

The Classical Academy

Board of Directors Meeting



**Tuesday, February 17, 2015
12:00 p.m.**

**Classical Academy High School
207 E Pennsylvania Avenue
Escondido, California 92025**



THE CLASSICAL ACADEMIES

ESCONDIDO | VISTA | OCEANSIDE | LINCOLN

Board of Directors Meeting

Tuesday, February 17, 2015 at 12:00 pm
207 E. Pennsylvania Avenue, Escondido, CA 92025

This Board meeting agenda is posted in Escondido at: 2950 South Bear Valley Parkway, 144 W. Woodward Ave., 207 E Pennsylvania Ave, and 390 West Valley Parkway STE 2; in Oceanside at: 4096 Calle Platino and 4183 Avenida De La Plata; and in Vista at: 2585 Business Park Drive; as well as on the Classical Academies website www.classicalacademy.com

AGENDA

1. Open Session
 - o Call to Order
 - o Roll Call
 - o Public Comment on Agenda Items
 - o Adjourn to Closed Session
2. Closed Session
 - o Public Employee Discipline/Dismissal/Release
3. Open Session
 - o Reconvene to Open Session
 - o Report out of Action Taken in Closed Session, If Any
4. Finance Workshop on the Budgeting Process
 - o Presentation: Sandra Reeve, Director of Finance
5. Board Applications
 - o Process Taken
 - o Review and Scheduling
6. Elementary Instructional Visits
 - o Review of calendar dates
 - o Schedule visits
7. Executive Director Review Process
 - o Review of forms
 - o Schedule review
8. Adjournment - Next meeting Tuesday, March 24, 2015

"Partnering With Parents For Quality Education"

A California Public Charter School Serving North County San Diego Since 1999
Accredited by the Schools Commission of the Western Association of Schools and Colleges WASC

Executive Director Sample 1

This is the current document we have been using annually for the review.

		5	4	3	2	1	NC	NK
16	Plans and organizes time effectively and efficiently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Uses common sense and good judgement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Is knowledgeable about funding and staffing of the organization through the entire process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Is committed to the success of TCA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Relationship with the Board

The Executive Director...

20	Provides the Board with adequate information to make sound decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Initiates and facilitates the decision-making process as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Maintains effective communication, both written and verbal, with the Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Is accessible to the Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Plans and organizes agendas and materials for presentation to the Board in a concise, clear and comprehensive manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Follows up on all problems and issues brought to his attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Responds positively to suggestions and guidance by the Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Proposes organizational goals prior to each fiscal year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Reviews and follows an annual balanced budget and corresponding documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Public Relations and Outreach:

29	Has established and maintained a positive image and relationships with students, their families, and local and state agencies and their representatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	Accurately represents TCA, its goals and policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	Represents TCA in a positive, professional manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	Actively promotes TCA by being sufficiently visible and accessible via personal appearances, use of the media, written communications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	Accepts public criticism and responds appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	Communicates adequately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Executive Director's Signature

Date

Board President's Signature

Date

Executive Director Sample 2

This is the format that 5 other leaders in charter schools shared that they are using annually for their review.

It provides the goal – evidence – and feedback from the Board or Board Chair.

Executive Director Review Document

- Goal 1
- Executive Director summary statement(s)
- Board Feedback

- Goal 2
- Executive Director summary statement(s)
- Board Feedback

- Goal 3
- Executive Director summary statement(s)
- Board Feedback

- Goal 4
- Executive Director summary statement(s)
- Board Feedback

- Goal 5
- Executive Director summary statement(s)
- Board Feedback

Executive Director Summary of all assigned activities.

Board Chair or Board members summary of all assigned activities.

Overall feedback and rating of Executive Director

Executive Director Sample 3

This is the format that the California Non-Profits provide to their members and is used statewide in a variety of non-profits, schools, and social service organization for their Executive Directors.

It provides the goal – evidence – and feedback from the Board or Board Chair in 6 areas of interest.

