

# **The Classical Academy, Inc.**

## **Board of Directors Meeting**



**The Classical Academy  
Classical Academy Middle School  
The Classical Academy, Vista  
Classical Academy High School  
Classical Academy Personalized Learning**

**Tuesday, May 18, 2021  
3:30 PM**

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



# Public Board of Directors Meeting

## The Classical Academy, Inc. TK-12<sup>th</sup> Grade

**Tuesday, May 18, 2021  
3:30 PM – Board Meeting**

**In Person Meeting at Classical Academy High School  
207 E. Pennsylvania Avenue, Escondido, CA 92025  
Conference Call Number for the Meeting: 1-669-900-6833**

**Please Contact Sonia Ryan [sryan@classicalacademy.com](mailto:sryan@classicalacademy.com) to request reasonable accommodations to participate in the meeting.**

### BOARD AGENDA

*All agenda items apply to The Classical Academy, Classical Academy Middle School, Classical Academy High School, Classical Academy Personalized Learning, and Classical Academy, Vista. Detailed Board agenda information can be found on our website: <https://classicalacademy.com/board/>*

#	Agenda Item	Presenter	Action Item
1	Open Meeting with Pledge of Allegiance	Mark Donar, Board President	No
2	Special Presentation – 20 <sup>th</sup> Anniversary Team	Cameron Curry, Chief Executive Officer	No
3	Student Voice – Update on Activities	Julia Blount, CAHS - ASB President	No
4	Principal Voice – Campus Updates	Kenna Molina, Kirstin Lasto, Jennifer Morrow, Dr. Stacey Perez, and Dana Moen	No
5	Written / Oral Correspondence (2 minutes)	Sonia Ryan, Director of Administration	
6	Consent Agenda A. Review and Approval of Past Minutes i. Meeting of 2/23/2021 ii. Meeting of 5/11/2021 B. Enrollment Update C. Instructional Calendars – 4 Years D. Board Calendar 2021/2022 E. Bank Accounts – Removal of CFO	Mark Donar, Board President	Yes
<b>New Business</b>			
7	Review and Reappoint Mark Donar to Serve another 4-year term on the Board of Directors	Cameron Curry, Chief Executive Officer	Yes
8	Finance Update • March 2021 P&L • EPA Accounting Report 2020/2021 • 2021/2022 Budget Draft	James Heath, Chief Financial Officer	Yes
9	TPP Grant & Medi-Cal Presentation	Cori Coffey, Director Special Education	No
10	Reyes vs. State: Lawsuit Update	Sejal Majithia, Director of Compliance	No
11	Expanded Learning Opportunities Grant	Sejal Majithia, Director of Compliance	Yes



## Board of Directors Meeting BOARD AGENDA

#	Agenda Item	Presenter	Action Item
12	Student Vaccination Communication Update	Sejal Majithia, Director of Compliance	No
13	LCAP Review and Adoption	Dr. Stacey Perez, Principal	Yes
14	Suicide Prevention Intervention and Post-vention Policy & Procedure Presentation	Laura Hughes, Lead Counselor	Yes
15	Classical Academy Vista Bond Update	Mark Kalpakgian, Chief Operating Officer	No
16	Evaluation of Reclassification Criteria for English Language Learners	Dave Meyer, Chief Academic Officer	Yes
17	Facilities Update	Russ Grant, Chief Information Officer	No
18	Calendar Brown Act Training 12/7/2021 at Classical Academy High School	Cameron Curry, Chief Executive Officer	Yes
19	Adjournment of Public Meeting <ul style="list-style-type: none"> <li>Next Meeting: Tuesday, September 7, 2021 at Classical Academy, Vista</li> </ul>	Mark Donar, Board President	No



# THE CLASSICAL ACADEMY

BOARD OF DIRECTORS			
Date	February 23, 2021	Call to Order	3:30 pm
Board Members Present via Virtual Call:	Mark Reardon, Paul Donovan, Patty Huerta, Angie Mosteller, and Mark Donar		
Board Members Absent:	None		
Speakers Present:	Kenna Molina, Jennifer Morrow, Kirstin Lasto, Dana Moen, Dr. Stacey Perez, James Heath, Sejal Majithia, and Russ Grant		
Note taker:	Sonia Ryan		

February 23, 2021

## 1. Roll Call/Meeting Opening

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Mark Reardon | <input checked="" type="checkbox"/> Angie Mosteller |
| <input checked="" type="checkbox"/> Mark Donar   | <input checked="" type="checkbox"/> Paul Donovan    |
| <input checked="" type="checkbox"/> Patty Huerta |   |

Mark Donar, Board President, lead the Board Members and audience with the Pledge of Allegiance.

## 2/3. Student & Employee Activities

### Student's Voice:

Regan Smith, ASB President for Classical Academy High School, shared for students they've had Instagram challenges, "You've been Caimaned"/stuffed animal giveaway, virtual events for Veterans' Day and Christmas Assembly, a luncheon for the teachers, partnered with EscoGelato for their own flavor Caiman Crunch, Senior lunch on campus, and started a CAHS Rock garden,

### Principal's Voice:

**Kenna Molina, Principal for TCA**, shared they are in their third week of selective students on campus, which currently entails 14 adults for each student. Really proud of teachers who have been put in many stretchy situations.

*Cameron mentioned on top of everything else, Kenna, her team, and TCA families just lost longtime teacher Laurie Triboulet. We are all grieving the incredible loss.*

**Jennifer Morrow, Principal for CAMS**, shared today was our first "nearly normal" day. It was amazing to have 58 students on campus, attending classes, with more students planned the rest of the week. Teachers are "zooming and rooming" and reporting it went smoother than expected. Overall, they felt that they were able to maintain good participation and engagement for both groups of





# THE CLASSICAL ACADEMY

learners. To maintain social distancing and stable groups, they have divided the student body into thirds. Each day, 1/3 come on campus, 2/3 zoom in from home. The reduced schedule is from 5 periods to 4 to allow for less movement, including staggered breaks and dismissal so that stable groups will not mix. Since October, they've had about 80-100 students on campus each week (ASB, Musical Theater, social-emotional groups, office hours, study hall, intervention, reading support, and Special Education services). Now adding in person classroom instruction is icing on the cake!

**Kirstin Lasto, Principal for TCA Vista**, shared they have had great success being back on campus with K-8. Today was the first time since October a teacher was out due to Covid related symptoms. The biggest challenge is three teachers working remote due to medical concerns. We have been fortunate to have some elective teachers able to support the kids on campus while the teacher zooms in from home with the instructional pieces. The elective teachers have brought their expertise into the classroom and we have had success in merging the two environments.

The "room and zoom" environment continues to support both environments; those in the class and those at home. For those on campus in grades 6-8, they have been able to provide a science lab to do some hands-on projects. They are currently testing potential and kinetic energy by using plumbing insulation noodles to build a marble roller coaster with at least one loop. Also added C track onto campus on Mondays. This is Vista's first attempt at launching C electives. We have four classes for K-8 and will add one more in Unit 5. This will allow all C trackers who want to be on campus one half day per week.

*Cameron gave a shout out to Kirstin and her team for obtaining a 5-year charter renewal!*

**Dana Moen, Principal for CAHS**, shared successes with students coming back in February, with faces lighting up...at least the part you can see! Students are now sneaking ONTO campus not OFF campus! Roomers and Zoomers working better than imagined! Students and Teachers at home engaging with students in the classroom! Tech has done an amazing job preparing the classrooms. A teacher at home could see me enter a classroom.

## Student #s on Campus Week 1

Date	student group invited to campus	# of student group on campus	% of student group on campus	# of other students on campus	Total # of students on campus	% of total student body on campus
2/16/2021	A - G (316)	159	50.30%	20	179	19.89%
2/17/2021	H - O (279)	102	36.55%	17	119	13.22%
2/18/2021	P - Z (297)	108	36.35%	27	135	15.00%

Classrooms averaging 4-6 students! We can hold 14-16 at six feet distance!



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*President Mark Donar gave a shout out to our awesome Tech team!*

**Dr. Stacey Perez, Principal for CAHS-PL**, shared the Personalized Learning Campus had a lower percentage of students requesting to be back on campus based on their parent survey. Out of 400 students, only 109 chose the option to return. The campus was allowed targeted in person instruction, with a total of 14 students and two teachers in a pod. These pods remain together once a week for two weeks. When the first sign up came out to return February 22, they had a total of 65 students sign up for the pods. The majority were freshman and sophomores. First day of pods were today, with a total of 27 students in Math I, English I, Biology, Spanish I, Teachers Assistants, and Skills and Instruction. As these were mainly freshman, our teachers welcomed them with fun activities, music, and four hours of instruction and support. The best part was having students dropped off and their parents taking their first day of school picture outside the building!

Cori Coffey, Director of Special Education, shared overall students are having a very positive experience. At the start of the school year the team was assessing students on campus to prepare for student's initial/triennial IEP meetings to determine eligibility and/or continued eligibility. Students/families have the option for all SpEd services to be on campus. This gives parents a needed break. Biggest struggle is students keeping 6 feet apart. The team has had to get creative, while working on their IEP goals. Students and team members are really grateful and joyful to be back on campus!!

## 4. Correspondence

Written: None Presented

Oral: Parent Suzy Barno from TCA regarding mandatory vs. optional Covid-19 vaccine teachers.

## 5. Consent Agenda

Motion	Moved	Second	Vote	Passed	Denied
A. Review and Approval of Past Minutes – 1/22/2021	Mark R.	Angie	5-0	✓	
B. School Enrollment					

☒ Paul Donovan  
☒ Patty Huerta  
☒ Angie Mosteller

☒ Mark Donar  
☒ Mark Reardon

## New Business





# THE CLASSICAL ACADEMY

## 6. Treasurer's Report

James Health, Chief Financial Officer, presented the December 2021 P&L; a Reserve Fund Bond Proposal; Deferral Financing Resolution; and Investment Policy Review & Adoption.

Motion	Moved	Second	Vote	Passed	Denied
Motion to approve the Financial Update, with December 2021 P&L, as presented.	Paul	Mark R.	5-0	✓	

☒ Paul Donovan  
☒ Patty Huerta  
☒ Angie Mosteller

☒ Mark Donar  
☒ Mark Reardon

Motion	Moved	Second	Vote	Passed	Denied
Motion to approve the Reserve Fund Bond Proposal (Series 2017 & 2020) in investment agreements to earn ~40K annually.	Paul	Mark R.	5-0	✓	

☒ Paul Donovan  
☒ Patty Huerta  
☒ Angie Mosteller

☒ Mark Donar  
☒ Mark Reardon

Motion	Moved	Second	Vote	Passed	Denied
Motion to approve the Investment Policy, with the percentage removed from Fixed Income in the policy.	Mark D.	Mark R.	5-0	✓	

☒ Paul Donovan  
☒ Patty Huerta  
☒ Angie Mosteller

☒ Mark Donar  
☒ Mark Reardon



# THE CLASSICAL ACADEMY

Motion	Moved	Second	Vote	Passed	Denied
Motion to approve the Charter School Capital Deferral Resolution for \$4.114M. Upon motion duly made, seconded and unanimously approved, the resolutions attached to these minutes and incorporated herein by this reference are hereby adopted"	Paul	Patty	5-0	✓	

☒ Paul Donovan  
☒ Patty Huerta  
☒ Angie Mosteller

☒ Mark Donar  
☒ Mark Reardon

## 7. Reyes vs. State: Lawsuit Update

Sejal Majithia, Director of Compliance, shared The Classical Academies is a lead plaintiff in a class action lawsuit suing the State of California by challenging the provisions in SB 98 and SB 820 ("Student Defunding Laws") that: (i) defund students who have already enrolled at non-classroom-based schools or who will enroll; (ii) limit non-classroom-based schools' abilities to enroll students from their waitlists due to the lack of funding; and (iii) defer approximately 36% of funding the State would otherwise provide each year to non-classroom-based schools into the next fiscal year.

### Timeline:

- January/February 2021 – Consent Motion to Certify Class Action filed.
- February/March 2021 - Notify class members of lawsuit; opportunity to opt out.
- March 2021 – Motion for Summary Judgment will be filed.
- April/May 2021 – Hearing on Motion for Summary Judgment.
- April/May 2021 - Consider filing or responding to an Appeal if applicable.

Information only.

## 8. Solar Savings & Ionization Air Update

Russ Grant, Chief Information Officer, presented TCA's Solar Saving and Ionization air update. It is estimated solar production in the first year will be





# THE CLASSICAL ACADEMY

105,189. In 2019, the solar production at TCA was 113,301 kWh and in 2020, it was 112,877.

Research on Needle Point Bipolar Ionization (NPBI) found determination that hydrolysis via positively charged hydrogen ions binding to peplomers of the SARS-Cov-2 virus can render 99.4% of viral particles are inactivated on a stagnant surface at 30 minutes. The Ionization technology allows for the saturation of hemagglutinin with hydroxyl groups effectively inactivating the hemagglutinin receptors and rendering the virus ineffective and eliminating its ability to bind to and infect cells. Initial testing has demonstrated the ionizers ability to neutralize pathogen, namely SARS-CoV-2, on static surface. Further studies are required for reproducibility testing as well as variation in environment and environmental factors.

Information only.

## 9. Vaccination and Employment Discussion

Sejal Majithia, Director of Compliance, shared as schools transition back to in-person instruction and COVID-19 vaccines become available to the education sector, school districts are considering whether to adopt a mandatory employee vaccination policy.

Motion	Moved	Second	Vote	Passed	Denied
Motion to postpone a decision until additional research, information, and details are provided.	Patty	Mark D.	5-0	✓	

☒ Paul Donovan  
☒ Patty Huerta  
☒ Angie Mosteller

☒ Mark Donar  
☒ Mark Reardon

## 10. Request for Special Board Meeting

Cameron Curry, CEO, requested the Board set a date to finalize bond financing for Classical Academy Vista.

Motion	Moved	Second	Vote	Passed	Denied
Motion to schedule a Special BOD meeting Tuesday, 4/6/2021, in anticipation of finalizing CAV Bond Financing.	Mark D.	Mark R.	5-0	✓	



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☒ Paul Donovan  
☒ Patty Huerta  
☒ Angie Mosteller

☒ Mark Donar  
☒ Mark Reardon

## Adjournment

Meeting Adjourned at 5:34 pm

Next regularly scheduled meeting is Tuesday, May 18, 2021 via Zoom.



BOARD OF DIRECTORS			
Date	May 11, 2021	Call to Order	10:00 am
Board Members Present via Virtual Call:	Mark Reardon, Paul Donovan, Patty Huerta, Angie Mosteller, and Mark Donar		
Board Members Absent:	None		
Speakers/Employees Present:	Cameron Curry and Dr. Stacey Perez		
Note taker:	Sonia Ryan		

### Agenda for May 11, 2021

#### 1. Roll Call/Meeting Opening

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Mark Reardon | <input checked="" type="checkbox"/> Angie Mosteller |
| <input checked="" type="checkbox"/> Mark Donar   | <input checked="" type="checkbox"/> Paul Donovan    |
| <input checked="" type="checkbox"/> Patty Huerta |   |

Mark Reardon, Board President, lead the Board Members and audience with the Pledge of Allegiance.

#### 3. Correspondence

Written: None Presented

Oral: None Presented

#### 4. Learning Continuity Plan Presentation

In 2013-14 California adopted the LCFF, which sets an equal \$ per-student allocation for every district based on grade level. Districts are also allocated funds to meet the needs of the Low Income, English Learner, Homeless, and Foster Youth students in the district. The accountability for the LCFF funds lies in the Local Control and Accountability Plan (LCAP). Each charter is required to produce an LCAP, demonstrating how the LCFF funds are linked to meeting the needs of all students. Stakeholder review and input is an integral part of this process. Parent, student, and public input is used in developing and refining the plan annually.

The 2021-22 Local Control and Accountability Plan (LCAP) is a special bridge document, for each charter, which reflects both the 2019-20 LCAP and the 2020-21 Learning Continuity Plan (LCP). Those two plans can be reviewed here. The pink section was taken directly from the 2019-20 LCAP. The green section was taken directly from the LCP. Each section and the blue section include a narrative analysis for each charter.





The governing board of a school district must hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP or annual update.

Information only.

### **Adjournment**

Meeting Adjourned at 10:04am.

Next regularly scheduled meeting is Tuesday, May 18, 2021, at Classical Academy High School.

# The Classical Academy, Inc

The Classical Academy, Classical Academy Middle School, Classical Academy Vista, Classical Academy High School, and Classical Academy Personalized Learning Campus

## Enrollment Report

May 2021

Enrollment Period- May 1, 2020				
Grades	TCA	CAMS	TCA Vista	CAHS
TK	27	0	12	0
K	169	0	69	0
1	167	0	74	0
2	161	0	72	0
3	172	0	69	0
4	174	0	79	0
5	159	0	70	0
6	185	0	65	0
7	79	130	72	0
8	83	141	60	0
9	0	0	0	244
10	0	0	0	225
11	0	0	0	207
12	0	0	0	207
Total	1,376	271	642	883
Adopted Budget	1,065	280	510	880
Variance	311	-9	132	3



# THE CLASSICAL ACADEMIES

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## 2022 - 2023 School Year

August 2022						
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January 2023						
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February 2023						
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May 2023						
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 - First & Last day of School

 - Holidays & School Breaks

 - End of Units for TK-8

 - End of Quarters 9-12





# THE CLASSICAL ACADEMIES

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## 2023 - 2024 School Year

August 2023						
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- First & Last day of School
- Holidays & School Breaks
- End of Units TK-5
- End of Quarters 9-12



# THE CLASSICAL ACADEMIES

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## 2024 - 2025 School Year

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June 2025						
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20	21	22	23	24	25	26
27	28	29	30	31		

-  - First & Last day of School
-  - Holidays & School Breaks
-  - End of Units TK-8
-  - End of Quarters 9-12





# THE CLASSICAL ACADEMIES

• ESCONDIDO | VISTA | OCEANSIDE | ONLINE •

## 2025 - 2026 School Year

August 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

June 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2026						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- First & Last day of School
- Holidays & School Breaks
- End of Units TK-6
- End of Quarters 9-12





**DRAFT** Board of Directors Meetings  
2021/2022

**The Classical Academy, Inc.  
Coastal Academy Charter School, Inc.**

**Tuesday, September 7, 2021**

Classical Academy, Vista  
4010 Mystra Drive  
Oceanside, CA 92056

**Tuesday, December 7, 2021**

Classical Academy High School  
207 E. Pennsylvania Avenue  
Escondido, CA 92025

**Tuesday, February 22, 2022**

Coastal Academy K-8  
4096 Calle Platino  
Oceanside, CA 92056

**Tuesday, May 17, 2022**

Classical Academy High School  
130 West Woodward Avenue  
Escondido, CA 92025

**Board Meeting Notes:**

- Regardless of meeting location, business of each of the schools will be discussed in an open public meeting to comply with the *Ralph M. Brown Act*.
- The meeting dates and times are subject to change, and prior notice will be given to the public in the event this occurs. Board updates are always posted on our website at [www.classicalacademy.com/board](http://www.classicalacademy.com/board)
- As noted above, all meetings are scheduled for Tuesday's and start at 3:30 pm. Unless otherwise noted in a school communication or website update.

**Role of the Board of Directors:**

- Policy making Board overseeing the charter school organization.
- Provide leadership in reviewing and creating policy and procedures to support the charter school organization.
- Provide leadership in overseeing the academic and financial programs for the charter school organization.
- Provide leadership and feedback for the CEO in his role to lead the charter school organization.

If you should have any questions or require additional information, please contact the Board at [Board@classicalacademy.com](mailto:Board@classicalacademy.com) or contact Cameron Curry, Chief Executive Officer, at [Cameron@classicalacademy.com](mailto:Cameron@classicalacademy.com)



# THE CLASSICAL ACADEMY

2021-2022

**Draft** Budget & Narrative

May 18, 2021

Cameron Curry  
Chief Executive Officer

## **The Classical Academy**

### **2021-2022 Budget Narrative**

The Classical Academy has completed its twenty-second year of operation and continues to grow as an organization. This document and attachments are for the Governing Board to review, make suggested changes, and approve based on their knowledge of the organization, workforce, and the elementary student community that we serve.

This document will explain in greater detail the items budgeted, areas of concern, and items needed to continue the growth of the charter school.

As an overview, the budget is annually developed by the Chief Financial Officer, working with key administration to define costs and identify needs that the organization will have for the next year. Once this initial phase is completed, the draft budget and item detail is given to the Chief Executive Officer for review and determine priorities prior to Board review and approval. The Chief Executive Officer may add or delete items prior to the draft budget being presented to the Board for review.

