superintendent of Schools will be responsible to conduct closure-related activities.
2. NCSOS shall notify parents, the Nevada County Board of Education, the Nevada County SELPA, STRS/PERS/SSI, and the California Department of Education with the following information:
 - a. The effective date of closure.
 - b. The name of the individual from NCSOS overseeing the closure.
 - c. The pupils’ school districts of residence.
 - d. The manner in which parents may obtain copies of student records including specific information of credits and graduation requirements met.

The information will also include a process for transferring data to the next school of attendance.

- e. Final accounting and disposition of all financial assets and liabilities in accordance with the Memorandum of Understanding between NCSOS and NCSA.

OPTIONAL MISCELLANEOUS CLAUSES

Term - This charter shall be for the term of five years. The start of the charter shall commence on July 1st with the final approval from the State Board of Education. As explained above, if, as a result of its annual review, the charter-granting agency determines that the school is making satisfactory progress toward its goals, this charter, and any mutually agreeable amendments, is renewed for a term of no less than five years.

Amendments - Any amendment to this charter shall be made by the mutual agreement of the charter council and charter-granting agency. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

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

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

Nevada City School of the Arts
13032 Bitney Springs Rd., Bldg. 8
Nevada City, CA 95959

Nevada County Superintendent of Schools
112 Nevada City Highway
Nevada City, CA 95959

SIGNATURES:

Dated: _____

Nevada City School of the Arts-Janice Bedayn

Dated: _____

Nevada City School of the Arts-Holly Pettitt

Dated: _____

Nevada County Superintendent of Schools

Dated: _____

Nevada County Board of Education

Impact Statement
Nevada City School of the Arts
Nevada County Superintendent of Schools

INTENT

This statement is intended to fulfill the terms of Education Code Section 47605 (g) and provides information regarding the proposed operation and potential effects of the Nevada City School of the Arts on the Nevada County Superintendent of Schools. This document is intended for informational purposes only and to assist the County Office of Education (“COE”) in understanding how the proposed charter school may affect the COE. This is an informational document, does not constitute a legally binding contract or agreement, is not intended to govern the relationship of the charter school and COE, and is not a part of the charter or any related agreements or memoranda of understanding.

ADMINISTRATIVE SERVICES

The Nevada City School of the Arts will be governed by a charter council as described in the school’s charter. Each school’s principal/executive director will enjoy lead responsibility for administering the school under policies adopted by the school’s charter council. The school will contract with NCSOS to provide fiscal services, including financial management, cooperative coordination, and payroll, at a charge of 6% the charter school’s annual revenue. The school will seek to define the specific terms and cost for these services in an annual operational agreement (or memorandum of understanding). According to applicable charter school law, NCSOS will also be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school’s audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests.

FACILITIES

The school will be responsible for its own facilities. NCSOS will provide assistance, if requested, in lease, purchase, or Proposition 39 negotiations.

CIVIL LIABILITY

The school presumes that the Nevada NCSOS will not be liable for the debts or obligations of the charter school pursuant to Education Code Section 47604(c). Each school intends to provide liability, property, and errors and omissions insurance to protect the school’s assets, staff, and charter council members.

FINANCIAL PLAN

See attached:

Table I:	Student Data
Table II:	Budgets
Table III:	Cash Flow
Table IV:	Instructional Calendars