California Non-Profits Form CEO Evaluation

Name _____

Date _____

	Very Poor	Poor	Fair	Good	Very Good	Stellar	
1. Relationship with the board: <ul style="list-style-type: none"> • Keeps board informed of organization activities, progress and problems • Is receptive to board member ideas and suggestions • Makes sound recommendations for board action • Facilitates the decision-making process for the board • Accepts board criticism as constructive suggestion for improvement • Gives constructive criticism in a friendly, firm and positive way • Follows up on all problems and issues brought to his or her attention 							

Comments:

2. Management skills and ability:	Very Poor	Poor	Fair	Good	Very Good	Stellar
<ul style="list-style-type: none"> • Maintains a well-planned, smooth-running operation • Acts in accordance with organization's bylaws, laws & regulations • Prepares all necessary reports and keeps accurate records • Proposes organizational goals and objectives prior to fiscal year • Assures operational visibility and transparency • Plans well in advance • Adequately follows through on set plans 						

Comments:

3. Programs:	Very Poor	Poor	Fair	Good	Very Good	Stellar
<ul style="list-style-type: none"> • Assures programs are tied to mission and purpose • Periodically assesses program and services and results are shared with board • Each program's goals and objectives are clearly set and reported • Understands and stays current with needs of the community served 						

Comments:

4. Fiscal management:	Very Poor	Poor	Fair	Good	Very Good	Stellar
<ul style="list-style-type: none"> • Prepares responsible and accurate budgets • Operates organization effectively & efficiently • Displays common sense and good judgment in business transactions • Follow established fiscal policies and practices • Adequately monitors contract/grant contributions and expenses 						

Comments:

5. Community and public relations:	Very Poor	Poor	Fair	Good	Very Good	Stellar
<ul style="list-style-type: none"> • Represents the organization in a positive and professional manner • Actively promotes the organization to funders and the community 						

Comments:

6. Effective leadership of staff:	Very Poor	Poor	Fair	Good	Very Good	Stellar
<ul style="list-style-type: none"> • Hires and maintains competent staff members • Encourages staff development • Follows personnel policies closely • Maintains high staff productivity 						

Comments:

General Comments:

Executive Director Sample 4

This is the template that the San Diego Employers Association provides to their members and is used statewide in a variety industries and organization for their Executive Directors.

It provides the goal and evidence on performance for the Board or Board Chair in 4 areas of interest.

Year _____

Review: Mid-year End-of-year

EXECUTIVE LEADERSHIP PERFORMANCE REVIEW

Executive Leader (Name and Title): _____

Reviewer _____ Date _____

Instructions: Please circle/shade the performance rating for each area of responsibility. Descriptions of unsatisfactory, good, and exemplary performance are provided as a guide. Please use additional pages for evidence and comments as necessary. An overall description of the ratings and competency areas is provided for reference.

1

Unsatisfactory:
Continuously fails to achieve basic requirements of role with no signs of improvement

2

Needs improvement:
Must address clear development needs to become a strong leader and achieve unit objectives

3

Good:
Handles issues and responsibilities within role and delivers on standard expectations; meets most unit objectives

4

Very strong:
Mastery of role and contributions beyond role; meets almost all unit objectives

5

Exemplary:
Strong leadership; serves as a role model for peers; exceeds unit objectives