This attached narrative includes detail in the following categories:

1. Revenue
2. Expense Detail in the area of:
  - Personnel
  - Travel
  - Supplies
  - Curriculum
  - Other Expenses
  - Districts Buffer
  - Fringe Benefits
  - Furniture & Equipment
  - Consultants
  - Facilities
  - Total Expenses
  - Revenue to Expenses

As you review this document, feel free to write in the margins your questions, comments, or concerns. If you need to, please include your comments on a separate sheet of paper to discuss prior to adoption at our Board meeting on Tuesday, May 18, 2021. With the support of the Chief Financial Officer, I am confident that our spending plan is solid and it will serve the needs of the organization.

Working within the regulations and requirements imposed upon us by Senate Bill 740, we will develop a plan in the Fall that will allow for the necessary expenses for certificated salaries and benefits to ensure 100% level funding.

On February 12, 2019 the Escondido Union School District renewed our charter for another five years, through June 30, 2024. We appreciate the District's support of our charter with this renewal.



With every year, we are creating a plan that is the basis for beginning a new school year at The Classical Academy. We will be making adjustments to this document throughout the school year to ensure that spending does not exceed revenues.

If you have questions or require additional information please feel free to contact me directly prior to our meeting.

A handwritten signature in black ink, reading "C. Curry". The signature is fluid and cursive, with a long horizontal stroke extending from the end of the name.

Cameron Curry  
Chief Executive Officer

# Budget Detail 2021-2022

## Revenue

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### Average Daily Attendance (ADA) - \$14,235,201

Revenue is generated in several ways for The Classical Academy. The most important revenue component to our program is the ADA (Average Daily Attendance). The ADA ties to three funding categories: 1) State Aid, 2) In Lieu Property Taxes, and 3) EPA funding. You may notice that the LCFF Calculator produces different amounts for age bands in each Charter. The LCFF Calculator takes averages of previous years and a multiple of different factors to generate the funding levels. The age band shown below would be accurate at 95% funding. However, we use 97% in our calculations, as historically, this figure has proven to produce the most accurate budget.

#### ADA at 95%

- Children T-Kindergarten to 3<sup>rd</sup> grade \$8,679 per student
- Children 4<sup>th</sup> to 6<sup>th</sup> grade \$7,979 per student
- Children 7<sup>th</sup> and 8<sup>th</sup> grade \$8,216 per student

#### ADA at 97%

- Children T-Kindergarten to 3<sup>rd</sup> grade \$9,136 per student
- Children 4<sup>th</sup> to 6<sup>th</sup> grade \$8,399 per student
- Children 7<sup>th</sup> and 8<sup>th</sup> grade \$8,648 per student

These funding levels are based on projections published by the California Department of Education (CDE) P-1 recertification with Education Protection Act (EPA) estimates are included.

Using these figures, based on our current enrollment and applications that we have processed to date, we are projecting to serve 1,675 students in our fall program.

We have budgeted the ADA revenue for the 2021-2022 school year at 97% of enrollment. We know from experience that student ADA increases as families connect and stay with our program throughout the school year.

### **Lottery Income – \$361,465**

As in every public school, our charter will receive a portion of dollars collected from the sale of lottery tickets in California; we should anticipate \$215.80 per student in lottery funding. These dollars are both restricted and unrestricted funds.

### **Special Education General Funding – \$(646,784)**

In 2014-2015 The Classical Academy took on the role and responsibility of running its own Special Education department with the support of the El Dorado County Office of Education SELPA. It is anticipated that we will contribute \$(646,784) this year to support our special education activities in this Charter. This amount is over and above the revenue we receive to provide vital support services to students from Federal and State sources.

### **Class and Field Trips Income - \$72,500**

During the course of each year The Classical Academy coordinates four class trips for students in the 4<sup>th</sup> grade, (Sacramento) 5<sup>th</sup> Grade, (Adventure Camp) 6<sup>th</sup> Grade, (Astro Camp) 7<sup>th</sup> Grade, (Catalina) and 8<sup>th</sup> Grade, (Washington D.C.), and local field trips. To accomplish this, parents pay the school for their participation, and the school in turn pays the vendors for each of these trips. The 8<sup>th</sup> Grade trip is outsourced. The school pays for staff management of these trips each year. Also, during the course of the year, with our planned class trips, we purchase resources and materials to support the history and science-themed events.

There was some talk regionally that some public schools would be suspending their overnight and extended field/class trips due to the fact that some parents felt it was in violation of the State's constitution to provide a free public school education to every student. Due to the fact that our trips are optional, and open to anyone who would like to participate, we sought the advice of an outside attorney with the California Charter School's Association. They agreed with our assessment and we will continue to offer these optional educational events for our students.

After a year of suspending these trips due to COVID 19, we are on track to host these educational adventures again in 2021/2022 school year.

### **Fundraising / Donations - \$16,200**

In our desire to showcase our unique charter school program to available foundations and private partners, we have budgeted this revenue for the 2021-2022 school year at \$16,200. With our success as a charter school, both in the quality of our academic program, and satisfaction with students and parents, our plan is to be more aggressive in the solicitation of funding this next school year.

Seeking and securing donations for the program provides us an area where we can do a better job in marketing the program to foundations and private

organizations. Having the "buy-in" from local businesses is also an area that we wish to develop over the coming years to strengthen our partnerships in the community.

**Musical Theatre Income - \$157,500**

We had a challenging year due to COVID 19 within our Music Department. We currently offer choir, band, junior musical theater, and musical theater. This program has creating a steady revenue stream for the charter school as we expand the services and program to our students. The projected dollars will be generated from sales of tickets, and donations to our musical program.

**Interest Income - \$42,000**

Having our funds secured in interest bearing accounts, we anticipate a small portion of interest during the year. Running a very conservative program, our dollars are not held in these accounts for a great deal of time before being transferred from the County Treasurer to our local bank and then expended on budgeted items to support the charter school.

**Other Income - \$121,114**

Other income includes grant funds, mandated block grant, local income from yearbook sales and miscellaneous income.

**Total revenue projected for the 2021-2022 school year: \$14,359,196.**



## **Expenses**

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### **A. Salaries -**

In reviewing the personnel for The Classical Academy for the 2021-2022 school year, we have a total staff of 75.38 FTE's. These positions are:

<b><u>Classified:</u></b>	<b>17.18 Positions</b>	<b><u>Certificated:</u></b>	<b>58.40 Positions</b>
---------------------------	------------------------	-----------------------------	------------------------

In evaluating each certificated staff position for 2021-2022, we have added 6.46 new certificated positions based on growth and adjusted salaries based on the certificated salary schedules. This change adds both full time and part-time employees in our calculation. This change will improve the organization's requirement to meet the obligations of SB740.

#### **CEO Management:**

The CEO provides organizational management with oversight of The Classical Academy and three other schools, including human resources, finance, technology, operations, and community development; it is best that these salaries be shared between all of the schools through our allocation process. **A salary increase was not included for the CEO in this spending plan.**

#### **Classified Positions: \$963,396**

It is the desire of the organization to reward the classified team with an increase annually. In years past we have gone for a time without that increase and in others it has been as high as 5%. Last year there was a 3% increase planned and paid. This year we have included a sliding scale up to a 4% increase.

#### **Certificated Positions: \$4,587,334**

To reach the SB740 threshold for expending 40% on certificated salary and benefits, the school may need to spend additional dollars during the 2021-2022 school year.

Salary expenses for classified and certificated positions are **43.52%** of the operating expenses for The Classical Academy.

### **B. Benefits - \$1,596,159**

The Classical Academy provides a benefits package that is available to fulltime employees that includes medical, dental, and vision. If they already have insurance through a spouse or family member, they can take a prorated stipend in cash. We have budgeted a 10% increase to benefit costs.

Medicare and \*Social Security, are shared cost between employee and employer, unemployment and workers' compensation are paid by the employer. Credentialed teachers contribute monthly to the State Teachers Retirement System (STRS), whereas classified team members contribute to the Public Employee Retirement System (PERS).

\*Only classified employees pay social security.

The Classical Academy has provided an employer match to the employee contribution into the Public Employee Retirement System (PERS). Last year the contribution rate was 20.70%. The contribution rate for 2021-2022 is estimated at 24.91%. Under the PERS Board policy, the contributions of the school's plan have been increased to ensure the payment is at least equal to that required to amortize the total projected un-funded liability as of June 30, 2006, over 30 years. The unfunded ratio for school plans is lower, mainly due to the investment loss and, in some cases, demographic changes. In particular, all state and school plans are now less than 100% funded.

For our certificated staff members, we provide an employer match to the State Teachers Retirement System (STRS). Last year the contribution rate was 16.15%. The contribution rate for 2021-2022 is estimated (very recently) at 22.91%, which we will adjust at First Interim. Like PERS, all state and school plans are now less than 100% funded, therefore, we can expect annual increases in STRS for the next few years, or until fully funded.

Additional company paid benefits are Life and Disability insurance.

Workers Compensation is budgeted at a rate of \$1.46 per \$100 of payroll. As with our other insurances, workers' compensation is available to the school through our association with the Joint Powers Authority (JPA) with the San Diego Office of Education. This amount is included in the benefit total.

**Fringe benefits for classified and certificated employees are 12.51% of the operating expenses for the charter school.**

With the passage and implementation of Senate Bill 740, The Classical Academy is required by law to spend 40% of federal, state and local in-lieu property tax revenues on certificated salaries and benefits, effective December 2005. For the 2021-2022 school year the charter school is on target to meet this benchmark. Should we fail to meet this state requirement for independent study charter schools, our program would dramatically change due to lack of funding.

Having this requirement "over our heads" is a constant reminder of the lack of freedom that charter schools offering independent study are having in spending funds on projects and priorities that they deem as important to their specific school.

In this year's budget, we will make adjustments in our First Interim report to assure full funding.

#### **C. Travel - \$11,000**

In-state travel is budgeted to cover the cost of driving trips throughout the year. We have the opportunity to travel in and out of San Diego County to attend meetings, seminars, and trainings that benefit the charter school. Mileage is reimbursable at \$0.56 per mile.

Travel is **0.09%** of the operating expenses for the charter school.

#### **D. Non-Cap Furniture / Equipment - \$406,738**

We anticipate replacement of computers as per the technology program developed for 2021-2022.

Equipment and furniture are **3.19%** of the operating expenses for the charter school.

#### **E. Supplies – \$287,660**

The supply requirements for The Classical Academy are growing and a vital expense to the ongoing operations. We have budgeted for instructional supplies and office supplies, and supplies for the C'lective, and music programs. Supplies are typically copy paper, pencils, ink cartridges, and miscellaneous office or classroom items.

Supplies are **2.26%** of the operating expenses for the charter school.

#### **F. Curriculum - \$195,826**

Track A/B curriculum is based on purchasing trends over the past years; textbooks, science materials, etc.

Track C curriculum gives parents access to non-sectarian materials that meet the needs of their individual child, based on the discretion of their assigned Educational Specialist. This system allows us to enhance the personalized learning educational program for each student that we serve.

Elective spending accounts for Track C are allowable for electives that have been "pre-approved" and listed in the Track C plan that each family receives. The Educational Specialists also may approve additional electives that they deem appropriate for the parents and students that they serve.

Curriculum is **1.54%** of the operating expenses for the charter school.



## **G. Facilities - \$1,745,577**

To operate the charter school, facilities, janitorial, maintenance, improvements, and utilities are required to sustain our program. Rates quoted for each facility is based on Bond costs, leases or loans that we have obtained for each. This number includes 40% of the CAHS bond/lease cost.

Maintenance, janitorial, and utilities are projections that are based on prior years of actual expenses for facilities.

Facilities are **13.69%** of the operating expenses for charter school.

## **H. Other - \$1,483,177**

Several items make up this category of expenses, including miscellaneous expense.

**\$6,500 Audit expenses** - are booked at \$6,500 for a complete independent program audit. We have a contract with BakerTilly Financial Services for this service. Their team will once again evaluate our financials and operations to give us recommendations and suggestions on how we need to improve in the financial reporting for the charter school. The Compliance audit is scheduled for May 2021, and the Financial audit is scheduled to begin in September 2021.

**\$66,520 Communications** is a combination of local, Internet, cellular telephone, and postage expense. All of these items are an integral part of the operation of the charter school.

**\$141,789 District overhead at 1%** is an annual charge that the Escondido Union School District will bill us based on our annual revenues. This will be paid to EUSD after the fiscal close of June 30, 2022.

**\$95,000 Insurance** is a fundamental cost for The Classical Academy. Our insurance vendor is the Joint Powers Authority (JPA) with the San Diego County Office of Education. This insurance covers the charter school with the required \$1 million dollar policy that is required by the approved charter document. Insurance that is included in this cost is:

- Directors and Officers
- Blanket Insurance – Real & Personal Property
- Auto Physical Damage
- Comprehensive General Liability & Wrongful Acts
- Employee Benefits Administration
- Comprehensive General & Auto Liability
- Uninsured & Underinsured Motorist Protection

- Commercial Crime
- Electronic Data Processing
- Volunteers Coverage

**\$28,700 Membership fees** for The Classical Academy include membership to the California Charter School Association (CCSA). We will also utilize and join other educational based programs that will benefit the charter school.

**\$490,493 Depreciation** schedules determine this line item.

**\$406,738 Non Cap Equipment** purchases for furniture, fixtures, computers, etc.

Other Expenses are **11.63%** of the operating expenses for the charter school.

**I. \$1,477,468 Overhead Allocation** – We allocate administrative expenses to each of our four charters.

Overhead Allocation is **11.58%** of the operating expenses for the charter school.

Total expenses for The Classical Academy are budgeted at **\$12,754,335** for the 2021-2022 school year.

While not a specific charter requirement, we have included a 3% reserve in our budget. This helps us to plan for economic uncertainties.

Thank you for reviewing this spending plan and narrative. Please be ready to discuss this document and attachments at our upcoming scheduled Board meeting on Tuesday, May 18, 2021. If you have questions prior to the meeting please feel free to contact Cameron Curry.



CLASSICAL ACADEMY  
VISTA

2021-2022

**Draft** Budget & Narrative

May 18, 2021

Cameron Curry  
Chief Executive Officer



## **Classical Academy Vista 2021-2022 Budget Narrative**

Classical Academy Vista has is completing its third year of operation and continues to grow as an organization. This document and the attachments herein are presented to you, our Governing Board, for review and approval.

This document will explain in greater detail the items budgeted, areas of concern, and items needed to continue the growth of the charter school.

As an overview, the budget is annually developed by the Chief Financial Officer, working closely with a team of administrators, to define costs and identify needs that the organization will have for the next fiscal year. Once this initial phase is completed, the draft budget and itemized detail are given to the Chief Executive Officer for review, and to determine fiscal priorities prior to Board review and approval. The Chief Executive Officer may add or delete items prior to the draft budget being presented to the Board for review.

This attached narrative includes detail in the following categories:

1. Revenue
2. Expense Detail in the area of:
  - Personnel
  - Travel
  - Supplies
  - Curriculum
  - Other Expenses
  - Districts Buffer
  - Fringe Benefits
  - Furniture & Equipment
  - Consultants
  - Facilities
  - Total expenses
  - Revenue to Expenses

As you review this document, feel free to write in (the margins) any of your questions, comments, or concerns. If you need to, please include your comments on a separate sheet of paper to discuss prior to adoption at our Board meeting on Tuesday, May 18, 2021. With the support of the Chief Financial Officer, I am confident that our spending plan is solid and it will serve the needs of the organization.

Working within the regulations and requirements imposed upon us by Senate Bill 740, we review this requirement at our First Interim and incorporated the necessary expenses for certificated salaries and benefits to ensure 100% level funding.

At the May 2020 meeting of the State Board of Education the CDE proposed and the board approved the SB740 Funding Determination for the Classical Academy Vista for 2 years. This waiver will provide the school 100% funding through fiscal year-end 2022-2023. With this information we plan to continue to hit the benchmarks of spending at least 40% on certificated salaries and benefits. Salaries and compensation, including Master's Degrees stipends are presented in alignment with a Board approved salary schedule for classified and credentialed employees.

With every budget year, our goal is to create a balanced fiscal plan that is the basis for beginning each new school year at the Classical Academy Vista. We will be making interim adjustments to this document throughout the school year to ensure that spending does not exceed revenues.

If you have questions or require additional information, please feel free to contact me directly prior to our meeting.

A handwritten signature in black ink, appearing to read 'CM Curry', with a long, sweeping horizontal line extending from the end of the name.

Cameron Curry  
Chief Executive Officer

# Budget Detail 2021-2022

## Revenue

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### Average Daily Attendance (ADA) - \$6,603,557

Revenue is generated in several ways for the Classical Academy Vista. The most important revenue component to our program is the ADA. These dollars are generated from each student that attends the charter school. The revenue average limit is broken into three categories. You may notice that that the LCFF Calculator produces different amounts for age bands in each Charter. The LCFF Calculator takes averages of previous years and a multiple of different factors to generate the funding levels. The age band shown below would be accurate at 95% funding. However, we use 97% in our calculations, as historically, this figure has proven to produce the most accurate budget.

#### ADA at 95%

- |  |                     |
|--|---------------------|
| • Children kindergarten to 3 <sup>rd</sup> grade     | \$8,955 per student |
| • Children 4 <sup>th</sup> to 6 <sup>th</sup> grade  | \$8,233 per student |
| • Children 7 <sup>th</sup> and 8 <sup>th</sup> grade | \$8,477 per student |

#### ADA at 97%

- |  |                     |
|--|---------------------|
| • Children kindergarten to 3 <sup>rd</sup> grade     | \$9,138 per student |
| • Children 4 <sup>th</sup> to 6 <sup>th</sup> grade  | \$8,401 per student |
| • Children 7 <sup>th</sup> and 8 <sup>th</sup> grade | \$8,650 per student |

These funding levels are based on projections published by the California Department of Education (CDE) P-1 recertification with Education Protection Act (EPA) estimates are included.

Using these figures, based on our current enrollment and applications that we have processed to date, we are projecting to serve 775 students in our Fall program.

We have budgeted the ADA revenue for the 2021-2022 school year at 97% of enrollment.

ADA is provided to the school in three major components. The first is *state apportionment*, and the *second is local in-lieu property tax*, with the *third being EPA funding*. These funds make up the ADA apportionment that the charter school receives. Beginning in 2012-2013 with the passage of Prop 30-Education Protection Act (EPA), education agencies received about 40% of sales tax revenues.



**Lottery Income – \$167,245**

As in every public school, our charter will receive a portion of dollars collected from the sale of lottery tickets in California; we should anticipate \$215.80 per student in lottery funding. These dollars are both restricted and unrestricted funds.

**Special Education General Fund – \$0**

In 2012-2013 The Classical Academies took on the role and responsibility of running its own Special Education department with the support of the El Dorado County Office of Education SELPA. At the current time, the funding from Federal and State grants is funding the full SELPA program at Vista. We will revisit this anomaly at our first interim reporting period.

**Class and Field Trip Income - \$52,000**

During the course of each year Classical Academy Vista coordinates five class trips for students in the 4<sup>th</sup> grade (Sacramento), 5<sup>th</sup> Grade (Pathfinder), 6<sup>th</sup> Grade (Astro Camp), 7<sup>th</sup> Grade (Catalina), and 8<sup>th</sup> Grade (Washington D.C.), and local field trips. To accomplish this, parents pay the school for their participation, and the school in turn pays the vendors for each of these trips. The 8<sup>th</sup> Grade trip is outsourced. The school pays for staff management of these trips each year. Also, during the course of the year, with our planned field trips, we purchase resources and materials to support the history and science-themed events.

**Fundraising / Donations - \$20,000**

In our desire to showcase our unique charter school program to available foundations and private partners, we have budgeted this revenue for the 2021-2022 school year at \$2,000. With our success as a charter school, both in the quality of our academic program, and satisfaction with students and parents, our plan is to be more aggressive in the solicitation of funding this next school year.

**Musical Theatre Income - \$24,000**

We had a successful year within our Music Department. We see this program creating a steady revenue stream for the charter school as we expand the services and program to our students. The projected dollars will be generated from sales of tickets, and donations to our musical program.

**Interest Income - \$8,700**

Having our funds secured in interest bearing accounts, we anticipate a larger portion of interest during the year from prior year. Running a very conservative program, our dollars are not held in these accounts for a great deal of time before being transferred from the county treasurer to our local bank and then expended on budgeted items to support the charter school.

**Other Income - \$22,584**

Other income includes grant funds, income from the ASB, sports, and miscellaneous income.

**Total revenue projected for the 2021-2022 school year: \$6,898,086.**

## Expenses

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### A. Salaries

In reviewing the personnel for The Classical Academy Vista for the 2021-2022 school year, we have a total staff of 43.73 FTE's. These positions are:

**Classified:                    12.68 Positions                    Certificated:    31.05 Positions**

In evaluating each certificated staff position for 2021-2022, we added 5 new positions to accommodate growth, and adjusted salaries based on the certificated salary schedule.

