Board of Directors

Teleconference Meeting

Monday, October 21, 2019 at 2:00 pm
760-520-6806 – Password 8505#

Telephone Call Will Originate from:
Classical Academy High School at 207 E Pennsylvania Avenue
Escondido, California 92025

AGENDA

1.   Open Public Workshop   **2:00 pm**

2.   Verify Attendance of Board Members

3.   Review, Discuss, and Approve Local Indicators to be input into the California Dashboard on the Department of Education website for our 4 charters: The Classical Academy, Coastal Academy, Classical Academy Vista, and Classical Academy High School.

4.   Adjournment

Our next public Board meeting is scheduled for Tuesday, December 10, 2019 at Classical Academy High School starting at 3:30 pm.

"Partnering With Parents For Quality Education"

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Board Report
Local Indicators on the California School Dashboard

Background:

Annually LEA's and Charter School report progress in five areas by providing either a rating and/or narrative. The five areas are:
- Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional Schools
- Implementation of State Academic Standards
- Parent Engagement
- School Climate
- Access to a Broad Course of Study

Report:

For school districts, this information is not reported at the school level but only at the district/LEA level. Charter schools are required to respond to all five areas per charter. Since we function as a district in our practices, the information shared for all four charters will be the same. Attached are the full questions from the dashboard and the responses with Coastal Academy's name. Each charter's responses will reflect their individual charter name.

Action Required by the Board:

This item needs approval by the Board and I encourage the Board to support this item.

Jalyn Hall
Chief Instructional Officer

10/15/19

Priority 1 – Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the California School Dashboard (Dashboard).

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: 0

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): 0

Priority 2 - Self-Reflection Tool – Implementation of State Academic Standards

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard (Dashboard).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts: 4

English Language Development (Aligned to English Language Arts Standards): 3

Mathematics – Common Core State Standards for Mathematics: 4

Next Generation Science Standards: 4

History-Social Science: 4

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts–Common Core State Standards for English Language Arts: 4

English Language Development (Aligned to English Language Arts Standards): 3

Mathematics – Common Core State Standards for Mathematics: 4

Next Generation Science Standards: 4

History-Social Science: 4

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

English Language Arts – Common Core State Standards for English Language Arts: 4

English Language Development (Aligned to English Language Arts Standards): 3

Mathematics – Common Core State Standards for Mathematics: 4

Next Generation Science Standards: 4

History-Social Science: 4

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education: 4

Health Education Content Standards: 4

Physical Education Model Content Standards: 4

Visual and Performing Arts: 4

World Language: 3

Support for Teachers and Administrators

Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

 Identifying the professional learning needs of groups of teachers or staff as a whole: 4

Identifying the professional learning needs of individual teachers: 4

Providing support for teachers on the standards they have not yet mastered: 4

Priority 3 - Self-Reflection Tool – Parent Engagement

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard

Introduction: This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

Building Relationships between School Staff and Families

Building Partnerships for Student Outcomes

Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

Engage stakeholders in determining what data and information will be considered o complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Write a brief response to the prompts following each of the three sections.

Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

1.Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 5

2. Rate the LEA's progress in creating welcoming environments for all families in the community: 5

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 5

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 5

Narrative: Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Coastal Academy measures parent engagement by seeking input from parents through an annual survey as well as frequent parent meetings at each school campus. The annual survey results are reported to its community and local governing board. In the 2018-2019 school year, the following questions were asked on the survey:

Please rate your overall satisfaction with The Classical Academies. For 18-19 school year parents gave us an overall satisfaction rating of 95%.

Please rate your overall satisfaction with The Classical Academies customer service (courtesy, knowledge, promptness and attitude). For the 18-19 school year, parents stated 98% of the time we meet or exceed their expectations in the area of customer service.

Building Partnerships for Student Outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families: 5

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home: 5

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes: 5

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students: 5

Narrative: Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

As an Independent Study program, parent engagement is key to the success of the student. Since partnering with parents is our number one key value, we consistently provide professional learning on ways teachers can improve their communication and connection with parents.

Also as an Independent Study program parents are providing instruction within the home environment every week. Parents are provided with the resources they need to meet those academic goals through our LMS system. At The Classical Academy teachers meet regularly with families to engage in a two-way conversation on the student's academic progress and overall well being in the school environment.

When parents have concerns with the school they are directed to the school site principal who works to resolve the issues. All school administrators are well versed in the processes in place for parents to advocate for their student rights.

Seeking Input for Decision Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 5

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 5

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community: 5

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 5

Narrative: Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Coastal Academy measures parent engagement by seeking input from parents through an annual survey as well as frequent parent meetings at each school campus. The annual survey results are reported to its community and local governing board. In the 2018-2019 school year, the following questions were asked on the survey:

What is one element you would like to see changed or improved most at your school site? Parent feedback was wide ranging but focused on the following topics: Increase the user interface with our LMS system, increase extra-curriculars for students in K-8, consolidate communication methods.

Please rank your top three methods of communication from the schools. Parents reported that they preferred to hear from us by email, by text, and by our LMS system.

We value parent training and education. What topic(s) would you like us to explore or host for your benefit? Parent feedback was wide ranging with the following rising to the top: curriculum support especially in math, teaching strategies for a wide range of learners, and parenting skills.

Priority 6 - Self-Reflection Tool – School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

DATA: Reflect on the key learnings from the survey results and share what the LEA learned.

MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Coastal Academy will continue to focus on school connectedness and safety through our PBIS program and school counselors all of which are supported through our LCAP. Coastal Academy measures school climate of students and their perception on programs, events, and activities. Results from the student survey are compiled and shared with the community and local governing board at a regularly scheduled meeting. Overall parents, students and staff believe Coastal Academy does a good job at supporting students. Students share they feel connected and safe at school.

Priority 7 - Access to a Broad Course of Study

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Based on Coastal Academy's charter, students in grades TK-8 are enrolled in English Language Arts, Math, History/Social Science, and Science courses. For grades 9-12 based on Coastal Academy's charter and course catalog, students have access to a comprehensive selection of courses to meet graduation requirements. All students including all sub groups may enroll in all

courses at Coastal Academy. Enrollment in courses is tracked through our Student Information System. All students including all sub groups are enrolled in each of those courses.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

At Coastal Academy 100% of students, in grades TK-8, including all sub groups of students, are enrolled in the courses outlined in the charter, and for grades 9-12 as outlined in the charter and the course catalog, including A-G, Advanced Placement, and electives.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

In grades TK-12, no barriers are identified at this time that are preventing access to courses for any students in any subgroups.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

Coastal Academy will continue to review and evaluate student access to a broad course of study as defined in its charter so that each student has access to a rigorous and engaging, broad course of study. As barriers or access issues come up, Coastal Academy will make corrections in its practices to fulfill our goal of all students growing and learning.