Competency Area	Activities
Operations	<ul style="list-style-type: none"> • Achieves unit performance objectives <ul style="list-style-type: none"> - Develops short and long range plans and goals to meet objectives - Sets appropriate priorities of needs and activities and meets deadlines - Anticipates and prepares for future requirements and change • Develops and builds functional expertise <ul style="list-style-type: none"> - Understands and executes core activities of function - Leads and trains others in core functional skills
Budget and resources	<ul style="list-style-type: none"> • Manages resources <ul style="list-style-type: none"> - Efficiently manages resources - Uncovers opportunities to decrease costs and improve productivity • Ensures efficient resource utilization among staff <ul style="list-style-type: none"> - Trains employees how to access and utilize resources - Monitors employee resource utilization
People	<ul style="list-style-type: none"> • Builds a high performing team <ul style="list-style-type: none"> - Ensures every position is filled with a qualified employee - Creates opportunities for employees to share best practices - Provides coaching and training to meet employee development needs - Communicates accurate and timely information to staff • Collaborates effectively with colleagues <ul style="list-style-type: none"> - Works across services organization to provide high quality customer service and solve problems - Communicates accurate and timely information to key stakeholders - Models professionalism, communication, and respect
Customer	<ul style="list-style-type: none"> • Provides high quality customer service <ul style="list-style-type: none"> - Anticipates and meets customer needs - Responds to customer questions and concerns - Builds customer service culture among staff - Communicates accurate and timely information to customers

EXECUTIVE LEADERSHIP PERFORMANCE REVIEW

(CONTINUED)

Operations

• Achieves unit objectives				
Unsatisfactory performance	Good performance		Exemplary performance	
<ul style="list-style-type: none"> - Meets few or no objectives - Does not consider future requirements and change - Does not set or meet deadlines 	<ul style="list-style-type: none"> - Meets most performance objectives - Prepares for future requirements and change - Meets deadlines 		<ul style="list-style-type: none"> - Exceeds unit performance objectives - Pro-actively anticipates and plans for future requirements and change - Meets and exceeds deadlines 	
1	2	3	4	5
Evidence:				
• Develops and builds functional expertise				
Unsatisfactory performance	Good performance		Exemplary performance	
<ul style="list-style-type: none"> - Lacks ability to execute core functional activities - Fails to train staff in functional skills 	<ul style="list-style-type: none"> - Executes core functional activities - Adequately trains staff in functional skills 		<ul style="list-style-type: none"> - Excels at core functional activities - Builds functional expertise among staff members 	
1	2	3	4	5
Evidence:				

EXECUTIVE LEADERSHIP PERFORMANCE REVIEW

(CONTINUED)

Budget

• Managing resources				
Unsatisfactory performance	Good performance		Exemplary performance	
<ul style="list-style-type: none"> - Does not make the best use of given resources 	<ul style="list-style-type: none"> - Efficiently allocates resources for core activities 		<ul style="list-style-type: none"> - Identifies innovative methods for maximizing resources 	
1	2	3	4	5
Evidence:				

• Ensuring efficient resource utilization among staff				
Unsatisfactory performance	Good performance		Exemplary performance	
<ul style="list-style-type: none"> - Does not train employees in resource utilization - Tolerates waste and inefficiency among staff members 	<ul style="list-style-type: none"> - Trains employees how to access and utilize resources - Monitors employee resource utilization 		<ul style="list-style-type: none"> - Creates culture of innovative resource maximization among staff 	
1	2	3	4	5
Evidence:				

EXECUTIVE LEADERSHIP PERFORMANCE REVIEW

(CONTINUED)

People

• Collaborates effectively with colleagues				
Unsatisfactory performance	Good performance	Exemplary performance		
<ul style="list-style-type: none"> - Fails to focus on service unit improvement - Does not collaborate well with other service units and areas - Does not provide accurate and timely communication - Does not treat others with respect 	<ul style="list-style-type: none"> - Shares best practices and collaborates with others to improve overall service area performance - Communicates accurate and timely information - Treats others with respect 	<ul style="list-style-type: none"> - Proactively identifies opportunities for improvement across in own unit and across services organization - Models professionalism and respect for others 		
1	2	3	4	5
Evidence:				
• Builds high performing team				
Unsatisfactory performance	Good performance	Exemplary performance		
<ul style="list-style-type: none"> - Fails to fill open positions in a timely manner - Does not develop employees to succeed in their role - Does not provide adequate feedback, coaching, or performance review - Does not provide timely and accurate information 	<ul style="list-style-type: none"> - Ensures there is a qualified employee in every position - Provides appropriate training and individualized growth plans - Provides timely feedback and coaching - Executes performance review process with actionable next steps - Communicates well with staff 	<ul style="list-style-type: none"> - Pro-actively and quickly recruits and hires outstanding employees - Provides outstanding coaching and training - Sets an example for performance review process and action planning - Pro-actively communicates key information 		
1	2	3	4	5
Evidence:				