#### CEO Management:

The CEO provides organizational management with oversight of The Classical Academy, Vista and three other schools, including human resources, finance, technology, operations, and community development; it is best that these salaries be shared between all of the schools through our allocation process. **A salary increase was not included for the CEO in this spending plan.**

#### Classified Support: \$355,178

It is the desire of the organization to reward the classified team with an increase annually. In years past we have gone for a time without that increase and in others it has been as high as 5%. Last year there was a 3% increase planned and paid. This year we have included a sliding scale, up to a 4% increase.

#### Certificated Positions: \$2,168,321

To reach the SB740 threshold for expending 40% on certificated salary and benefits, the school may need to spend additional dollars during the 2021-2022 school year. With our waiver for full funding in place from the CDE, we will still need to plan on hitting these benchmarks since it is unclear in the state regulations as to what happens to a school with a waiver that does not meet the requirements for SB740.

Salary expenses for classified and certificated positions are **53.64%** of the operating expenses for the Classical Academy Vista.

### B. Benefits - \$831,378

Classical Academy Vista provides a benefits package that is available to fulltime employees that includes medical, dental, and vision. If they already have insurance through a spouse or family member, they can take a prorated stipend in



cash. For this fiscal year, we have conservatively budgeted a 10% increase to benefit cost.

Medicare, \*Social Security, are shared cost between employee and employer, unemployment and workers' compensation are paid by the employer. Credentialed teachers contribute monthly to the State Teachers Retirement System (STRS), whereas classified team members contribute to the Public Employee Retirement System (PERS).

\*Only classified employees pay social security.

Classical Academy Vista has provided an employer match to the employee contribution into the Public Employee Retirement System (PERS). Last year the contribution rate was 16.00%, The contribution rate for 2021-2022 is estimated at 22.91%. Under the PERS Board policy. In particular, all state and school plans are now less than 100% funded.

For our certificated staff members, we provide an employer match to the State Teachers Retirement System (STRS). Last year the contribution rate was 16.15%. The contribution rate for 2021-2022 is estimated at 16.00%. Like PERS, all state and school plans are now less than 100% funded, therefore, we can expect annual increases in STRS for the next few years, or until fully funded.

Additional company paid benefits are Life and Disability insurance.

Workers Compensation is budgeted at a rate of \$1.46 per \$100 of payroll. As with our other insurances, workers' compensation is available to the school through our association with the Joint Powers Authority (JPA) with the San Diego Office of Education. This amount is included in the benefit total.

Fringe benefits for classified and certificated employees are **14.87%** of the operating expenses for the Classical Academy Vista.

With the passage and implementation of Senate Bill 740, Classical Academy Vista is required by law to spend 40% of federal, state and local in-lieu property tax revenues on certificated salaries and benefits, effective December 2005. For the 2021-2022 school year the charter school will develop a plan, in the Fall, to meet this benchmark. Should we fail to meet this state requirement for independent study charter schools, our program would dramatically change due to lack of funding.

Having this requirement "over our heads" is a constant reminder of the lack of freedom that charter schools offering independent study are having in spending funds on projects and priorities that they deem as important to their specific school. In this year's budget, we have will make future adjustments, in our first interim, to

appropriately adjust to meet the SB740 requirements for full funding.

These amounts will be verified and recorded and used in the funding determination process for the charter school with the California Department of Education.

#### **C. Travel - \$7,600**

In-state travel is budgeted to cover the cost of driving trips throughout the year. We have the opportunity to travel in and out of San Diego County to attend meetings, seminars, and trainings that benefit the charter school. Mileage is reimbursable at \$0.56 per mile.

Travel is **0.14%** of the operating expenses for the charter school.

#### **D. Equipment / Furniture - \$32,000**

We anticipate upgrading or adding some furniture for the coming school year as needed. Items include student tables and chairs for the classrooms, and computers per the new technology program developed for 2020-2021.

Equipment and furniture are **0.57%** of the expense expenses for the charter school.

#### **E. Supplies – \$65,950**

The supply requirements for Classical Academy Vista are fully funded and are a vital expense to the ongoing operations. We have budgeted for instructional supplies and office supplies, and supplies for the C'lective and music programs. Supplies are typically copy paper, pencils, ink cartridges, and miscellaneous office or classroom items.

Supplies are **1.18%** of the expense expenses for the charter school.

#### **F. Curriculum - \$187,626**

Track A/B curriculum is based on purchasing trends; textbooks, science materials, etc.

Track C curriculum gives parents access to non-sectarian materials that meet the needs of their individual child, based on the discretion of their assigned Educational Specialist. This system allows us to enhance the personalized learning educational program for each student that we serve.

Elective spending accounts for Track C are allowable for electives that have been "pre-approved" and listed in the Track C plan that each family receives. The

Educational Specialists also may approve additional electives that they deem appropriate for the parents and students that they serve

Curriculum is 3.35% of the expense budget for Classical Academy Vista.

#### **G. Facilities - \$483,518**

To operate the charter school, facilities, janitorial, maintenance, improvements, and utilities are required to sustain our program. Rates quoted for each facility is based on leases or loans that we have obtained for each.

Maintenance, janitorial, and utilities are projections that are based on last year's actual expenses.

Facilities are 8.65% of the expense budget for Classical Academy Vista.

#### **H. Other - \$417,995**

Several items make up this category of expenses.

**\$27,620**      **Communications** is a combination of local, long distance telephone service, fax, Internet and cellular telephone, and postage expense. All of these items are an integral part of the operation of the charter school.

**\$66,036**      **District overhead at 1%** is an annual charge that the San Diego Office of Education will bill us for based on our annual LCFF revenues. This will be paid to SDCOE after the fiscal close of June 30, 2020.

**\$40,000**      **Insurance** is a fundamental cost for Classical Academy Vista. Our insurance vendor is the Joint Powers Authority (JPA) with the San Diego County Office of Education. This insurance covers the charter school with the required \$1-million-dollar policy that is required by the approved charter document. Insurance that is included in this cost is:

- Directors and Officers
- Blanket Insurance – Real & Personal Property
- Auto Physical Damage
- Comprehensive General Liability & Wrongful Acts
- Employee Benefits Administration
- Comprehensive General & Auto Liability
- Uninsured & Underinsured Motorist Protection
- Commercial Crime
- Electronic Data Processing
- Volunteers Coverage



**\$10,000**      **Membership fees** for Classical Academy Vista include membership to the California Charter School Association (CCSA) and (CSDC). We will also utilize and join other educational based programs that will benefit the charter school.

**\$213,490**      **Other Operational Expenses** includes software, miscellaneous expenses, and all other expenses not included in this narrative.

Other expenses are **7.47%** of the expense budget for the charter school.

**I. \$1,043,000 Other Outgo** – We allocate Administrative costs to each of the Charters. This also includes a \$7K contribution to SPED.

Other Outgo expenses are **18.65%** of the expense budget for the charter school.

Total expenses for Classical Academy Vista are budgeted at **\$5,592,566** for the 2021-2022 school year.

Maintaining a 3% reserve is a requirement of this charter and we have budgeted for this requirement.

Thank you for reviewing this spending plan and narrative. Please be ready to discuss this document and attachments at our upcoming scheduled Board meeting on Tuesday, May 18, 2021. If you have questions prior to the meeting, please feel free to contact Cameron Curry.



# CLASSICAL ACADEMY HIGH SCHOOL

2021/2022

**Draft** Budget & Narrative

May 18, 2021

Cameron Curry  
Chief Executive Officer

## **Classical Academy High School 2021-2022 Budget Narrative**

Classical Academy High School began operations in 2006 and continues to grow as an organization. This document and attachments are for the Governing Board to review, make suggested changes, and approve based on their knowledge of the organization, staff, and the high school student community that we serve.

This document will explain in greater detail the items budgeted, areas of concern, and items needed to continue the growth of the charter school.

As an overview, the budget is annually developed by the Chief Financial Officer, working with key administration to define costs and identify needs that the organization will have for the next year. Once this initial phase is completed, the draft budget and item detail is given to the Chief Executive Officer for review and determine priorities prior to Board review and approval. The CEO may add or delete items prior to the draft budget being presented to the Board for review.

This attached narrative includes detail in the following categories:

1. Revenue
2. Expense Detail in the area of:
  - Personnel
  - Travel
  - Supplies
  - Curriculum
  - Other Expenses
  - Districts Buffer
  - Fringe Benefits
  - Furniture & Equipment
  - Consultants
  - Facilities
  - Total expenses
  - Revenue to Expenses

As you review this document, feel free to write in the margins your questions, comments, or concerns. If you need to, please include your comments on a separate sheet of paper to discuss prior to adoption at our Board meeting on Tuesday, May 18, 2021. With the support of the CFO, I am confident that our spending plan is solid and it will serve the needs of the organization.

Working within the regulations and requirements imposed upon us by Senate Bill 740, we will develop a plan in the Fall that will allow for the necessary expenses for certificated salaries and benefits to ensure 100% level funding.

On December 17, 2019, the Escondido High School District renewed our charter for another five years, through June 30, 2025. We appreciate the District's support of our charter with this renewal.



With every year, we are creating a plan that is the basis for beginning a new school year at The Classical Academy. We will be making adjustments to this document throughout the school year to ensure that spending does not exceed revenues.

If you have questions or require additional information please feel free to contact me directly prior to our meeting.

A handwritten signature in black ink, appearing to read "CM Curry", with a stylized flourish extending from the end.

Cameron Curry  
CEO

# Budget Detail 2021-2022

## Revenue

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### Average Daily Attendance (ADA) - \$13,250,205

Revenue is generated in several ways for the Classical Academy High School. The most important revenue component to our program is the ADA. These dollars are generated from each student that attends the charter school. The revenue average limit is broken into three categories. You may notice that that the LCFF Calculator produces different amounts for age bands in each Charter. The LCFF Calculator takes averages of previous years and a multiple of different factors to generate the funding levels. The age band shown below would be accurate at 95% funding. However, we use 97% in our calculations, as historically, this figure has proven to produce the most accurate budget. We have budgeted the ADA revenue for the 2021-2022 school year at 97% of enrollment.

- |  |                      |
|--|----------------------|
| <u>ADA at 95%</u>                                      |                      |
| • Children 9 <sup>th</sup> thru 12 <sup>th</sup> grade | \$10,131 per student |
| <u>ADA at 97%</u>                                      |                      |
| • Children 9 <sup>th</sup> thru 12 <sup>th</sup> grade | \$10,338 per student |

These funding levels are based on projections published by the California Department of Education (CDE) P-1 recertification with Education Protection Act (EPA) estimates included; we are using the most accurate projections in our spending plan.

Using these figures, based on our current enrollment and applications that we have processed to date, we are projecting to serve 1,280 students in our Fall program.

ADA is provided to the school in three major components. The first is *state apportionment*, the second is EPA funding, and the *third is local in-lieu property tax*. These funds make up the ADA apportionment that the charter school receives. Beginning in 2012-2013 with the passage of Prop 30-Education Protection Act (EPA), education agencies received about 40% of sales tax revenues.

### Lottery Income – \$276,224

As in every public school, our charter will receive a portion of dollars collected from the sale of lottery tickets in California; we should anticipate \$215.80 per student in lottery funding. These dollars are both restricted and unrestricted funds.

**Special Education General Funding – \$(374,133)**

In 2012-2013 Classical Academy High School took on the role and responsibility of running its own Special Education department with the support of the El Dorado County Office of Education SELPA. These dollars are restricted funds to be used only to support students with Special Education needs. We are contributing \$(374,133) from this Charter to support our SPED program. We receive, additionally, funding from Federal and State programs for our SPED operations.

**Facilities Leases - \$72,000**

Our Escondido High School's do not have Field trip income, however, we do have income from Facilities leases to the Civic Youth Orchestra and a local church.

**Fundraising / Donations - \$50,000**

In our desire to showcase our unique charter school program to available foundations and private partners, we have budgeted this revenue for the 2021-2022 school year at \$50,000. With our success as a charter school, both in the quality of our academic program, and satisfaction with students and parents, our plan is to be more aggressive in the solicitation of funding this next school year.

**Interest Income - \$25,000**

Having our funds secured in interest bearing accounts, we anticipate a larger portion of interest during the year from prior year. Running a very conservative program, our dollars are not held in these accounts for a great deal of time before being transferred from the county treasurer to our local bank and then expended on budgeted items to support the charter school. We also anticipate changing banks (in FY 21/22) to gain additional interest in our checking accounts, where we hold our operating cash.

**Other Income - \$143,013**

Other income includes grant funds, mandated block grant, income from the robotics program, yearbook sales, and miscellaneous income.

**Total revenue projected for the 2021-2022 school year: \$13,442,309.**



## **Expenses**

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### **A. Salaries:**

In reviewing the personnel for Classical Academy High School for the 2021-2022 school year, we have a total staff of 118.44 FTE's. These positions are:

<b><u>Classified:</u></b>	<b>28.98 Positions</b>	<b><u>Certificated:</u></b>	<b>89.46 Positions</b>
---------------------------	------------------------	-----------------------------	------------------------

In evaluating each certificated staff position for 2021-2022, we added 3.5 new certificated positions based on growth, and adjusted salaries based on the certificated salary schedule. This change will improve the organization's requirement of SB740.

### **CEO Management:**

The CEO provides organizational management with oversight of Classical Academy High School and three other schools, including human resources, finance, technology, operations, and community development; it is best that these salaries be shared between all of the schools through our allocation process. **A salary increase was not included for the CEO in this spending plan.**

### **Classified Support: \$1,347,593**

It is the desire of the organization to reward the classified team with an increase annually. In years past we have gone for a time without that increase and in others it has been as high as 5%. Last year there was a 3% increase planned and paid and this year we have included a sliding scale of up to a 4% increase.

### **Certificated Positions: \$4,849,756**

To reach the SB740 threshold for expending 40% on certificated salary and benefits, with our waiver for full funding in place from the CDE, we will still need to plan on hitting these benchmarks since it is unclear in the state regulations as to what happens to a school with a waiver that does not meet the requirements for SB740.

Salary expenses for classified and certificated positions are **48.32%** of the operating expenses for the Classical Academy High School.

### **B. Benefits - \$2,070,602**

Classical Academy High School provides a benefits package that is available to fulltime employees that includes medical, dental, and vision. If they already have insurance through a spouse or family member, they can take a prorated stipend in cash. We have budgeted a 10% increase to benefit cost.

Medicare, \*Social Security, are shared cost between employee and employer, unemployment and workers' compensation are paid by the employer. Credentialed teachers contribute monthly to the State Teachers Retirement System (STRS), whereas classified team members contribute to the Public Employee Retirement System (PERS).

\*Only classified employees pay social security.

Classical Academy High School has provided an employer match to the employee contribution into the Public Employee Retirement System (PERS). Last year the contribution rate was 18.0%. The contribution rate for 2021-2022 is estimated at 22.91%. Under the PERS Board policy, the contributions of the school's plan have been increased to ensure the payment is at least equal to that required to amortize the total projected unfunded liability as of June 30, 2006, over 30 years.

For our certificated staff members, we provide an employer match to the State Teachers Retirement System (STRS). Last year the contribution rate was 16.15%. The contribution rate for 2021-2022 is estimated at 16.0%. Like PERS, all state and school plans are now less than 100% funded, therefore, we can expect annual increases in STRS for the next few years, or until fully funded.

Additional company paid benefits are Life and Disability insurance.

Workers Compensation is budgeted at a rate of \$1.46 per \$100 of payroll. As with our other insurances, workers' compensation is available to the school through our association with the Joint Powers Authority (JPA) with the San Diego Office of Education. This amount is included in the benefit total.

Fringe benefits for classified and certificated employees are **16.14%** of the operating expenses for the Classical Academy High School.

With the passage and implementation of Senate Bill 740, Classical Academy High School is required by law to spend 40% of federal, state and local in-lieu property tax revenues on certificated salaries and benefits, effective December 2005. For the 2021-2022 school year the charter school will develop a plan in the Fall and present it in our First Interim. Should we fail to meet this state requirement for independent study charter schools, our program would dramatically change due to lack of funding.

Having this requirement "over our heads" is a constant reminder of the lack of freedom that charter schools offering independent study are having in spending funds on projects and priorities that they deem as important to their specific school

These amounts will be verified and recorded and used in the funding determination process for the charter school with the California Department of Education.

#### **C. Travel - \$20,000**

In-state travel is budgeted to cover the cost of driving trips throughout the year. We have the opportunity to travel in and out of San Diego County to attend meetings, seminars, and trainings that benefit the charter school. Mileage is reimbursable at \$0.56 per mile.

Travel is **0.16%** of the operating expenses for the charter school.

#### **D. Furniture / Equipment - \$304,940**

We anticipate upgrading or adding some furniture for the coming school year as needed, as well as computer equipment. Items include student tables and chairs for the classrooms in 2021-2022.

Equipment and furniture is **2.38%** of the operating expenses for the charter school.

#### **E. Supplies – \$252,150**

The supply requirements for Classical Academy High School are minimal, but a vital expense to the ongoing operations. We have budgeted for instructional supplies and office supplies, and supplies for the C'lective and music programs. Supplies are typically copy paper, pencils, ink cartridges, and miscellaneous office or classroom items.

Supplies are **1.97%** of the operating expenses for the charter school.

#### **F. Curriculum - \$89,000**

Track A/B curriculum is based on purchasing trends over the past seventeen years; textbooks, science materials, etc.

Track C curriculum gives parents access to non-sectarian materials that meet the needs of their individual child, based on the discretion of their assigned Educational Specialist. This system allows us to enhance the personalized learning educational program for each student that we serve.

Elective spending accounts for Track C are allowable for electives that have been "pre-approved" and listed in the Track C plan that each family receives. The Educational Specialists also may approve additional electives that they deem appropriate for the parents and students that they serve.

Curriculum is **0.69%** of the operating expenses for Classical Academy High School.



## **G. Facilities - \$2,017,148**

To operate the charter school, facilities, janitorial, maintenance, improvements, and utilities are required to sustain our program. Rates quoted for each facility is based on leases or loans that we have obtained for each.

Maintenance, janitorial, and utilities are projections that are based on last year's actual expenses.

Facilities are **15.73%** of the operating expenses for Classical Academy High School.

## **H. Other - \$1,274,727**

Several items make up this category of expenses.

Our Financial Services Department currently provides the support for The Classical Academy, Classical Academy High School and Classical Ac for budgeting, payroll, attendance, accounts payable and accounts receivable.

**\$6,500**      **Audit expenses** are booked at \$6,500 for a complete independent program audit. We have a contract with BakerTilly Financial Services for this service. Their team will once again evaluate our financials and operations to give us recommendations and suggestions on how we need to improve in the financial reporting for the charter school. The pre-audit is scheduled for May 2021, and the final audit is scheduled for September 2021.

**\$67,630**      **Communications** is a combination of local, long distance telephone service, fax, Internet and cellular telephone, and postage expense. All of these items are an integral part of the operation of the charter school.

**\$125,892**      **Insurance** is a fundamental cost for Classical Academy High School. Our insurance vendor is the Joint Powers Authority (JPA) with the San Diego County Office of Education. This insurance covers the charter school with the required \$1-million-dollar policy that is required by the approved charter document. Insurance that is included in this cost is:

- Directors and Officers
- Blanket Insurance – Real & Personal Property
- Auto Physical Damage
- Comprehensive General Liability & Wrongful Acts
- Employee Benefits Administration
- Comprehensive General & Auto Liability
- Uninsured & Underinsured Motorist Protection
- Commercial Crime
- Electronic Data Processing

- Volunteers Coverage

**\$90,000 Depreciation** increased due to the new parking lot and new computers.

Other expenses are **9.94%** of the operating expenses for the charter school

**\$600,000 Overhead Allocations** include Administrative overhead that we allocate out to our Classical Academy High School operations.

Overhead Allocations are **4.68%** of the operating expenses for the charter school.

Total expenses for Classical Academy High School are budgeted at **\$12,825,916** for the 2021-2022 school year.

Maintaining a 3% reserve is not a requirement of the charter, however, we have this amount budgeted to plan for economic uncertainties.

Thank you for reviewing this spending plan and narrative. Please be ready to discuss this document and attachments at our upcoming scheduled Board meeting on Tuesday, May 18, 2021. If you have questions prior to the meeting, please feel free to contact Cameron Curry.

# The Classical Academies

FY 21/22 DRAFT BUDGET

As of 04/30/21

ENROLLMENT		1345	330	1450	600	880	400	775	5780
		TCA	CAMS	Coastal	CAH	CAHS-S	CAHS-PLC	VISTA	TOTALS
<b>REVENUE</b>									
LCFF State Aid		8011	\$6,838,828	\$1,796,056	\$3,872,029	\$4,631,827	\$2,107,212	\$4,953,207	\$31,431,764
EPA Prop 30		8012	\$1,267,451	\$332,866	\$614,634	\$1,035,207	\$470,959	\$150,350	\$5,364,846
In-Lieu Property Tax		8096	\$3,168,000	\$832,000	\$1,424,020	\$3,440,000	\$1,565,000	\$1,500,000	\$15,378,496
Special Education - Federal		8181	\$0	\$0	\$0	\$0	\$0	\$0	\$8,181
Mandated Cost Block Grant		8550	\$17,335	\$4,579	\$18,413	\$39,987	\$17,276	\$8,884	\$133,831
Lottery - Unrestricted		8560	\$235,251	\$56,214	\$108,480	\$143,904	\$66,320	\$87,245	\$958,884
Lottery - Restricted		8560	\$55,000	\$15,000	\$21,000	\$46,000	\$20,000	\$80,000	\$305,560
Interest Income		8660	\$42,000	\$0	\$0	\$25,000	\$0	\$8,700	\$179,360
Contribution to SpEd		8980	<b>(\$622,784)</b>	<b>(\$1,032,222)</b>	<b>(\$373,287)</b>	<b>(\$344,733)</b>			<b>(\$2,364,045)</b>
General SPED to MH2 & MH3		8990	<b>(\$24,000)</b>			\$0			<b>(\$15,010)</b>
SpEd MH II & III		8590-92	\$0		<b>(\$12,011)</b>	<b>(\$29,400)</b>			<b>(\$20,410)</b>
Other Local Income		8699-8799	\$131,000	\$115,900	\$51,000	\$179,000	\$28,750	\$109,700	<b>(\$35,014)</b>
<b>TOTAL REVENUE</b>			<b>\$11,108,081</b>	<b>\$3,251,115</b>	<b>\$5,724,278</b>	<b>\$9,166,792</b>	<b>\$4,275,517</b>	<b>\$6,898,086</b>	<b>\$0</b>
									<b>\$52,062,603</b>

EXPENSES		TCA	CAMS	Coastal	CAH	CAHS-S	CAHS-PLC	VISTA	ADMIN	TOTALS
<b>Salaries</b>										
Certificated Salaries		1100	\$2,724,008	\$1,018,310	\$1,931,339.75	\$2,796,843	\$1,421,646	\$1,873,498		\$14,828,494
Certificated Pupil Support		1200	\$72,589	\$75,589	\$71,589	\$85,589	\$81,589	\$72,167		\$459,112
Certificated Admin		1300	\$237,250	\$125,000	\$121,750	\$333,089	\$131,000	\$111,240	\$314,000	\$1,646,329
Certificated Other		1900	\$334,588	\$0	\$0	\$0	\$0	\$111,417	\$679,443	\$1,279,513
<b>Total</b>			<b>\$3,368,435</b>	<b>\$1,218,899</b>	<b>\$2,124,679</b>	<b>\$3,215,521</b>	<b>\$1,634,235</b>	<b>\$2,168,321</b>	<b>\$993,443</b>	<b>\$12,213,448</b>
<b>Classified Instr'l Aides</b>										
Classified Support		2100	\$154,370	\$16,146	\$0	\$320,597	\$287,894	\$94,222	\$0	\$1,004,747
Classified Admin		2200	\$290,099	\$72,989	\$151,476	\$228,575	\$129,079	\$129,015	\$69,680	\$1,249,122
Classified Clerical		2300	\$0	\$0	\$77,438	\$0	\$0	\$0	\$1,187,068	\$1,264,506
Classified Instr'l Salaries		2400	\$311,476	\$118,316	\$170,264	\$315,427	\$66,021	\$131,941	\$1,082,105	\$2,636,701
<b>Total</b>			<b>\$755,945</b>	<b>\$207,451</b>	<b>\$399,178</b>	<b>\$864,599</b>	<b>\$482,994</b>	<b>\$355,178</b>	<b>\$2,338,854</b>	<b>\$6,155,076</b>
<b>Employee Benefits</b>										
STRS		3101	\$493,455	\$182,861	\$307,765	\$465,829	\$245,733	\$362,090	\$156,633	\$2,816,570
PERS		3202	\$113,105	\$55,100	\$124,131	\$237,342	\$144,122	\$104,516	\$494,216	\$1,438,279
Medicare & OASIS		3301/02	\$106,672	\$33,544	\$61,345	\$112,767	\$60,645	\$58,612	\$193,327	\$734,958
Health Welfare		3401/02	\$358,034	\$169,572	\$290,862	\$445,162	\$265,421	\$273,859	\$489,672	\$2,822,852
UI		3501/02	\$2,062	\$713	\$1,262	\$2,040	\$1,059	\$1,262	\$1,666	\$12,184
Workers Comp		3601/02	\$60,216	\$20,825	\$36,848	\$59,570	\$30,912	\$31,039	\$48,652	\$349,978
<b>Total</b>			<b>\$1,133,544</b>	<b>\$462,615</b>	<b>\$822,213</b>	<b>\$1,322,710</b>	<b>\$747,892</b>	<b>\$831,378</b>	<b>\$1,384,166</b>	<b>\$8,174,821</b>



Book and Supplies									
Textbooks/Core Curricula	4100	\$175,276	\$20,550	\$144,162	\$20,000	\$65,000	\$12,000	\$165,126	\$602,114
Books Other Than Textbooks	4200	\$162,500	\$0	\$137,500	\$60,000	\$0	\$12,000	\$22,500	\$394,500
Materials & Supplies	4300	\$107,375	\$180,285	\$385,500	\$162,086	\$148,300	\$103,850	\$65,950	\$83,950
Non-Cap Equipment	4400	\$203,928	\$202,810	\$260,580	\$171,900	\$223,140	\$81,800	\$139,000	\$1,350,968
Total		\$649,079	\$403,645	\$927,742	\$413,986	\$436,440	\$209,650	\$392,576	\$3,584,878
Service & Other Op. Exp									
Travel and Conferences	5200	\$6,800	\$3,000	\$33,000	\$17,800	\$10,000	\$10,000	\$7,600	\$163,680
Dues and Membership	5300	\$24,000	\$4,700	\$15,000	\$3,500	\$19,000	\$4,000	\$10,000	\$111,637
Insurance	5400	\$60,000	\$35,000	\$66,006	\$20,000	\$90,892	\$35,000	\$40,000	\$346,899
Operations Housekeeping	5500	\$145,832	\$92,752	\$139,628	\$87,476	\$264,669	\$148,539	\$161,720	\$1,085,721
Rentals, Leases, Repairs	5600	\$140,238	\$44,936	\$83,134	\$777,195	\$105,363	\$100,645	\$46,816	\$1,334,277
Direct Support - SPED	5750	(\$85,000)	(\$17,685)	(\$70,000)	(\$31,070)	(\$22,000)	(\$9,480)	(\$30,000)	(\$265,235)
Oversight Fee	5850	\$109,436	\$32,353	\$121,513	\$59,107	\$0	\$0	\$66,036	\$388,445
Operating Expenses	5800	\$1,660,887	\$272,192	\$391,690	\$308,701	\$1,740,745	\$666,889	\$464,321	\$80,590
Communications	5900	\$40,760	\$25,760	\$48,680	\$30,324	\$38,892	\$28,738	\$27,620	\$32,260
Total		\$2,102,953	\$493,008	\$828,651	\$1,273,033	\$2,247,561	\$984,331	\$794,113	\$300,822
\$902,471									
Capital Outlay									
Depreciation Expense	6900	\$490,493	\$0	\$388,463	\$0	\$90,000	\$0	\$8,000	\$0
Total		\$490,493	\$0	\$388,463	\$0	\$90,000	\$0	\$8,000	\$0
\$976,956									
Other Outgo									
Indirect Support SPED	7350	(\$9,200)	\$0	(\$15,000)	(\$6,658)	(\$7,000)	(\$3,016)	(\$7,000)	(\$47,874)
Overhead Allocation	7600	\$1,477,468	\$0	\$2,041,577	\$0	\$600,000	\$0	\$1,050,000	(\$5,169,045)
Bond Interest Expense	7699-01	\$0	\$0	\$631,772	\$0	\$0	\$0	\$0	\$631,772
Total		\$1,468,268	\$0	\$2,658,354	(\$6,658)	\$593,000	(\$3,016)	\$1,043,000	(\$5,169,045)
\$583,903									
Revenues									
		\$11,108,081	\$3,251,115	\$11,638,733	\$5,274,278	\$9,166,792	\$4,275,517	\$6,898,086	\$0
\$52,062,603									
Expenditures									
		\$9,968,716	\$2,785,618	\$10,514,306	\$5,026,431	\$8,769,831	\$4,056,086	\$5,592,566	(\$0)
\$46,713,553									
3% Reserves									
		\$333,242	\$ 97,533	\$349,162	\$	\$17,728	\$275,004	\$ 50,000	\$206,943
\$									
Undesignated									
		\$806,122	\$465,497	\$775,265	\$526,119	\$121,958	\$169,431	\$1,098,578	\$0
\$3,562,970									
Prior Year Reserves									
		\$ 6,155,491	\$ 434,148	\$ 8,735,735	(\$765,696)	\$1,850,300	\$ 588,802	\$ 875,069	\$
\$ 17,873,849									
Est Year-End Reserves									
		\$ 7,294,856	\$ 997,178	\$ 9,860,162	(\$67,849)	\$2,247,262	\$808,233	\$2,180,589	\$
\$ 23,320,432									
NET INCOME									
		\$1,139,365	\$563,030	\$1,124,427	\$697,847	\$396,962	\$219,431	\$1,305,520	\$5,446,583



# THE CLASSICAL ACADEMIES

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## Board Report

### Expanded Learning Opportunities Grant Plan

#### Background:

The Expanded Learning Opportunities (ELO) grant, established under the AB 86 COVID-19 relief package, assists schools in implementing learning recovery programs. ELO grant funds must be used to provide supplemental instruction, support for social and emotional well-being, or meals and snacks to specified student groups who have faced adverse learning and social-emotional circumstances.

#### Report:

Based on the funding formula presented in the ELO grant, The Classical Academies is eligible to receive \$24,000 in grant money. We plan to use the grant toward hiring an additional paraprofessional who will work with students with disabilities and provide services in accordance with their respective IEPs. The support provided will increase the overall amount of learning support time a student receives.

The planned use of funds complies with the ELO grant requirements.

#### Action Required by the Board:

It is the recommendation to approve the Expanded Learning Opportunities Grant Plans. I have attached the Plans for your review, discussion and approval.

Sejal Majithia  
Director of Compliance

May 18, 2021

## Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Classical Academy	Sejal Majithia, Director of Compliance	<a href="mailto:smajithia@classicalacademy.com">smajithia@classicalacademy.com</a> 760.440.8429

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

### Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

The ELO grant plan was prepared in conjunction with the LCAP stakeholder engagement process, which includes organization-wide strategic planning meetings, community presentations, parent and employee surveys, collaboration during drafting, and public presentation of the final LCAP. In 2020 alone, four parent surveys were sent out, with questions aligned with the purpose and intent of the ELO grant. The feedback received through the LCAP stakeholder engagement process forms the basis for the ELO grant plan.

A description of how students will be identified and the needs of students will be assessed.

The LEA takes Child Find seriously and works diligently to support all students by identifying and assessing student needs. We have a robust MTSS program, as well as a solid SST process in which we work as a team to meet students' needs within the general education setting, and then refer to our special education team as appropriate. The Special Education Team then completes a thorough evaluation and the Individualized Education Program (IEP) team determines if the student qualifies for special education.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Through our robust MTSS process, struggling students have the opportunity to receive reading, writing, and/or math support one to four days a week. In addition, there is WIN time within the school day, providing intervention for students who need it.



Identifying students with disabilities is an ongoing process, which culminates in the creation of an IEP. Parents will be informed of the supplemental instruction and support opportunities contemplated as part of the ongoing communication and collaboration with parents, which is integral to developing their child's IEP. Parents are key members of the IEP team.

A description of the LEA's plan to provide supplemental instruction and support.

We plan to use the grant toward hiring an additional paraprofessional. As a member of the Special Education department, this individual will work with students with disabilities and provide services in accordance with their respective IEPs. The support will be provided through one-on-one or small group instruction or other appropriate interventions designed to meet the students' needs. Support will be provided either within the classroom (push in) or outside the classroom (pull out) and will increase the overall amount of learning support time a student will receive.

## Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$ 0.00	N/A
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$ 11,000.00	Actual expenditures will be provided when available
Integrated student supports to address other barriers to learning	\$ 0.00	N/A
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$ 0.00	N/A
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$ 0.00	N/A
Additional academic services for students	\$ 0.00	N/A
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$ 0.00	N/A
Total Funds to implement the Strategies	\$ 0.00	N/A

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

The LEA does not receive any ESSER funds.

## Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Classical Academy High School	Sejal Majithia, Director of Compliance	<a href="mailto:smajithia@classicalacademy.com">smajithia@classicalacademy.com</a> 760.440.8429

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A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

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Integrated student supports to address other barriers to learning	\$ 0.00	N/A
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$ 0.00	N/A
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$ 0.00	N/A
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The LEA does not receive any ESSER funds.





# THE CLASSICAL ACADEMIES

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## Board Report

Revised Suicide Prevention, Intervention and Postvention Policy and Procedure

### Background:

California Education Code (EC) Section 215 and The Classical Academies policy serves pupils for suicide prevention, specifically addressing the needs of high-risk groups. AB 1767 amends the original legislation to include students K-12.

### Report:

Suicide prevention services are comprised of prevention, intervention and postvention components. This policy outlines preventative measures, administrative procedures for intervening with suicidal students, and offers guidelines to school stakeholder teams in the aftermath of a student death by suicide. The revised policy now includes grade levels K-12.

### Action Required by the Board:

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It is recommended for the Board of Directors to approve the revised policy.

Laura Hughes  
Lead School Counselor  
May 5, 2021



# THE CLASSICAL ACADEMIES

## **Suicide Prevention, Intervention and Postvention Policy and Procedure**

Revised - May 2021

The Classical Academies and the Governing Board are committed to providing a safe, civil and secure school environment. It is The Classical Academies' charge to respond appropriately to a student expressing or exhibiting suicidal ideation or behaviors and to follow-up in the aftermath of a death by suicide. This policy is applicable to all schools, and school-related activities and in all areas within the organization's jurisdiction.

### **I. Purpose**

California Education Code (EC) Section 215 and The Classical Academies policy serves pupils for suicide prevention, specifically addressing the needs of high-risk groups. AB 1767 amends the original legislation to include students K-12. Suicide prevention services are comprised of prevention, intervention and postvention components. This policy outlines preventative measures, administrative procedures for intervening with suicidal students, and offers guidelines to school stakeholder teams in the aftermath of a student death by suicide.

### **II. Responsibilities of The Classical Academy Employees**

#### Responsibilities of ALL Employees:

1. Attend annual training on prevention and identifying students at-risk.
2. Follow protocol when suicide is reported (verbally, written, suspected).
  - a. During school hours, inform the school site designee(s) immediately or as soon as possible of concerns, reports, or behaviors relating to student suicide.
  - b. After school hours, all employees would contact the student's guardian if there are concerns, and/or a threat.

#### Responsibilities of Stakeholders

The Classical Academies names the stakeholders as School Counselors, School Psychologists, their Department Lead and School Site Administrators.

It is the responsibility of the Lead Counselor to coordinate stakeholders annually to review procedures relating to suicide prevention, intervention and postvention.

Responsibilities of Designated School Site Members (School Counselors/School Psychologist)

- Coordinate site training for all team members, annually.
- Promote monthly campaigns that align with prevention, create a safe, inclusive culture on campus. Campaigns shall be age appropriate and delivered and discussed in a manner that is sensitive to the needs of all students.
- Identify high-risk students and refer them to support groups.
- Provide mental health resources within the communities served.
- Coordination of communication between designated school staff and family.
- Handle all at-risk referred students and follow assessments protocol.
- Document appropriately.
- Properly refer students for mental health or related services, reporting all Medi-Cal beneficiaries as needed
- Coordinate re-entry and safety plans

**III. Prevention**

Suicide is death caused by self-directed injurious behavior with the intent to die. Suicide prevention involves school-wide activities and programs that enhance connectedness, contribute to a safe and nurturing environment, and strengthen protective factors that reduce risk for students.

Suicide prevention includes:

- Promoting positive school climate through monthly, age-appropriate campus campaigns
- Increasing staff, student and parent/guardian knowledge and awareness of risk factors and warning signs of youth suicide and self-injury.
- Understand warning signs and risk factors that attribute to suicide ideations.
- Monitoring students' emotional state and well-being, as well as engaging students by providing structure, guidance, and fair discipline.
- Modeling and teaching desirable skills and behavior.
- Promoting access to school and community resources.

Warning Signs for Suicide

Warning signs are observable behaviors that may signal the possible presence of suicidal thinking. They might be considered cries for help or opportunities to intervene. Warning signs indicate the need for an adult to inquire directly about whether the student has thoughts of suicide.

Warning signs include:

- Feelings of sadness, hopelessness, helplessness
- Significant changes in behavior, appearance, thoughts, and/or feelings
- Social withdrawal and isolation
- Suicide threats (direct and indirect)
- Suicide notes and plans



- History of suicidal ideation/behavior
- Self-injurious behavior
- Preoccupation with death
- Making final arrangements (e.g., giving away prized possessions, posting plans on social media, sending text messages to friends)

#### Risk Factors for Suicide

Risk factors are characteristics or conditions that may increase the chance that a person may try to take their life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and/or social factors in the individual, family, and environment.

Risk factors include:

- Access to means (e.g., firearms, knives, medication)
- Stressors (e.g., loss, peer relations, school, gender identity issues)
- History of depression, mental illness, or substance/alcohol abuse disorders
- History of suicide in the family or of a close friend
- History of mental illness in the family

#### **V. Confidentiality**

All student matters are confidential and may not be shared, except with those persons who need to know. Personnel with the need to know shall not re-disclose student information without appropriate legal authorization. Information sharing should be within the confines of The Classical Academies reporting procedures.

Notes, documents and records related to the incident are considered confidential information and remain privileged to authorized personnel. These notes should be kept in a confidential file separate and apart from the student's cumulative records.

#### **VI. Intervention Protocol**

The following are general procedures for the school site designee to respond to reports of students at-risk for suicide.

- Respond Immediately
- Supervise the student at all times. Ensure that any student sent to the office for assessment is accompanied by a team member, not a student.
- Secure the safety of the student. if appropriate, conduct an administrative search of the student to ensure there is no access to means, such as razor blades or pills. The search should follow protocols and procedures of search and seizure policy. For immediate, emergency life threatening situations call 911.

- Contact local law enforcement if immediate assistance is necessary. This includes if a student is assessed at highest risk level, agitated, unable to be contained or there is a need for immediate assistance
- If the school receives information that the student may pose a danger to self and/or others but is not in attendance, contact local law enforcement to conduct a welfare check to determine the safety and well-being of the student.
- Assess for Suicide Risk  
Designated school site member will gather essential background information using the Suicide Risk Assessment Tool. (will develop age appropriate assessments)
  - If the assessing party makes phone calls for consultation, these should be made in a confidential setting and not in the presence of the student of concern. The student should be supervised at all times by another designated team member.
  - Communicate with a Parent/Guardian. Assessing school site designee should contact the parent/guardian or consult the emergency contact as soon as possible.
  - Risk level will determine next steps (see below: *Appropriate Action Plan*), however each risk will lead to parent/guardian communication.
  - Parent/Guardian will sign Suicide Risk Notification and receive Suicide prevention education literature
  - Provide school and/or local community mental health resources.
  - Facilitate contact with community agencies and follow-up to ensure access to services.
  - If agreed upon, obtain parent/guardian permission to release and exchange information with community agency staff.
- Determine Appropriate Action Plan  
Action items should be based upon the severity and risk of suicide. The action plan determined should be documented and managed by the designated school site member. In order to make a safe transition back onto campus actions may include:
  - Parent escorted meeting with School Site Designee
  - Age appropriate safety plan development.
  - A student returning to school following psychiatric evaluation or hospitalization must have written permission by a licensed health care provider for school reentry. (See Medical Clearance for Return to School)
  - As appropriate, consider an assessment for special education for a student whose behavioral and emotional needs affect their ability to benefit from their educational program
  - Provide community resources

- Monitor and manage
  - Designee should monitor and manage the case as it develops and until it has been determined that the student no longer poses an immediate threat to self.
  - Maintain consistent communication with appropriate parties on a need to know basis.
  - If the parent/guardian is not following the safety recommendations, a suspected child abuse report may be filed.

## **VII. Suspected Child Abuse or Neglect**

If child abuse or neglect by a parent/guardian is suspected or there is reasonable suspicion that contacting the parent/guardian may escalate the student's current level of risk, or the parent/guardian is contacted and unwilling to respond, report the incident to the appropriate child protective services agency following the Classical Academies Mandated Reporter Requirements. This report should include information about the student's suicide risk level and any concerning ideations or behaviors. The reporting party must follow directives provided by the child protective services agency personnel.