EXECUTIVE LEADERSHIP PERFORMANCE REVIEW

(CONTINUED)

Customer

• Providing high quality customer service				
Unsatisfactory performance	Good performance	Exemplary performance		
<ul style="list-style-type: none"> - Does not meet customer needs - Unresponsive to customer questions and concerns - Ignores customer complaints - Does not provide accurate and timely information to customers - Does not contribute to customer service culture 	<ul style="list-style-type: none"> - Responds to customer questions and concerns - Adequately resolves customer complaints - Communicates accurate and timely information to customers - Contributes to customer service culture 	<ul style="list-style-type: none"> - Anticipates and meets customer needs - Avoids or quickly resolves customer complaints - Pro-actively communicates key information to customers - Builds customer service culture among staff 		
1	2	3	4	5
Evidence:				

Overall performance summary

1	2	3	4	5
Unsatisfactory	Needs improvement	Good	Strong	Exemplary

Key strengths	Development needs

Executive Leader signature _____ Date _____
 (Signature indicates receipt of performance review, not agreement or disagreement.)

Supervisor signature _____ Date _____

Executive Director Sample 5

This is the format that I use for my leaders at the Classical Academies. There are 10 areas of interest that I focus on to ensure that they are taking the necessary action steps to secure an “A” in their specific leadership role. These are the discussion points that I use in a mid-year conversation and I will be creating a written summary document in June to complete the annual review process for each leader.

This format provides the leader a chance to share their specific goals in August, provide evidence in January and June, and then allows me to gauge the specific actions being taken that result in a satisfactory, good, very good, or exemplary performance.



THE CLASSICAL ACADEMIES

-Escondido, Vista, Oceanside & Online-

The Leadership "A" at The Classical Academies

As a leader within The Classical Academy organization you are tasked with providing exceptional customer service, while living the 8 Keys of Excellence, and showing passion, exercising good judgment, communicating effectively, and making a positive and substantial impact.

We all strive to do and be our best for the teams we serve and the community we enjoy in public charter school land. Setting expectations for you to achieve an "A" in leadership at The Classical Academies include:

- *Show joy for what you do and who you serve*
- *Collaborate and provide meaningful suggestions and ideas*
- *Contribute meaningful and thoughtful feedback on programs, people, and policies*
- *Make hard choices to sustain quality in programming, people, and policies*
- *Encourage and participate in professional growth opportunities*
- *Create solutions to help students, parents, and colleagues succeed*
- *Manage your team and identify their strengths and areas of targeted improvement*
- *Track and monitor success and model and encourage what you want to see in others*
- *Exercise kindness, compassion, and empathy for your colleagues, students, and parents in our community*
- *Be bold and brave in speaking with good purpose to promote excellence*

Notice that each of these statements requires action on your part. Be the leader that embraces these action steps to utilize your personal power to achieve success within the organization for those whom we serve.

How will this be tracked and shared to provide you the most benefit in your professional growth?

Your leader will not only be asking you for evidence of action, but he or she will be speaking with colleagues, students, and parents that interact with you to gather their sense of your performance and impact too. How do you get an "A" in leadership at The Classical Academies? Be the leader that is seen and talked about as one who cares, speaks with good purpose, and contributes meaningful and thoughtful ideas that improve who we are as an organization.

No one is an island and your collaborative spirit creates opportunities to take what you do well and help others to improve, share, and together create success. So be prepared when I, or someone else, ask you to describe the actions you are taking as a leader. The alignment of your sustainable positive impact will be balanced between what you say and what others have to say about you. Ready. Set. Lead.