## **VI. Responding to Students with Disabilities**

For students with disabilities whose behavioral and emotional needs are documented to be more intense in frequency, duration, or intensity; affect their ability to benefit from their special education program; and are manifested at the school, at home, and in the community, follow guidelines as indicated in their Individual Educational Plan (IEP). If no such guidelines are components of students IEP follow standard protocol.

## **VIII. Responding to At Risk Population**

At risk population defined: students who are in the following categories are considered to be at risk

- Youth bereaved by suicide.
- Youth with disabilities, mental illness, or substance use disorders.
- Youth experiencing homelessness or in out-of-home settings, such as foster care.
- Lesbian, gay, bisexual, transgender, or questioning youth.

These youth may be targets of bias, bullying or rejection at home or at school have elevated rates of suicidality.

When working with at risk youth, the following should be considered:

- Assess the student for suicide risk using the protocol.
- Do not make assumptions about a student's sexual orientation or gender identity.
- The risk for suicidal ideation is greatest among students who are struggling to hide or suppress their identity.



- Be affirming. Students who are struggling with their identity are on alert for negative or rejecting messages about sexual orientation and gender identity.
- Do not “out” students to anyone, including parent(s)/guardian(s).
- Students have the right to privacy about their sexual orientation or gender identity.

## IX. Postvention

### Lead Counselor/School Site Designee Procedures:

- Gather pertinent information
- Confirm cause of death is the result of suicide, if this information is available.
- Designated school site member to be the point of contact with the family of the deceased.
- Information about the cause of death should not be disclosed to the school community until the family has consented to disclosure. Concerns and wishes of family members regarding disclosure of the death and cause of death should be taken into consideration when providing facts to students, staff and parents/guardians.
- Mobilize the School Site Crisis Team, develop an action plan and assign responsibilities.
- Establish a plan to notify staff of the death, once consent is obtained by the family of the deceased. Notification of staff is recommended as soon as possible (e.g., optional emergency meeting before or after school).
- Establish a plan to notify students of the death, once consent is obtained from the family of the deceased.
  - To dispel rumors, share accurate information and all known facts about the death that the family has approved to be shared.
  - Provide staff with a script of information to be shared with the students, recommendations for responding to possible student reactions and questions, and activities to help students process the information (e.g., writing, drawing, or referral to counselors).
- Identify locations on campus to provide crisis counseling to students, staff and parents/guardians.
- Request substitute teachers to be available on call, should the need arise.
- Document
  - Designated school site member shall maintain records and documentation of action taken by the school.

### Site Designee/Crisis Team Procedures

- Provide students, staff or parents/guardians with after-hours resource numbers such as the 24/7 Suicide Prevention Crisis Line 1-800-273-8255.
- Refer students or staff who require a higher level of care for additional services such as a community mental health provider, or their health care provider.

Indicators of students and staff in need of additional support or referral may include the following:

- Persons with close connections to the deceased (e.g., close friends, siblings, relatives, teacher).
- Persons who experienced a loss over the past six months to a year, experienced a traumatic event, witnessed acts of violence, or have a loved one who has died by suicide.
- Persons who appear emotionally over-controlled (e.g., a student who was very close to the deceased but who is exhibiting no emotional reaction to the loss) or those who are angry when the majority are expressing sadness.
- Persons unable to control crying.
- Persons with multiple traumatic experiences. These individuals may have strong reactions that require additional assistance.
- Identify students who may be at an increased risk for suicide, including those who have a reported history of attempts, are dealing with known stressful life events, witnessed the death, are friends with or related to the deceased.

#### Important Considerations

- Memorials or dedications to a student who has died by suicide should not glamorize or romanticize the student or the death. If students initiate a memorial, designated school site member should offer guidelines for a meaningful, safe approach to acknowledge the loss.

Some considerations for memorials include:

- Memorials should not be disruptive to the daily school routine.
  - Monitor memorials for content.
  - Placement of memorials should be time limited.
- Students may often turn to social networking as a way to communicate information about the death; this information may be accurate or rumored. Many also use social networking as an opportunity to express their thoughts about the death and about their own feelings regarding suicide.

Some considerations in regard to social networking include:

- Encourage parents/guardians to monitor internet postings regarding the death, including the deceased's personal profile or social media.
- Social networking sites may contain rumors, derogatory messages about the deceased or other students. Such messages may need to be addressed. In some situations, postings may warrant notification to parents/guardians or law enforcement.

- **When Certificated Staff Accompany a Student to the Hospital**  
If law enforcement determines that the student will be transported to an emergency hospital/medical facility, the school site administrator should designate a certificated staff member to accompany the student if
  - The student requests the presence of a staff member.
  - The school is unable to make contact with the parent/guardian.
  - Parent/guardian is unavailable to meet the student at the hospital.
  - Deemed appropriate pursuant to circumstances, such as age, developmental level, or pertinent historical student information.
  
- **Providing Information for a Psychiatric Evaluation**  
If the student will be transported, the assessing party should provide documentation, indicating summary of incident and pertinent historical information. This document should be provided to law enforcement prior to transporting to an emergency hospital.
  
- **Document All Actions**  
Designated school site member shall maintain records and documentation of actions taken at the school for each case by reporting in Pathways with the issue type: *Suicidal Behavior*, *risk level* and *specify date (month/year)*.





**THE CLASSICAL ACADEMIES**

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## **Board Report**

### **Evaluation of Reclassification Criteria for English Language Learners**

-- All Campuses --

#### **Background:**

Due to the lack of Smarter Balanced Assessment(SBAC) scores this school year, the grade levels that typically use the SBAC scores for English Learner reclassification will be able to use the NWEA MAP scores instead. Therefore, this temporary amendment is required to the previously approved policy.

#### **Report: This amendment applies to all schools**

The four page attachment includes the temporary amendment on **page four**. Under the "Demonstration of Basic Skills" / "Assessment" column you will see that "SBAC" from the preceding page is replaced with "MAP" for all grade levels.

#### **Action Required by the Board:**

This amendment is up for approval. It will be valid for all reclassification purposes based on 2021 Summative ELPAC results

Dave Meyer  
Chief Academic Officer  
05/18/2021



# THE CLASSICAL ACADEMIES

## Evaluation of Reclassification Criteria for English Language Learners

**Student Name:**

Grade:	Date:
Date of Birth:	Primary Language:
Teacher:	School:

ELPAC		Basic Skills	
Criteria: Score of 4 or higher is required for reclassification		On the last page of this document, see minimum criteria for reclassification by grade	
Student score:		Student score:	
Met criteria: <b>Type X in the appropriate box</b>		Met criteria: <b>Type X in the appropriate box</b>	
<input type="checkbox"/>	Yes	<input type="checkbox"/>	Yes
<input type="checkbox"/>	No	<input type="checkbox"/>	No

Academic Evaluation	
Criteria: In grades K-6, report card grades of 2 or higher in Language Arts. For grades 7-12, report card grades of C or better in English Language Arts.	
Student's ELA grade:	
Met criteria: <b>Type X in the appropriate box</b>	
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No



# THE CLASSICAL ACADEMIES

## Evaluation of Reclassification Criteria

Type X in appropriate box

<input type="checkbox"/>	Student <b>meets</b> criteria for reclassification
<input type="checkbox"/>	Student does <b>not</b> meet criteria for reclassification

## Parent Consultation:

I have reviewed and discussed my student's performance results, as well as the criteria The Classical Academy uses to determine fluency in English. I understand even when reclassified, my students will be monitored by the school and support will be provided as needed.

Type X in the appropriate box

<input type="checkbox"/>	I <b>approve</b> of my student's reclassification to Fluent English Proficient
<input type="checkbox"/>	I <b>do not approve</b> of my student's reclassification to Fluent English Proficient.
<input type="checkbox"/>	I understand my student is <b>not yet</b> English Proficient.

ELPAC Coordinator Signature:	Date:
Teacher Signature:	Date:
Parent Signature:	Date:





### Minimum criteria for determining reclassification

Grade	Proficiency on ELPAC	Demonstration of Basic Skills		Academic Evaluation	Parent Consultation
		Assessment	Required Score		
K	Overall ELPAC score of Level 4	MAP - Measure of Academic Progress by NWEA	Reading - 151	Report card score of 2 or higher in English Language Arts	✓
1	Same as Above	MAP	Reading - 171	Report card score of 2 or higher in English Language Arts	✓
2	Same as Above	MAP	Reading - 184 & Language Usage - 184	Report card score of 2 or higher in English Language Arts	✓
3	Same as Above	MAP	Reading - 195 & Language Usage - 196	Report card score of 2 or higher in English Language Arts	✓
4	Same as Above	ELA section of SBAC	Score of 2399 or above on 3rd grade SBAC	Report card score of 2 or higher in English Language Arts	✓
5	Same as Above	ELA section of SBAC	Score of 2444 or above on 4th grade SBAC	Report card score of 2 or higher in English Language Arts	✓
6	Same as Above	ELA section of SBAC	Score of 2471 or above on 5th grade SBAC	Report card score of 2 or higher in English Language Arts	✓
7	Same as Above	ELA section of SBAC	Score of 2493 or above on 6th grade SBAC	Report card grade of "C" or better in English Language Arts	✓
8	Same as Above	ELA section of SBAC	Score of 2515 or higher on 7th grade SBAC	Report card grade of "C" or better in English Language Arts	✓
9	Same as Above	ELA section of SBAC	Score of 2526 or higher on 8th grade SBAC	Report card grade of "C" or better in English Language Arts	✓
10	Same as Above	MAP	Reading - 221 & Language Usage 219	Report card grade of "C" or better in English Language Arts	✓
11	Same as Above	MAP	Reading - 222 & Language Usage - 222	Report card grade of "C" or better in English Language Arts	✓
12	Same as Above	ELA section of SBAC	Score of 2537 or higher on 11th grade SBAC	Report card grade of "C" or better in English Language Arts	✓

Evaluation of Reclassification Criteria - sent annually with Summative Assessment Results  
 Reclassification Criteria was Board approved on 2/12/2019



**TEMPORARY ADDENDUM TO BOARD APPROVED POLICY - Valid for all reclassification purposes based on 2021 Summative ELPAC results**

**Minimum criteria for determining reclassification**

Grade	Proficiency on ELPAC	Demonstration of Basic Skills		Academic Evaluation	Parent Consultation
		Assessment	Required Score		
K	Overall ELPAC score of Level 4	MAP - Measure of Academic Progress by NWEA	Reading - 146	Report card score of 2 or higher in English Language Arts	✓
1	Same as Above	MAP	Reading - 166	Report card score of 2 or higher in English Language Arts	✓
2	Same as Above	MAP	Reading - 181 & Language Usage - 183	Report card score of 2 or higher in English Language Arts	✓
3	Same as Above	MAP	Reading - 194 & Language Usage - 195	Report card score of 2 or higher in English Language Arts	✓
4	Same as Above	MAP	Reading - 203 & Language Usage - 202	Report card score of 2 or higher in English Language Arts	✓
5	Same as Above	MAP	Reading - 209 & Language Usage - 208	Report card score of 2 or higher in English Language Arts	✓
6	Same as Above	MAP	Reading - 214 & Language Usage - 212	Report card score of 2 or higher in English Language Arts	✓
7	Same as Above	MAP	Reading - 217 & Language Usage - 215	Report card grade of "C" or better in English Language Arts	✓
8	Same as Above	MAP	Reading - 221 & Language Usage - 217	Report card grade of "C" or better in English Language Arts	✓
9	Same as Above	MAP	Reading - 221 & Language Usage - 218	Report card grade of "C" or better in English Language Arts	✓
10	Same as Above	MAP	Reading - 223 & Language Usage 220	Report card grade of "C" or better in English Language Arts	✓
11	Same as Above	MAP	Reading - 225 & Language Usage - 221	Report card grade of "C" or better in English Language Arts	✓
12	Same as Above	MAP	Reading - 225 &	Report card grade of "C" or better in English Language Arts	✓

Evaluation of Reclassification Criteria - sent annually with Summative Assessment Results  
 Reclassification Criteria was Board approved on 2/12/2019

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Classical Academy Charter	Cameron Curry, Executive Director	760-480-9845, ccurry@classicalacademy.com

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

### Goal 1

Increase our efforts to better support the academic achievement of all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1    2    3    4    5    6    7    8

Local Priorities: None

### Annual Measurable Outcomes

Expected	Actual
Teachers will use various formal and informal assessment strategies to monitor benchmarks, growth and areas needed for growth towards grade level standards. The PLC process, as well	Teachers used various formal and informal assessment strategies to monitor benchmarks, growth and areas needed for growth towards grade level standards. The PLC process, as well as



as MTSS using our RTI and PBIS process will be utilized to close achievement gaps and monitor progress. Referrals to specialists can be made for additional intervention and support, as well as use of Lexia and supports team Implementation Plan for RTI and PBIS. Parent training and communication with parents will happen every 6 weeks to increase effectiveness and team focus.	MTSS using our RTI and PBIS process were utilized to close achievement gaps and monitor progress. Referrals to specialists were made for additional intervention and support, as well as use of Lexia and support team Implementation Plan for RTI and PBIS. Parent training and communication with parents happened every 6 weeks to increase effectiveness and team focus.
Use the CAASPP, MAP, interim assessments and Math Readiness Testing to inform students and teachers for appropriate placement in English and Math courses. Data will support students where they are and allow for greater improvement for each individual student.	Used the MAP, interim assessments and Math Readiness Testing to inform students and teachers for appropriate placement in English and Math. Data supported students where they were and allowed for greater improvement for each individual student.
Continue to evaluate school curriculum in regards to implementation of CCSS. Train teachers and parents and monitor progress in implementation of CCSS. Team focus on CCSS effectiveness.	Continued to evaluate school curriculum in regards to implementation of CCSS. Trained teachers and parents and monitored progress in implementation of CCSS. Team focused on CCSS effectiveness.

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Teachers will use various formal and informal assessment strategies to monitor benchmarks, growth and areas needed for growth towards grade level standards. The PLC process, as well as MTSS using our RTI and PBIS process will be utilized to close achievement gaps and monitor progress. Referrals to specialists can be made for additional intervention and support, as well as use of Lexia and supports team Implementation Plan for RTI and PBIS. Parent training and communication with parents will happen every 6 weeks to increase effectiveness and team focus. <i>Salaries are the budgeted expenditures.</i>	\$117,330	\$311,920
Use the CAASPP, MAP, interim assessments and Math Readiness Testing to inform students and teachers for appropriate placement in English and Math courses. Data will support students where they are and allow for greater improvement for each individual student.	\$51,095	\$140,738

<i>Salaries and MAP Testing are the budgeted expenditures</i>		
Continue to evaluate school curriculum in regards to implementation of CCSS. Train teachers and parents and monitor progress in implementation of CCSS. Team focus on CCSS effectiveness. <i>Reading Program, Common Core State Standards Materials are the budgeted expenditures.</i>	\$3,000	\$11,309

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for actions and services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

MAP data was used to identify students who needed additional support, and then lead teachers and specialists created an intervention plan to provide the additional support.

## Goal 2

Engage parents and community partners through education, communication, and collaboration to promote student social emotional success.

State and/or Local Priorities addressed by this goal:

State Priorities: 1    2    3    4    5    6    7    8

Local Priorities: None

## Annual Measurable Outcomes

Expected	Actual
Focus on the 8 Keys of Excellence, leadership and citizenship & character training. Leadership Team topic of focus.	Focused on the 8 Keys of Excellence, leadership and citizenship & character training. Leadership Team topic of focus.

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Focus on the 8 Keys of Excellence, leadership and citizenship & character training. Leadership Team topic of focus. <i>ASB &amp; Salary Stipends are the budgeted expenditure.</i>	\$60,897	\$76,332
Parent workshops and Podcasts on topics and presenter with a social emotional focus. <i>School counselor(s) and Schoology are the budget expenditures.</i>	\$264,705	\$245,209

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for actions and services were implemented for the planned action of ASB and salary stipends. However, the parent workshops were impacted by COVID 19 and did not include in person presenters.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our attendance numbers, or listeners, with Podcast increased providing social-emotional information, as well as consistent lessons on the 8 Keys of Excellence, leadership and character education.



## Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

### In-Person Instructional Offerings

#### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School site counselors	\$146,930	\$233,900	[Y/N]

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

#### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Classical Academy is one of the seven campuses within The Classical Academies. At The Classical Academies, we constantly strive to provide quality educational options, connections with our community, as well as being available and ready to support our students by partnering with parents. As an Independent Study school in the State of California, all of our students and families were already completing school work from home in combination with learning at school when COVID-19 hit. This enabled us to shift quickly and continue with learning.

As we shifted to the new reality of not coming back on campus for the 2019-20 school year, we coordinated efforts to stay connected and to continue to value learning. We believe that having ongoing communication is a way to keep us grounded, manage expectations, and give families security that our partnership was continuing during this time. Weekly information and updates were released to parents and students from teachers, site leaders, and combined organizational community messages. Through email, phone calls, and video updates, students and families were encouraged to stay in touch with teachers, remain engaged in daily learning, and services and support continued while in distance learning. We saw an average of 95% engagement by the end of the year.

We reviewed parent feedback, San Diego County health guidelines, and educational best practices, as we developed plans for Fall 2020. We had two options for In-Person Instruction. The health and safety guidelines at the time of reopening determined which plan was implemented. Initially, we were full distance learning, but as restrictions lifted, we revised our in-person program offerings. We were not able to return to our first choice, which was a full in-person version of our typical blended hybrid model. Our second choice, which was a modified version of this model, was changed due to restrictions. When in person restrictions began to be lifted, we started with small groups on campus. This allowed us to implement in-person programming while still following restrictions. After stable groups were added to the restrictions, along with six feet of social distancing, we brought back approximately half of our hybrid students each day for a half day of school. This allowed for both social distancing and stable grouping. We rearranged classes for our independent study students to allow for stable groups and were able to bring back all students who wanted time on campus for a modified school day.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebooks and Zoom licenses	\$38,059	\$53,808	[Y/N]

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Distance Learning involved implementing our Plan C (see details below). Because all of our lesson plans are already online and available to parents, we pivoted to distance learning quickly and effectively. Teachers were able to add additional details to learning activities and lesson plans that would have occurred at school so that students could successfully do their work at home with parent direction and oversight. Devices were quickly distributed to students who needed them. We were able to secure additional chromebooks to ensure that every single student who needed a device could have one. In some cases we provided hot spots for students with connectivity issues. We have a strong partnership with parents and this continued throughout distance learning. On days that would normally have been in school, teachers created clear schedules that were shared with families and provided Zoom instruction and students logged in and completed their lessons, assignments and activities with teachers. On days that would normally be independent study, students completed their work in much the same way as they would have before the pandemic. Zoom allowed us to keep the strong connections to the teacher in class, and provide effective instruction and extra support to families that needed it. Student participation was high in these Zoom sessions. Overall, after the initial learning curve for teachers and families to learn the technology, our Zoom support was very successful. For the small amount of students who did not find success over Zoom, teachers worked directly with parents to ensure that learning was taking place and provided alternate activities or additional support as needed. Many teachers conducted small groups in the afternoons (once core instruction was completed) to offer additional support to students who were struggling. Teachers continued to implement formative assessment either over Zoom or with parent cooperation so that they could assess data results and plan instruction. Our teachers continued their PLC collaboration remotely and planned interventions as needed. Our Response to Intervention team of math and literacy specialists also shifted to virtual services over Zoom. This was very successful and our attendance at these sessions actually increased because of the ease of logging into Zoom, rather than driving over to the school to have an intervention session with a specialist. Our Special Education team also began offering services over Zoom, which were well attended and allowed us to stay in compliance with IEP goals and continue to support our students with special needs.

### Plan C: Distance Learning Plan

For students enrolled in Tracks A, B, M, Summit, and C'lectives

- School days were a blend of synchronous “real time” classes and asynchronous work assigned through Schoology/Summit platform.
- Each week targeted support was offered. Most of this support was offered in a synchronous format.



- Each week intentional time during synchronous learning was devoted to building community and making student connections.
- Intervention services was offered virtually

For students enrolled in Track C and Independent Study :

- Schoology lessons were provided with step-by-step lesson plans
- Educational Specialists were available to support
- C track classes were offered distance learning sessions on their usual day(s)
- Parent support groups were created to connect families who wish to participate
- Intervention services were offered virtually

Clubs & Activities:

- Students in grades 7-8 continued with pre-established clubs and ASB via Distance Learning. Campus specific updates were given the first few weeks of school.

Parent Support:

- August 13, 2020 was the Annual Jumpstart Parent Education Conference. It was designed to inspire, connect, and motivate parents as they kick off the school year! The conference featured a keynote address and educational breakout sessions.
- Parent Orientations and Coffee Chats were another way to learn about each campus.
- Parent support groups were created for new Track C families.

Special Education

- IEP Services were synchronous “real time” sessions, when needed services were provided as pre-recorded lessons.
- IEP Meetings were held via Google Meet
- Case managers reached out to families before the school year begins to discuss students’ service schedule
- Special Education services were provided virtually

As an Independent Study program, we already had curriculum, both physical and digital, that supported a blend of learning at home and at school. All students received the necessary curriculum for the 2020-2021 school year’s grade or specific subject area. Physical curriculum was checked out to families as it is every year to be used at home. We added chromebooks to the curriculum check out list as devices are requested.

As an Independent Study program, time value is built into our Master Agreements and Assignment & Work Record forms. We measured participation and time value based on these Independent Study documents just as we do every year. While in distance learning, teachers offered live instruction on the days the students would typically be on campus. The rest of their school day was asynchronous and delivered through our LMS, Schoology. The live instruction is as follows:

#### AB Track

K - 30 minutes 2 times per week  
1st - 60 minutes 2 times per week  
2nd - 75 minutes 2 times per week  
3rd - 60 minutes 2 times per week  
4th - 120 minutes 2 times per week  
5th - 165 minutes 2 times per week  
6th - 155 minutes 2 times per week

#### M Track

7th - 120 minutes 3 times per week  
8th - 120 minutes 3 times per week

#### C Track

TK-2nd - 30 minutes 1 time per week  
3rd-6th - 30-45 minutes for 1-6 sessions per week  
7th & 8th - 45-60 minutes up to 1-12 sessions per week

As teachers returned to work a two hour professional learning session on Distance Learning tools was offered for all teachers including special education teachers, support providers and leaders. The professional learning started with a whole group session on Zoom and then breakout sessions were offered on virtual classrooms, breakout rooms in Zoom, video and editing techniques, and asynchronous learning tools such as slide deck voice overs.

Throughout distance learning weekly updates on distance learning tools were given in an asynchronous manner allowing the teaching teams to access these resources as they have the time and capacity to build their skills. As a Professional Learning Community school, we continued to build on our work to implement PLCs in order to ensure ALL students, no matter who they are or where they come from or what challenges they have, learn! It was challenging to continue this collaborative work while we were distanced from one another,

but we were committed to the process. In late September we had a 4 hour professional learning day with a presenter from Solution Tree on PLC's. Our goals for this day were to calibrate everyone's definition of PLCs, refine what collaboration looks and sounds like, and use group work to determine next steps at the school level. This was also used to determine content for future professional learning. Especially with distance learning, we needed to be better at the PLC process to ensure we knew which students had mastered the standards and which students had not yet. No matter the model of delivery the goal was the same, learning for ALL.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
RTI Specialists, including reading, math, and intervention specialists	\$535,896	\$531,976	[Y/N]

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

### Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

To help increase educator efficacy and enhance learning for all students we have continued our work as professional learning communities (PLC). Educators met in grade-level teaching teams, school committees, and departments to ask three essential questions:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

These questions drive our decision making and services being provided for all students. Regardless of the method of instruction, distance learning or in person, measuring growth or a learning loss was assessed in a variety of ways including math readiness testing, reading foundational skills, formative and informative assessments. Through interventions educational specialists and teachers were able to provide support to students who showed signs of learning loss or struggles in more traditional pacing. Using a response to intervention (RTI) multi-tiered approach, students were identified, supported, and have ongoing assessment. Foundational classes were held to further support student progress and learning, as well as providing consistent progress monitoring.

Teachers used essential standards and progress monitoring weekly in the classroom through formative assessment (exit tickets, whiteboard responses, short quizzes, verbal explanations in small groups, and more). Teachers also assessed several times per unit through summative assessments in the form of larger tests or assignments. Teachers met weekly in PLC grade level collaboration groups to review data and plan instruction and intervention based on student achievement. First tier intervention took place in the classroom one time per week in grades K-6 and three times per week in grades 7 and 8. Teachers also met to plan and align standards-based instruction in vertical teams three or more times per year. Additionally, students were assessed using NWEA MAP testing two to three times per year and struggling students were brought to safety net meetings. Students were then connected to intervention services with literacy and/or math specialists through our Response to Intervention program. Specialists conducted assessments and provided services in small groups or one on one, reassessing every 6-12 weeks for progress. Teachers met a minimum of every six weeks with students and parents to go over work, share progress and plan academic goals. We have adopted MTSS as a system to help us address the academic and SEL needs of ALL students.

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Students' social/emotional health was a priority. During distance learning the school's social emotional counselor sent weekly videos to all students. The focus of the videos was around the monthly campaigns designated by The Classical Academies counseling team and was geared to the grade levels of each campus. As an Independent Study program with students on campus and at home, we have a well established referral system which we continued to use to support students in need. These students met with the counselor in virtual one-on-one sessions. Each year, including this one, school counselors provide social/emotional awareness training to all school personnel as student connections are not only with classroom teachers. The impact of social distancing and isolation were additional



topics to address with all. Now that we have returned to school, we are addressing social-emotional needs in person and continuing our support of students in this area through classroom support and restorative practices.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

As an Independent Study program we have policies and procedures in place for students who are not engaged with learning. Our procedure starts with an Accountability Plan which identifies the issues and creates a plan for what each person in the partnership, student, parent, and teacher will do to support the student as changes are made. The frequency of monitoring is established in the Plan, and is often a weekly check in. At the check ins progress is noted and changes to the Plan are made. If the student is consistently engaged the frequency of the check ins is reduced and eventually they move off the Accountability Plan. This process is successful for 98% of students. If the student is still not engaging at the check ins, adjustments are made to the Plan and often the frequency of check in is increased to a daily check in. Determining the core issues of the challenges the student faces, determines the next steps. For some students, it could mean a referral to a Student Study Team (SST) meeting, additional foundational support, or office hours with an intervention specialist. The SST meeting consists of teachers, an administrator, the parent(s), and support personnel from the school. The student's academic, behavioral, and social-emotional progress is discussed and an action plan created and a follow up meeting is scheduled. We continued to use this process throughout the pandemic and it has continued to keep students and families on track and engaged with their work. The only difference this year was that some of the meetings took place virtually. Now that we are back to school these meetings have resumed in person.

We promoted engagement and family outreach by collecting stakeholder input during our six yearly conferences as well as with the following surveys and reminders this year:

11/9/20 - November Reopening Survey

11/12/20- Reminder for November Reopening Survey

11/16/20- Reminder for November Reopening Survey

1/4/21- Survey for January 19th Programming

2/3/21- M Track Hybrid Survey

4/23/21- 8th Grade Promotion Survey

Additionally, we sent out regular email communication with information and updates as restrictions changed and programming increased. Teachers updated their families weekly with information as the need arose, and collected stakeholder feedback about how distance learning was going as well as how the transition to in person instruction progressed. An annual survey will be conducted at the end of this school year just as we do every year and we will use that stakeholder feedback to plan for next year.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Starting in March 2020 when schools closed we have consistently sent families information about local food distribution centers. Under the State statute, AB 1871, we provided meals if an eligible student was at a school site or meeting space for an educational purpose for two or more hours. As a non-classroom based charter school, this was not applicable for us during distance learning. Once students returned to school, we began distributing meals again.

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	[\$ 0.00]	[\$ 0.00]	[Y/N]

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Classical Academy, having 24.8% enrollment of unduplicated pupils, is expending funds on a schoolwide basis to include all unduplicated students. Both goals and actions are aimed toward increasing student academic achievement of all students and engaging parents and community partners through education, communication and collaboration to promote student social-emotional success.

As plans for the 2020-2021 school year were developed, services for homeless & foster youth, English learners, and socio-economic disadvantaged students were taken into account. It was determined the best course of action was to increase individual and small group support by counselors and specialists pushing into synchronous classes either virtually or in-person once we returned. We have increased parent support through communication with our educational specialists, as well as a large library of podcasts for parents to reference. Additionally, this year we added parent support groups called Parent Learning Communities. These students are also being served as needed through our PLC & RTI support.

Because the goals and systems described in this plan have supported our past success, we will continue with these supports and plans in place as we develop our 2021-23 LCAP, taking pupil learning loss and social emotional needs into consideration as we progress in recovery after the pandemic.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Students who have been identified as socio-economic disadvantaged scoring below standard in Math and English Language Arts have been and will continue to be assessed using math readiness testing and reading assessments. Students with an achievement gap have been and will continue to be assigned supplemental learning tools and services with the math and/or reading specialists. Low-income students represent our largest performance gaps. To address low social economic concerns, we will increase support with Response to Intervention (RTI), and access to specialists for support and increase professional development. All students with learning loss will be given the support they need through our MTSS program with academic support through RTI. Students' whose social-emotional needs are interfering with academic achievement will be supported through our PBIS program and our school counselor. As teachers return to

in person PLC collaboration, data will be collected and will drive instruction to address learning loss and provide interventions for students with unique needs who are most at risk.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

As an independent study charter with hybrid in-school and home learning options, we were in a unique position to support our stakeholders very effectively during a challenging and non-traditional year. We found quite a bit of success even in the midst of distance learning. The pandemic certainly has required us to think outside the box and consider new ways of content delivery and new ways to use technology to effectively meet the needs of our students. Some aspects of meeting virtually were actually more successful than in person methods, as was the case with the increase in attendance for our RTI intervention sessions with our reading and literacy specialists. Because of this, as we shift back to in person instruction, we will keep virtual options available to families who need them. We are developing a distance learning track to provide for students who either need to continue to work from home or found it so successful that they want to continue to do so. This will provide yet another opportunity for choice in our school programming. Teachers will continue to utilize technology tools to enhance their teaching and allow students to access the learning in new ways. The good that came from our learning curve with technology will continue to be assessed and will come into play as we plan for our next LCAP and develop our goals for the school years upcoming through 2021-24. We have always personalized for students and strived for mastery with PLC collaboration and meeting student needs through our MTSS process using RTI and PBIS. This will continue with our 2021-24 plan and the following will be taken into consideration in its development:

Our priority goal is to increase academic results for all students. Our actions of assessing all students in Math, Language Arts, and Reading have informed decisions for placing students into support systems with specific specialists that are timely and relevant in-person as well as virtually. Teachers transitioned successfully and utilized various formal and informal assessment strategies to monitor



benchmarks, growth and areas needed for growth towards grade level standards. We have increased parent support through communication with our educational specialists, as well as a large library of podcasts for parents to reference and parent support groups called Parent Learning Communities.

The PLC process, as well as the SST process, are actively monitored for increased student progress and to close achievement gaps. Referrals to Math and Literacy Specialists are made for additional intervention and support, as well as use of other supplemental support materials. Our Leadership Team supports implementation of PLC collaboration and data tracking. Parent training and communication with parents takes place every 6 weeks to increase effectiveness and team focus, virtually as well as in-person.

Students who have been identified as socio-economic disadvantaged scoring below standard in Math and English Language Arts will be assessed using math readiness testing and reading assessments. Students with an achievement gap are assigned supplemental learning tools and services with the math and/or reading specialists. Low-income students represent our largest performance gaps. To address low social economic concerns, we will increase support with Response to Intervention (RTI), and access to specialists for support and increase professional development. We will Increase/improve services for foster youth, English learners, and low-income students. Small group instruction with the ELD Provider will occur at least once per week. These students are also being served as needed through our PLC & RTI support. Students who have been identified as socio-economic disadvantaged scoring below standard in Math and English Language Arts will be assessed using math readiness testing and reading assessments.

Implementing Professional Learning Community (PLC) best practices has allowed Classical Academy to intentionally focus on student-centered learning, with all students receiving research-based instruction in the general education classroom. Implementing a school counselor and school psychologist has allowed us to meet social-emotional needs by offering individual and small group support, pushing into classrooms, creating behavior plans, and implementing Positive Behavior Interventions and Supports (PBIS).

When students returned to school, student health and safety remained a high priority. Classrooms were provided with disinfectant, hand sanitizer, and masks. Site maintenance and custodial crews had installed multiple sanitizing stations at each campus. We have increased the cleaning and sanitizing schedules of restrooms, classrooms, multi-purpose rooms, lunch areas, and frequented public spaces such as school offices. Plans for entrance and exit of the school building, classrooms, lunch areas and restrooms have been established and proper signage from the California Department of Education, July 2020 was ordered and displayed. We provided videos on proper handwashing, masks wearing, and social distancing expectations before school reopened and again in the classroom once students returned. This will continue to be implemented as long as needed.

Another area of concern has been students' social/emotional health. As students returned to campus, teachers spent classroom time to connect students with their peers through group activities, student groups, clubs, etc. Before students returned to campus, school

counselors provided social/emotional awareness training to all school personnel as student connections are not only with classroom teachers.

In conclusion to an unprecedented school year, we have found that our distance learning programming has been positively received. As a result, we are currently building and extending our distance learning programming to provide an option for families who choose to continue partnering with our synchronous virtual learning model. Our families know that regardless of what local and state requirements look like moving forward, they have options that they can depend on for quality education with The Classical Academies.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

### Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

### Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

### **Analysis of In-Person Instructional Offerings**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.



## **Analysis of the Distance Learning Program**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

## **Analysis of Pupil Learning Loss**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education  
January 2021

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Classical Academy High School	Cameron Curry, Chief Executive Officer	<a href="mailto:curry@classicalacademy.com">curry@classicalacademy.com</a> (760)480-9845

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

### Goal 1

Increase our efforts to better support the academic achievement of all students. We recognize the need to better support students who struggle with English Language Arts (ELA) and math and we want to encourage more students to attempt and be successful in taking college level and advanced courses.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: None



## Annual Measurable Outcomes

Expected	Actual
<p><b>READING</b></p> <p>All 9<sup>th</sup> grade students will be tested for reading fluency and comprehension by week 5 of the school year.</p> <p>Students whose reading fluency or comprehension scores are below 8<sup>th</sup> grade reading levels will be enrolled in Reading Foundations. The students with the greatest need will be enrolled in a Term 1 Reading Foundations course. Remaining students will be enrolled in a Term 2 Reading Foundations course.</p> <p>Students will continue to be enrolled in term-long Reading Foundations courses until their reading fluency and reading comprehension is at or above 8<sup>th</sup> grade levels on 5 consecutive assessments.</p>	<p><b>READING</b></p> <p>All 9<sup>th</sup> grade students were tested for reading fluency and comprehension by week 5 of this year.</p> <p>Students whose reading fluency or comprehension scores were below 8<sup>th</sup> grade reading levels were enrolled in Reading Foundations. The students with the greatest need were enrolled in a Term 1 Reading Foundations course. Remaining students were enrolled in a Term 2 Reading Foundations course.</p> <p>Students were re-enrolled in another term-long Reading Foundations courses until their reading fluency and reading comprehension was at or above 8<sup>th</sup> grade levels on 5 consecutive assessments. Most students required only one term of Reading Foundations in order to reach 8<sup>th</sup> grade reading levels on 5 consecutive assessments.</p>
<p><b>MATH</b></p> <p>Students who consistently struggle in A-G math classes will be identified by math teachers and specialized academic instructors (SAI's) and offered non-A-G math courses that are self-paced, and taught in a small group setting with one-on-one help from a dedicated instructor.</p>	<p><b>MATH</b></p> <p>Throughout the year, teachers and SAI's identified students who were not thriving in A-G math classes and were able to offer non A-G math courses for those who chose them.</p>
<p>Students who request non A-G math courses (but who were not identified by the teacher or an SAI) will have to apply and be interviewed. This measure is designed to reduce the number of students leaving the A-G track and choosing non A-G math simply because it is less rigorous.</p>	<p>Students who requested non A-G math (but who were not identified by a math teacher or SAI) had to fill out an application and be interviewed by the head of the math department.</p>

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Reading Intervention and Foundation Specialists -</p> <p>During the fall of 2016, we discovered (through testing that was done in English Support classes) that several students in the English Support classes were reading at levels alarmingly below grade level. Motivated by this data, during the spring of 2017, we tested all 9th and 10th grade students for reading fluency and reading comprehension. Students who were not yet reading at 8th grade levels (considered high school level) were identified and invited to join a new course called Reading Foundations. The Reading Foundations course was offered for the first time in the spring of 2017. Since that time, all 9th graders are tested for reading fluency and reading comprehension each year (using multiple measures such as 8th grade MAPS scores, 8th grade SBAC scores, and 9th grade testing during English classes) and students who are identified as reading below an 8th grade level are now required to take Reading Foundations until they are consistently reading at or above an 8th grade level. The impact on individual students has been positive and gratifying. The Reading Foundations teacher regularly shares testimonies of students whose lives have been hugely and emotionally impacted by their improved ability to read. The expectation is that student achievement data will, over time, begin to reflect this improvement in reading competency; meanwhile the academic lives of individual students are significantly improved.</p>	\$175,000	\$191,050
<p>Math Intervention and Foundation Specialists -</p> <p>Traditionally, math scores for CAHS juniors lag significantly behind ELA scores on the state SBAC test. Although this is common throughout San Diego County and the state of California, CAHS is highly motivated to improve math education at CAHS. Two problems stood out. (1) The rigor of our A-G math courses made it challenging for some students to meet the three-year math graduation requirement. (2) We saw the need to provide math courses and math supports that would help some students, especially some students with an IEP, realize their academic potential in math.</p>	Not originally budgeted	\$287,707.68

To address both of these concerns, beginning in the fall of 2016, we began offering non A-G math courses using the Teaching Textbooks online curriculum. One full-time teacher now teaches all of the Teaching Textbook courses and students attend a math class each school day (Tuesday through Friday) to work online in the presence of the teacher who offers tutoring and support. Students have had great success in these self-paced math courses with continuous teacher support. These non A-G courses have allowed many students to take higher-level math courses than they would have taken in an A-G math series. General Education students who request to transfer out of A-G math and into non A-G math for the first time must complete an application and interview. This process is designed to ensure that students will continue to be challenged appropriately by the rigor of the math courses that they take and that students remain on an A-G math track whenever feasible.

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for Actions/Services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

During the 2016-2017 academic year, 57 students were enrolled in Reading Foundations and 21 students (36%) graduated out of the program that year by meeting 8th grade reading fluency and comprehension levels. During the 2017-2018 academic year 37 students were enrolled in Reading Foundations and 26 students (70%) graduated out of the program that year by meeting 8th grade reading fluency and comprehension levels. During the 2018-2019 academic year, 36 students were enrolled in Reading Foundations and 32 students (88%) graduated out of the program that year by meeting 8th grade reading fluency and comprehension levels. During the 2019-2020 academic year, 43 students were enrolled in Reading Foundations and 41 students (95%) graduated out of the program that year by meeting 8th grade reading fluency and comprehension levels.

Although we have not yet seen a direct correlation between our efforts to improve reading comprehension and fluency levels for all 9th graders and our 11th grade SBAC ELA scores, we are increasingly aware of the life changing effects that this program is having on individual students and we are confident that future ELA achievement data will be positively influenced by these efforts.

The results of these efforts has been most pronounced for the individual students who were not thriving in A-G math courses, but who are now thriving in self-paced, non A-G math courses with individual help from their teacher. These students, primarily students with an IEP, are now experiencing success in their math classes, which also increases their academic confidence and their engagement with school in general.

## Goal 2

Increase the percentage of CAHS graduates who meet A-G requirements by 2% per year.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: None

### Annual Measurable Outcomes

Expected	Actual
<p>In order to promote higher A-G graduation rates, the following measures have been taken:</p> <ul style="list-style-type: none"><li>• For the last 5 years, we have encouraged all students to enroll in and stay in A-G math courses if at all possible. General Education students who request a transfer out of A-G math courses and into our new non A-G math courses must complete an application and an interview with the Chair of the Math Department. The goal is to prevent students from transferring out of A-G math unless the transfer would increase the student's learning. SpEd students whose Specialized Academic Instructor recommends a transfer to non A-G math courses do not need to complete an application or interview.</li><li>• As of the fall of 2018, we no longer offer Physical Science, which was a non A-G science course favored by students trying</li></ul>	<p>The Action Plan Goal (determined in the fall of 2015) was to steadily increase our A-G graduation rate by 2% per year. The A-G graduation rate for CAHS has increased from 44.3% in 2015 to 54.2% in 2018, then 63.6% in 2019 and 61.8% in 2020 (the first graduating class affected the pandemic). This is an increase of 17.5% over 5 years, which is an average increase of 3.5% per year.</p>



to avoid the mathematical rigor of Biology or Chemistry. All students are now encouraged to take NGSS Biology and NGSS Chemistry which are both A-G approved courses and less mathematically rigorous than Biology and Chemistry were before NGSS.

- For the last 4 years, the default course schedule for all incoming students is created as an A-G track and all students are enrolled automatically in 2 years of a world language instead of 1 year of a world language.
- For the past 4 years, the Academic Counselors hold Course Selection Month in which course selection presentations are given to each grade level separately. During covid, the Academic Counselors posted custom grade-level-specific course selection videos to guide students in their selection of appropriate courses for the following school year. During these presentations, the academic counselors explain the meaning of A-G requirements, the advantage of meeting A-G requirements, and the specifics of A-G requirements. It is during these presentations that students are encouraged to take Biology, Chemistry and Physics, two years of a world language, and A-G math through Math III if possible.
- The Academic Counselors have increased college awareness and college supports at CAHS as follows:
  - All 10th and 11th graders now take the PSAT. (Due to the pandemic, we only tested 11th graders during the 2020-2021 school year to reduce the number of students on campus that day.)
  - Every spring for the last 5 years, we have a large, professionally made banner advertising the colleges to which our graduating seniors have been accepted. This banner hangs out in front of the school for several months. In addition, every spring, we have wooden college name signs that we plant in the ground representing the colleges to which our graduating seniors have

been accepted. These signs are planted at the back of the school in the parking lot drop off and pick up area.

- In the fall of 2016, we created a College and Career Hallway outside of Caiman Hall and the number of college pennants, college brochures, and testing information brochures has increased significantly since then.
- Senior College Night and Junior College Night attendance has more than doubled in 3 years. During the 2020-2021 we held zoom meetings in place of these events and attendance at these meetings was higher than any other year. We may choose zoom meetings as the preferred format going forward.
- We continue to invite and host an increasing number of high quality college representative lunch visits and direct students to virtual college fairs.
- We work with local companies to offer more SAT and ACT boot camps and workshops.

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
PSAT Testing for all 11th grade students	\$11,600	\$9,061
Academic Counselor	\$74,770	\$63,814

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for Actions/Services were implemented and used to support students, families, teachers, and staff. The actual expenditures were slightly lower due to the number of students who took the PSAT and benefits were estimated higher than the actual for the academic counselor.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The goal was met and exceeded and we are committed to continuing this upward trend.

## Goal 3

Ensure that students and teachers are competent in the use of new technology and that teachers are aware of and trained in the use of progressive education-related technology tools to increase student engagement and achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities: None

## Annual Measurable Outcomes

Expected	Actual
A committee of Department Chairs, Academic Counselors from both the studio program and the online program, and Administrators will convene in the Fall of year 2 (2018-2019) to assess the effectiveness of the above practices and modify the	During the 2016-2017 academic year, the entire school transitioned to a new learning management system - from static wikis and traditional email to a more comprehensive and dynamic learning management system called Schoology, which includes an online grade book, online assignment notification, an

Action Plan in an effort to increase its effectiveness. Results will be shared with all stakeholders via email.

The committee will look at data such as:

- Data from surveys of CAHS grads on reasons for not meeting A-G grad requirements
- Student and parent attendance at grade level course selection presentations
- Percentage of CAHS graduates meeting the A-G requirements
- Percent of students taking Foundations of Physical Science
- Percentage of students who pass Math II who continue on and take Math III
- Number of A-G approved courses that we offer
- Number of opportunities provided to CAHS students to visit 4-year colleges

The committee will determine next steps after reviewing the data and the effectiveness of the Action Plan. The Action Plan will be modified if needed and the results will be shared with all stakeholders via email.

CAHS recognizes the benefit of taking college level and advanced courses and plans to encourage and support more students to attempt, and be successful in, these courses.

internal email system, online assignment submission capability (with time stamps), online testing and grading, and more.

During the 2016-2017 academic year, two teachers were each given a part-time assignment to become masters of our new online learning management system, Schoology, and to help all faculty become familiar with and proficient in the use of Schoology's many progressive and education-related features. These two Schoology experts gave regular informational training to teachers at faculty meetings and assisted teachers individually throughout the year.

During the 2017-2018 academic year, one of the two Schoology experts continued the process of learning more about the features of Schoology and supporting faculty in their continued learning by giving presentations and helping teachers one-on-one.

During the 2018-2019 academic year, the same Schoology expert, Steven Ferreira (also a math teacher) was hired part-time (25% time) as our Technology Integration Specialist. Steven meets regularly with the Data Team and the Tech Team and is helping our campus convert to a Google-based school with Google Docs, Google Sites, and Gmail. Steven regularly gives one-on-one instruction to teachers and office staff in the use of technology and continues to give Schoology updates and presentations to teachers at faculty meetings. Steven supports teachers in the best use of technology in the classroom and keeps us informed as to the proper legal and ethical use of technology.

Increase in equipment: Over the past three years we have increased the number of computer carts such that all but three teachers have a full computer cart in their classroom, and there are now two computer carts in the Study Hall area. Many teachers (all that wanted one) now have either document cameras, iPads, or both.



As a result of the pandemic, during the fall of 2020 each classroom was upgraded with equipment that allows teachers to teach to roomers (students who attended campus on that day) and zoomers (students who were attending the zoom class on that same day) at the same time. Extra microphones, monitors, cameras, and computers were connected so that zoomers could see and hear the roomers and roomers could see and hear the zoomers. This helped to create a one-class feel and encouraged meaningful group discussions and exchanges of ideas.

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Schoology subscription to provide opportunity for online discussions within classes, online homework submission, easy communication between students and teachers, and easy student and parent access to grades.	\$9,000	\$11,316

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for Actions/Services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Schoology continues to be an effective communication tool and widely accepted by students, parents, and teachers.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School site social and emotional counselors	\$156,842	\$150,476	[Y/N]

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There was not a substantive difference between the planned actions and budgeted expenditures. The lower estimated actual expenditure was due to a reduction in benefit costs in the current year.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

We reviewed parent feedback, San Diego County health guidelines, and educational best practices, as we revised plans for Fall 2020. We had two options for In-Person Instruction. The health and safety guidelines at the time of reopening will determine which plan will be implemented.

Plan A: Return to our regular blended “pre-COVID” programming. As an Independent Study program, our regular programming offers a blend of on campus instruction with at home instruction.

Plan B: This was a modification of our regular blended model. The number of students on campus was limited in this plan, due to social distancing guidelines, and the physical size of classrooms. Student academic needs, social emotional needs were also taken into

consideration as plans for student time on campus are created. This plan was evaluated and adjusted with the goal to continually increase student time on campus as allowed per the healthy and safety guidelines. Initially it built on our full distance learning program by bringing small groups of students for targeted instruction to campus.

When students returned to school, student health and safety were a very high priority. Classrooms were provided with disinfectant, hand sanitizer, and masks. Site maintenance and custodial crews installed multiple sanitizing stations at each campus. We increased the cleaning and sanitizing schedules of restrooms, classrooms, multi-purpose rooms, lunch areas, and frequented public spaces such as school offices. Plans for entrance and exit of the school building, classrooms, lunch areas and restrooms were established and proper signage was ordered. We provided videos on proper handwashing, mask wearing, and social distancing expectations before school reopened and again in the classroom for students who returned to campus.

Another area of concern was student's social/emotional health. As students returned to campus, teachers will spent classroom time to connect students with their peers through group activities and collaboration. Before students returned to campus, school counselors provided social/emotional awareness training to all school personnel as student connections are not only with classroom teachers.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
As an Independent Study program, we already have curricula, both physical and digital, that support a blend of learning at home and at school. All students have received the necessary curriculum for the 2020-2021 school year's grade or specific subject area. Physical curriculum has been checked out to families as it is every year to be used at home. We have added chromebooks to the curriculum check out list as devices are requested. We also included Zoom licenses in this budgeted funds category.	\$37,810	\$38,000	[Y/N]

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.



There was not a substantive difference between the planned actions and budgeted expenditures.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Distance Learning involved implementing our Plan C (see details below). Because all of our lesson plans are already online and available to parents, we pivoted to distance learning quickly and effectively. Teachers were able to add additional details to learning activities and lesson plans that would have occurred at school so that students could successfully do their work at home with parent direction and oversight. Devices were quickly distributed to students who needed them. We were able to secure additional chromebooks to ensure that every single student who needed a device could have one. In some cases we provided hot spots for students with connectivity issues. We have a strong partnership with parents and this continued throughout distance learning. On days that would normally have been in school, teachers created clear schedules that were shared with families and provided Zoom instruction and students logged in and completed their lessons, assignments and activities with teachers. On days that would normally be independent study, students completed their work in much the same way as they would have before the pandemic. Zoom allowed us to keep the strong connections to the teacher in class, and provide effective instruction and extra support to families that needed it. Student participation was high in these Zoom sessions. Overall, after the initial learning curve for teachers and families to learn the technology, our Zoom support was very successful. For the small number of students who did not find success over Zoom, teachers worked directly with parents to ensure that learning was taking place and provided alternate activities or additional support as needed. Many teachers conducted small groups in the afternoons (once core instruction was completed) to offer additional support to students who were struggling. Teachers continued to implement formative assessment either over Zoom or with parent cooperation so that they could assess data results and plan instruction. Our teachers continued their PLC collaboration remotely and planned interventions as needed. Our Special Education team also began offering services over Zoom, which were well attended and allowed us to stay in compliance with IEP goals and continue to support our students with special needs.

### Plan C: Distance Learning

- School days were a blend of synchronous “real time” classes and asynchronous work assigned through the Schoology/Summit platform.
- Each week targeted support was offered. Most of this support was offered in a synchronous format.
- Each week intentional time during synchronous learning was devoted to building community and making student connections.

- Intervention services was offered virtually

#### Clubs & Activities:

- Students continued with pre-established clubs and ASB via Distance Learning. Campus specific updates were given the first few weeks of school.

#### Parent Support:

- August 13, 2020 was the Annual Jumpstart Parent Education Conference. It was designed to inspire, connect, and motivate parents as they kick off the school year! The conference featured a keynote address and educational breakout sessions.
- Parent Orientations and Coffee Chats were another way to learn about each campus.

#### Special Education

- IEP Services were synchronous “real time” sessions, when needed services were provided as pre-recorded lessons.
- IEP Meetings were held via Google Meet
- Case managers reached out to families before the school year begins to discuss students’ service schedule
- Special Education services were provided virtually

As an Independent Study program, we already had curriculum, both physical and digital, that supported a blend of learning at home and at school. All students received the necessary curriculum for the 2020-2021 school year’s grade or specific subject area. We added chromebooks to the curriculum check out list as devices were requested.

As an Independent Study program, time value is built into our Master Agreements and Assignment & Work Record forms. We measured participation and time value based on these Independent Study documents just as we do every year. While in distance learning, teachers offered live instruction on the days the students would typically be on campus. The rest of their school day was asynchronous and delivered through our LMS, Schoology. The live instruction was as follows:

In addition teachers offered one-on-one or small group support weekly as “office hours”.

Each week during the live sessions, teachers built in group work, community building, connecting with peers activities to encourage a sense of belonging to the school community. The school counselor posted weekly updates to the whole school, and worked with students as needs arose in the virtual setting.

As teachers returned to work a two hour professional learning session on Distance Learning tools was offered for all teachers including special education teachers, support providers and leaders. The professional learning started with a whole group session on Zoom and then breakout sessions were offered on virtual classrooms, breakout rooms in Zoom, video and editing techniques, and asynchronous learning tools such as slide deck voice overs.

Throughout distance learning weekly updates on distance learning tools were given in an asynchronous manner allowing the teaching teams to access these resources as they have the time and capacity to build their skills. As a Professional Learning Community school, we continued to build on our work to implement PLCs in order to ensure ALL students, no matter who they are or where they come from or what challenges they have, learn! It was challenging to continue this collaborative work while we were distanced from one another, but we were committed to the process. In late September we had a 4 hour professional learning day with a presenter from Solution Tree on PLC's. Our goals for this day were to calibrate everyone's definition of PLCs, refine what collaboration looks and sounds like, and use group work to determine next steps at the school level. This was also used to determine content for future professional learning. Especially with distance learning, we needed to be better at the PLC process to ensure we knew which students had mastered the standards and which students had not yet. No matter the model of delivery the goal was the same, learning for ALL.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
RTI Specialists, including reading and math foundation teachers and support.	\$412,126	\$478,757	[Y/N]

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There was not a substantive difference between the planned actions and budgeted expenditures.

## **Analysis of Pupil Learning Loss**

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

To help increase educator efficacy and enhance learning for all students we have continued our work as professional learning communities (PLC). Educators met in grade-level teaching teams, school committees, and departments to ask three essential questions:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

These questions drive our decision making and services being provided for all students. Regardless of the method of instruction, distance learning or in person, measuring growth or a learning loss was assessed in a variety of ways including math readiness testing, reading foundational skills, formative and informative assessments. Through interventions educational specialists and teachers were able to provide support to students who showed signs of learning loss or struggles in more traditional pacing. Using a response to intervention (RTI) multi-tiered approach, students were identified, supported, and have ongoing assessment. Foundational classes were held to further support student progress and learning, as well as providing consistent progress monitoring.

Teachers used essential standards and progress monitoring weekly in the classroom through formative assessment (exit tickets, whiteboard responses, short quizzes, verbal explanations in small groups, and more). Teachers also assessed several times per unit through summative assessments in the form of larger tests or assignments. Teachers met weekly in PLC grade level collaboration groups to review data and plan instruction and intervention based on student achievement. Teachers also met to plan and align standards-based instruction in vertical teams three or more times per year. Additionally, students were assessed using NWEA MAP testing and struggling students were invited to office hours. Specialists conducted assessments and provided services in small groups or one on one, reassessing every 6-12 weeks for progress. Teachers met a minimum of every six weeks with students and parents to



go over work, share progress and plan academic goals. We have adopted MTSS as a system to help us address the academic and SEL needs of ALL students.

Every 3 weeks teachers reviewed the targeted essential standards and conducted an audit of student progress towards achieving mastery. For core classes (English, History, Math, Science, Spanish) benchmarks were housed within the Summit Learning platform. Students who were disengaged or significantly struggling were identified and contacted.

Using the above mentioned progress benchmarks, subject matter experts were identified and extra support and intervention was provided. Additionally, in some cases supplementing with an extra English or Math support class was helpful to assist in bridging the gap between deficit skills and where the student needs to be. Parent partnership is an integral component of our program and as such, when needed there was a meeting with the teachers, student, parent and an administrator to discuss a success plan the student felt comfortable with. Parents were given strategies and tools to support student learning at home.

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Student's social/emotional health is a priority. During distance learning the school's social emotional counselors sent weekly videos to all students through Schoology. The focus of the videos was around the monthly campaigns designated by The Classical Academies counseling team and will be geared to the grade levels of each campus. As an Independent Study program with students on campus and at home, we have a well established referral system which we continued to use to support students in need. Students in need met with the counselor in a virtual one-on-one session. Each year, school counselors provide social/emotional awareness training to all school personnel as student connections are not only with classroom teachers. The impact of social distancing and isolation was a topic of discussion with all personnel.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

As an Independent Study program we have policies and procedures in place for students who are not engaged with learning. Our procedure starts with an Accountability Plan which identifies the issues and creates a plan for what each person in the partnership, student, parent, and teacher will do to support the student as changes are made. The frequency of monitoring is established in the Plan, and is often a weekly check in. At the check ins progress is noted and changes to the Plan are made. If the student is consistently engaged the frequency of the check ins is reduced and eventually they move off the Accountability Plan. This process is successful for 98% of students. If the student is still not engaging at the check ins, adjustments are made to the Plan and often the frequency of check in is increased to a daily check in. Determining the core issues of the challenges the student faces, determines the next steps. For some students, it could mean a referral to a Student Study Team (SST) meeting, additional foundational support, or office hours with an intervention specialist. The SST meeting consists of teachers, an administrator, the parent(s), and support personnel from the school. The student's academic, behavioral, and social-emotional progress is discussed and an action plan created and a follow up meeting is scheduled. As an additional safeguard, we send out D/F letters halfway through each quarter to the parents of any student who currently has a D or an F in one of their courses.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Under the State statute, AB 1871, we provide meals if an eligible student is at a school site or meeting space for an educational purpose for two or more hours. As a non-classroom based charter school, this is not applicable for us during distance learning. Once students return to school, we will again distribute meals.

Starting in March 2020 when schools closed we have consistently sent families information about local food distribution centers.

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual	Contributing
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			Expenditures	
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	N/A	[\$ 0.00]	[\$ 0.00]	[Y/N]

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Classical Academy High School, having 25.46% enrollment of unduplicated pupils, is expending funds on a schoolwide basis to include all unduplicated students. Both goals and actions are aimed toward increasing student academic achievement of all students and engaging parents and community partners through education, communication and collaboration to promote student social-emotional success.

As plans for the 2020-2021 school year were developed, services for homeless & foster youth, English learners, and socio-economic disadvantaged students were taken into account. It was determined the best course of action was to increase individual and small group support by counselors and specialists pushing into synchronous classes either virtually or in-person once we returned. We have increased parent support through communication with our educational specialists, as well as a large library of podcasts for parents to reference. These students are also being served as needed through our PLC & RTI support.

Because the goals and systems described in this plan have supported our past success, we will continue with these supports and plans in place as we develop our 2021-23 LCAP, taking pupil learning loss and social emotional needs into consideration as we progress in recovery after the pandemic.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Students who have been identified as socio-economic disadvantaged scoring below standard in Math and English Language Arts have been and will continue to be assessed using math readiness testing and reading assessments. Students with an achievement gap have been and will continue to be assigned supplemental learning tools and services with the math and/or reading specialists. Low-income students represent our largest performance gaps. To address low social economic concerns, we will increase support with Response to Intervention (RTI), and access to specialists for support and increase professional development. All students with learning loss will be given the support they need through our intervention specialists with academic support through RTI. Students' whose social-emotional needs are interfering with academic achievement will be supported through our school counselor. As teachers return to in person PLC collaboration, data will be collected and will drive instruction to address learning loss and provide interventions for students with unique needs who are most at risk.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There are no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.



# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

As an independent study charter with hybrid in-school and home learning options, we were in a unique position to support our stakeholders very effectively during a challenging and non-traditional year. We found quite a bit of success even in the midst of distance learning. The pandemic certainly has required us to think outside the box and consider new ways of content delivery and new ways to use technology to effectively meet the needs of our students. Some aspects of meeting virtually were actually more successful than in person methods, as was the case with the increase in attendance for our RTI intervention sessions with our reading and literacy specialists. Because of this, as we shift back to in person instruction, we will keep virtual options available to families who need them. Teachers will continue to utilize technology tools to enhance their teaching and allow students to access the learning in new ways. The good that came from our learning curve with technology will continue to be assessed and will come into play as we plan for our next LCAP and develop our goals for the school years upcoming through 2021-24. We have always personalized for students and strived for mastery with PLC collaboration and meeting student needs. This will continue with our 2021-24 plan and the following will be taken into consideration in its development:

Our priority goal is to increase academic results for all students. Our actions of assessing all students in Math, Language Arts, and Reading have informed decisions for placing students into support systems with specific specialists that are timely and relevant in-person as well as virtually. Teachers transitioned successfully and utilized various formal and informal assessment strategies to monitor benchmarks, growth and areas needed for growth towards grade level standards. We have increased parent support through communication with our educational specialists, as well as a large library of podcasts for parents to reference.

The PLC process, as well as the SST process, are actively monitored for increased student progress and to close achievement gaps. Referrals to Math and Literacy Specialists are made for additional intervention and support, as well as use of other supplemental support materials. Our Leadership Team supports implementation of PLC collaboration and data tracking.

Students who have been identified as socio-economic disadvantaged scoring below standard in Math and English Language Arts will be assessed using math readiness testing and reading assessments. Students with an achievement gap are assigned supplemental learning tools and services with the math and/or reading specialists. Low-income students represent our largest performance gaps. To address low social economic concerns, we will increase support with Response to Intervention (RTI), and access to specialists for support and increase professional development. We will Increase/improve services for foster youth, English learners, and low-income

students. Small group instruction with the ELD Provider will occur at least once per week. These students are also being served as needed through our PLC & RTI support. Students who have been identified as socio-economic disadvantaged scoring below standard in Math and English Language Arts will be assessed using math readiness testing and reading assessments.

Implementing Professional Learning Community (PLC) best practices has allowed Classical Academy High School to intentionally focus on student-centered learning, with all students receiving research-based instruction in the general education classroom. Implementing a school counselor and school psychologist has allowed us to meet social-emotional needs by offering individual and small group support, pushing into classrooms, and creating behavior plans.

When students returned to school, student health and safety remained a high priority. Classrooms were provided with disinfectant, hand sanitizer, and masks. Site maintenance and custodial crews had installed multiple sanitizing stations at each campus. We have increased the cleaning and sanitizing schedules of restrooms, classrooms, multi-purpose rooms, lunch areas, and frequented public spaces such as school offices. Plans for entrance and exit of the school building, classrooms, lunch areas and restrooms have been established and proper signage from the California Department of Education, July 2020 was ordered and displayed. We provided videos on proper handwashing, masks wearing, and social distancing expectations before school reopened and again in the classroom once students returned. This will continue to be implemented as long as needed.

Another area of concern has been students' social/emotional health. As students returned to campus, teachers spent classroom time to connect students with their peers through group activities, student groups, clubs, etc. Before students returned to campus, school counselors provided social/emotional awareness training to all school personnel as student connections are not only with classroom teachers.

In conclusion to an unprecedented school year, we have found that our distance learning programming has been positively received. As a result, we are currently building and extending our distance learning programming to provide an option for families who choose to continue partnering with our synchronous virtual learning model. An annual survey will be conducted at the end of this school year just as we do every year and we will use that stakeholder feedback to plan for next year and the years to come. Our families know that regardless of what local and state requirements look like moving forward, they have options that they can depend on for quality education with The Classical Academies.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Classical Academy Vista	Cameron Curry, Executive Director	760-480-9845, ccurry@classicalacademy.com

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

### Goal 1

Using formal assessments including: NWEA, MAP scores, grade-level assessments and benchmarks, and SBAC to monitor growth.

State and/or Local Priorities addressed by this goal:

State Priorities: 1    2    3    4    5    6    7    8

Local Priorities: 1,2,3,6,7

### Annual Measurable Outcomes

Expected	Actual
90% participation rate, determined baseline of school wide academic performance using NWEA MAP testing. K-8 determined	Teachers used various formal and informal assessment strategies to monitor benchmarks, growth and areas needed for growth towards grade level standards. The PLC process, as well as

baselines and measured growth 2-3 times annually using NWEA MAP progress reports.

MTSS using our RTI and PBIS process were utilized to close achievement gaps and monitor progress. Referrals to specialists were made for additional intervention and support, as well as use of Lexia and support team Implementation Plan for RTI and PBIS. Parent training and communication with parents happened every 6 weeks to increase effectiveness and team focus.

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Assess all students in Math, Language Arts, and Reading. Students with a need will be assigned services with a team of specialists. Ongoing formative and summative assessments for all students, with identification of plans for increasing learning results efficiently. <i>Salaries are the budgeted expenditures.</i>	\$42,300	\$40,350
Assess all students in Math, Language Arts, and Reading. Students with a need will be assigned services with a team of specialists. Ongoing formative and summative assessments for all students, with identification of plans for increasing learning results efficiently. <i>Salaries and MAP Testing are the budgeted expenditures</i>	\$126,500	\$213,799

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for actions and services were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

MAP data was used to identify students who needed additional support, and then lead teachers and specialists created an intervention plan to provide the additional support.



## Goal 2

Focus on the 8 Keys of Excellence, leadership, citizenship and character training and leadership topics of relevance. Parent workshops and podcasts with a social-emotional focus and PBIS. Administration will focus on culture and citizenship, K-8 Self-Leadership lessons pushed-in to the classrooms.

State and/or Local Priorities addressed by this goal:

State Priorities: 1    2    3    4    5    6    7    8

Local Priorities: 1, 3, 4, 5, 6

### Annual Measurable Outcomes

Expected	Actual
Analyze PBIS results using Shark Squad Tickets and Behavior Incident Reports to measure growth in positive school climate and social-emotional health of all students. Outcomes will determine next planning steps to promote and sustain student social-emotional success.	Analyzed PBIS results using Shark Squad Tickets and Behavior Incident Reports to measure growth in positive school climate and social-emotional health of all students. Outcomes will determine next planning steps to promote and sustain student social-emotional success.

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Parent workshops and Podcasts on topics and presenter with a social emotional focus. <i>School counselor(s) are the budget expenditures.</i>	\$54,000	\$80,767
Include all parents/guardians in Parents Involved in Education (PIE) topics communicated by a highly qualified presenter with a social-emotional focus.	\$2,000	\$0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for actions and services were implemented for the planned action, except for Parents Involved in Education due to the COVID-19 pandemic and the inability to hire a highly qualified presenter.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our attendance numbers, or listeners, with Podcast increased providing social-emotional information, as well as consistent lessons on the 8 Keys of Excellence, leadership and character education.

## Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

### In-Person Instructional Offerings

#### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School site counselor	\$75,152	\$80,767	[Y/N]

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

## **Analysis of In-Person Instructional Offerings**

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Classical Academy Vista is one of the seven campuses within The Classical Academies. At The Classical Academies, we constantly strive to provide quality educational options, connections with our community, as well as being available and ready to support our students by partnering with parents. As an Independent Study school in the State of California, all of our students and families were already completing school work from home in combination with learning at school when COVID-19 hit. This enabled us to shift quickly and continue with learning.

As we shifted to the new reality of not coming back on campus for the 2019-20 school year, we coordinated efforts to stay connected and to continue to value learning. We believe that having ongoing communication is a way to keep us grounded, manage expectations, and give families security that our partnership was continuing during this time. Weekly information and updates were released to parents and students from teachers, site leaders, and combined organizational community messages. Through email, phone calls, and video updates, students and families were encouraged to stay in touch with teachers, remain engaged in daily learning, and services and support continued while in distance learning. We saw an average of 95% engagement by the end of the year.

We reviewed parent feedback, San Diego County health guidelines, and educational best practices, as we developed plans for Fall 2020. We have two options for In-Person Instruction. The health and safety guidelines at the time of reopening will determine which plan will be implemented.

Plan A: Return to our regular blended “pre-COVID” programming. As an Independent Study program, our regular programming offers a blend of on campus instruction with at home instruction.

Plan B: This is a modification of our regular blended model. The number of students on campus is limited in this plan, due to social distancing guidelines, and the physical size of classrooms. Student academic needs, social emotional needs will also be taken into consideration as plans for student time on campus are created. This plan will be evaluated and adjusted with the goal to continually increase student time on campus as allowed per the healthy and safety guidelines. Initially it will build on our full distance learning program by bringing small groups of students for targeted instruction to campus.

When students return to school, student health and safety will be a high priority. Classrooms will be provided with disinfectant, hand sanitizer, and masks. Site maintenance and custodial crews have installed multiple sanitizing stations at each campus. We have increased the cleaning and sanitizing schedules of restrooms, classrooms, multi-purpose rooms, lunch areas, and frequented public spaces such as school offices. Plans for entrance and exit of the school building, classrooms, lunch areas and restrooms are being established and proper signage is being ordered. We will provide videos on proper handwashing, masks wearing, and social distancing expectations before school reopens and again in the classroom once students return.

Another area of concern will be student's social/emotional health. As students return to campus, teachers will spend classroom time to connect students with their peers through group activities, student groups, clubs, etc. Before students return to campus, school counselors will provide social/emotional awareness training to all school personnel as student connections are not only with classroom teachers.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebooks, Zoom licenses, and Nearpod for remote instruction	\$23,113	\$24,000	[Y/N]

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

### Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Distance Learning involved implementing our Plan C (see details below). Because all of our lesson plans are already online and available to parents, we pivoted to distance learning quickly and effectively. Teachers were able to add additional details to learning activities and lesson plans that would have occurred at school so that students could successfully do their work at home with parent direction and oversight. Devices were quickly distributed to students who needed them. We were able to secure additional chromebooks to ensure that every single student who needed a device could have one. In some cases we provided hot spots for students with connectivity issues. We have a strong partnership with parents and this continued throughout distance learning. On days that would normally have been in school, teachers created clear schedules that were shared with families and provided Zoom instruction and students logged in and completed their lessons, assignments and activities with teachers. On days that would normally be independent study, students completed their work in much the same way as they would have before the pandemic. Zoom allowed us to keep the strong connections to the teacher in class, and provide effective instruction and extra support to families that needed it. Student participation was high in these Zoom sessions. Overall, after the initial learning curve for teachers and families to learn the technology, our Zoom support was very successful. For the small number of students who did not find success over Zoom, teachers worked directly with parents to ensure that learning was taking place and provided alternate activities or additional support as needed. Many teachers conducted small groups in the afternoons (once core instruction was completed) to offer additional support to students who were struggling. Teachers continued to implement formative assessment either over Zoom or with parent cooperation so that they could assess data results and plan instruction. Our teachers continued their PLC collaboration remotely and planned interventions as needed. Our Response to Intervention team of math and literacy specialists also shifted to virtual services over Zoom. This was very successful and our attendance at these sessions actually increased because of the ease of logging into Zoom, rather than driving over to the school to have an intervention session with a specialist. Our Special Education team also began offering services over Zoom, which were well attended and allowed us to stay in compliance with IEP goals and continue to support our students with special needs.

#### Plan C: Distance Learning Plan

For students enrolled in Tracks A, B, and C'lectives

- School days were a blend of synchronous “real time” classes and asynchronous work assigned through Schoology/Summit platform.
- Each week targeted support was offered. Most of this support was offered in a synchronous format.
- Each week intentional time during synchronous learning was devoted to building community and making student connections.
- Intervention services was offered virtually

For students enrolled in Track C and Independent Study :

- Schoology lessons were provided with step-by-step lesson plans
- Educational Specialists were available to support
- C track classes were offered distance learning sessions on their usual day(s)
- Parent support groups were created to connect families who wish to participate



- Intervention services were offered virtually

#### Parent Support:

- August 13, 2020 was the Annual Jumpstart Parent Education Conference. It was designed to inspire, connect, and motivate parents as they kick off the school year! The conference featured a keynote address and educational breakout sessions.
- Parent Orientations and Coffee Chats were another way to learn about each campus.
- Parent support groups were created for new Track C families.

#### Special Education

- IEP Services were synchronous “real time” sessions, when needed services were provided as pre-recorded lessons.
- IEP Meetings were held via Google Meet
- Case managers reached out to families before the school year begins to discuss students’ service schedule
- Special Education services were provided virtually

As an Independent Study program, we already had curriculum, both physical and digital, that supported a blend of learning at home and at school. All students received the necessary curriculum for the 2020-2021 school year’s grade or specific subject area. Physical curriculum was checked out to families as it is every year to be used at home. We added chromebooks to the curriculum check out list as devices are requested.

As an Independent Study program, time value is built into our Master Agreements and Assignment & Work Record forms. We measured participation and time value based on these Independent Study documents just as we do every year. While in distance learning, teachers offered live instruction on the days the students would typically be on campus. The rest of their school day was asynchronous and delivered through our LMS, Schoology.

As teachers returned to work a two hour professional learning session on Distance Learning tools was offered for all teachers including special education teachers, support providers and leaders. The professional learning started with a whole group session on Zoom and then breakout sessions were offered on virtual classrooms, breakout rooms in Zoom, video and editing techniques, and asynchronous learning tools such as slide deck voice overs.

Throughout distance learning weekly updates on distance learning tools were given in an asynchronous manner allowing the teaching teams to access these resources as they have the time and capacity to build their skills. As a Professional Learning Community school,

we continued to build on our work to implement PLCs in order to ensure ALL students, no matter who they are or where they come from or what challenges they have, learn! It was challenging to continue this collaborative work while we were distanced from one another, but we were committed to the process. In late September we had a 4 hour professional learning day with a presenter from Solution Tree on PLC's. Our goals for this day were to calibrate everyone's definition of PLCs, refine what collaboration looks and sounds like, and use group work to determine next steps at the school level. This was also used to determine content for future professional learning. Especially with distance learning, we needed to be better at the PLC process to ensure we knew which students had mastered the standards and which students had not yet. No matter the model of delivery the goal was the same, learning for ALL.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
RTI Specialists, including reading, math, and intervention specialists	\$184,201	\$254,149	[Y/N]

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

### Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

To help increase educator efficacy and enhance learning for all students we have continued our work as professional learning communities (PLC). Educators met in grade-level teaching teams, school committees, and departments to ask three essential questions:

- What do we want each student to learn?

- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

These questions drive our decision making and services being provided for all students. Regardless of the method of instruction, distance learning or in person, measuring growth or a learning loss was assessed in a variety of ways including math readiness testing, reading foundational skills, formative and informative assessments. Through interventions educational specialists and teachers were able to provide support to students who showed signs of learning loss or struggles in more traditional pacing. Using a response to intervention (RTI) multi-tiered approach, students were identified, supported, and have ongoing assessment. Foundational classes were held to further support student progress and learning, as well as providing consistent progress monitoring.

Teachers used essential standards and progress monitoring weekly in the classroom through formative assessment (exit tickets, whiteboard responses, short quizzes, verbal explanations in small groups, and more). Teachers also assessed several times per unit through summative assessments in the form of larger tests or assignments. Teachers met weekly in PLC grade level collaboration groups to review data and plan instruction and intervention based on student achievement. First tier intervention took place in the classroom one time per week in grades K-6 and three times per week in grades 7 and 8. Teachers also met to plan and align standards-based instruction in vertical teams three or more times per year. Additionally, students were assessed using NWEA MAP testing two to three times per year and struggling students were brought to safety net meetings. Students were then connected to intervention services with literacy and/or math specialists through our Response to Intervention program. Specialists conducted assessments and provided services in small groups or one on one, reassessing every 6-12 weeks for progress. Teachers met a minimum of every six weeks with students and parents to go over work, share progress and plan academic goals. We have adopted MTSS as a system to help us address the academic and SEL needs of ALL students.

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Students' social/emotional health was a priority. During distance learning the school's social emotional counselor sent weekly videos to all students. The focus of the videos was around the monthly campaigns designated by The Classical Academies counseling team and was geared to the grade levels of each campus. As an Independent Study program with students on campus and at home, we have a well established referral system which we continued to use to support students in need. These students met with the counselor in virtual one-on-one sessions. Each year, including this one, school counselors provide social/emotional awareness training to all school personnel as student connections are not only with classroom teachers. The impact of social distancing and isolation were additional

topics to address with all. Now that we have returned to school, we are addressing social-emotional needs in person and continuing our support of students in this area through classroom support and restorative practices.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

As an Independent Study program we have policies and procedures in place for students who are not engaged with learning. Our procedure starts with an Accountability Plan which identifies the issues and creates a plan for what each person in the partnership, student, parent, and teacher will do to support the student as changes are made. The frequency of monitoring is established in the Plan, and is often a weekly check in. At the check ins progress is noted and changes to the Plan are made. If the student is consistently engaged the frequency of the check ins is reduced and eventually they move off the Accountability Plan. This process is successful for 98% of students. If the student is still not engaging at the check ins, adjustments are made to the Plan and often the frequency of check in is increased to a daily check in. Determining the core issues of the challenges the student faces, determines the next steps. For some students, it could mean a referral to a Student Study Team (SST) meeting, additional foundational support, or office hours with an intervention specialist. The SST meeting consists of teachers, an administrator, the parent(s), and support personnel from the school. The student's academic, behavioral, and social-emotional progress is discussed and an action plan created and a follow up meeting is scheduled. We continued to use this process throughout the pandemic and it has continued to keep students and families on track and engaged with their work. The only difference this year was that some of the meetings took place virtually. Now that we are back to school these meetings have resumed in person.

We promoted engagement and family outreach by collecting stakeholder input during our six yearly conferences as well as with the following surveys and reminders this year:

- 11/9/20 - November Reopening Survey
- 11/12/20- Reminder for November Reopening Survey
- 11/16/20- Reminder for November Reopening Survey
- 1/4/21- Survey for January 19th Programming
- 4/23/21- 8th Grade Promotion Survey

Additionally, we sent out regular email communication with information and updates as restrictions changed and programming increased. Teachers updated their families weekly with information as the need arose, and collected stakeholder feedback about how

distance learning was going as well as how the transition to in person instruction progressed. An annual survey will be conducted at the end of this school year just as we do every year and we will use that stakeholder feedback to plan for next year.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Starting in March 2020 when schools closed we have consistently sent families information about local food distribution centers. Under the State statute, AB 1871, we provided meals if an eligible student was at a school site or meeting space for an educational purpose for two or more hours. As a non-classroom based charter school, this was not applicable for us during distance learning. Once students returned to school, we began distributing meals again.

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	[\$ 0.00]	[\$ 0.00]	[Y/N]

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.



## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Classical Academy Vista is expending funds on a schoolwide basis to include all unduplicated students. Both goals and actions are aimed toward increasing student academic achievement of all students and engaging parents and community partners through education, communication and collaboration to promote student social-emotional success.

As plans for the 2020-2021 school year were developed, services for homeless & foster youth, English learners, and socio-economic disadvantaged students were taken into account. It was determined the best course of action was to increase individual and small group support by counselors and specialists pushing into synchronous classes either virtually or in-person once we returned. We have increased parent support through communication with our educational specialists, as well as a large library of podcasts for parents to reference. Additionally, this year we added parent support groups called Parent Learning Communities. These students are also being served as needed through our PLC & RTI support.

Because the goals and systems described in this plan have supported our past success, we will continue with these supports and plans in place as we develop our 2021-23 LCAP, taking pupil learning loss and social emotional needs into consideration as we progress in recovery after the pandemic.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Students who have been identified as socio-economic disadvantaged scoring below standard in Math and English Language Arts have been and will continue to be assessed using math readiness testing and reading assessments. Students with an achievement gap have been and will continue to be assigned supplemental learning tools and services with the math and/or reading specialists. Low-income students represent our largest performance gaps. To address low social economic concerns, we will increase support with Response to Intervention (RTI), and access to specialists for support and increase professional development. All students with learning loss will be given the support they need through our MTSS program with academic support through RTI. Students' whose social-emotional needs are interfering with academic achievement will be supported through our PBIS program and our school counselor. As teachers return to

in person PLC collaboration, data will be collected and will drive instruction to address learning loss and provide interventions for students with unique needs who are most at risk.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

As an Independent Study program, we already have a curriculum, both physical and digital, that supports a blend of learning at home and at school. All students have received the necessary curriculum for the 2020-2021 school year's grade or specific subject area. Physical curriculum has been checked out to families as it is every year to be used at home, because we are a hybrid school of choice. We have added chromebooks to the curriculum check out list as devices are requested. Learning continuity was achieved through:

- Additional recording and videos added to curriculum
- Live sessions schedules throughout the day to accommodate multiple children in one household
- Alignment of virtual live lessons and times for each grade
- Elective offering distance learning with video support
- Teachers were empowered to teach from their classrooms or from home during distance learning
- Telework is being utilized where possible

Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP in the following ways:

A). Our priority goal is to increase academic results for all students. Our actions of assessing all students in Math, Language Arts, and Reading have informed decisions for placing students into support systems with specific specialists that are timely and relevant in-person as well as virtually. Teachers transitioned successfully and utilized various formal and informal assessment strategies to monitor benchmarks, growth and areas needed for growth towards grade level standards. We have increased parent support through communication with our educational specialists, as well as a large library of podcasts for parents to reference and parent support groups called Parent Learning Communities.

B). The PLC process, as well as the SST process, are actively monitored for increased student progress and to close achievement gaps. Referrals to Math and Literacy Specialists are made for additional intervention and support, as well as use of other supplemental support materials. Our Leadership Team supports implementation of PLC collaboration and data tracking. Parent training and communication with parents takes place every 6 weeks to increase effectiveness and team focus, virtually as well as in-person.

C). Students who have been identified as socio-economic disadvantaged scoring below standard in Math and English Language Arts will be assessed using math readiness testing and reading assessments. Students with an achievement gap are assigned supplemental learning tools and services with the math and/or reading specialists. Low-income students represent our largest performance gaps. To address low social economic concerns, we will increase support with Response to Intervention (RTI), and access to specialists for support and increase professional development. We will Increase/improve services for foster youth, English learners, and low-income students. Small group instruction with the ELD Provider will occur at least once per week. These students are also being served as needed through our PLC & RTI support. Students who have been identified as socio-economic disadvantaged scoring below standard in Math and English Language Arts will be assessed using math readiness testing and reading assessments.

D). Implementing Professional Learning Community (PLC) best practices has allowed Classical Academy Vista to intentionally focus on student-centered learning, with all students receiving research-based instruction in the general education classroom. Implementing a school counselor and school psychologist has allowed us to meet social-emotional needs by offering individual and small group support, pushing into classrooms, creating behavior plans, and implementing Positive Behavior Interventions and Supports (PBIS).

E). When students returned to school, student health and safety remained a high priority. Classrooms were provided with disinfectant, hand sanitizer, and masks. Site maintenance and custodial crews had installed multiple sanitizing stations at each campus. We have increased the cleaning and sanitizing schedules of restrooms, classrooms, multi-purpose rooms, lunch areas, and frequented public spaces such as school offices. Plans for entrance and exit of the school building, classrooms, lunch areas and restrooms have been established and proper signage from the California Department of Education, July 2020 was ordered and displayed. We provided videos on proper handwashing, masks wearing, and social distancing expectations before school reopened and again in the classroom once students returned. This will continue to be implemented as long as needed.

F). Another area of concern has been students' social/emotional health. As students returned to campus, teachers spent classroom time to connect students with their peers through group activities, student groups, clubs, etc. Before students returned to campus, school counselors provided social/emotional awareness training to all school personnel as student connections are not only with classroom teachers.

In conclusion to an unprecedented school year, we have found that our distance learning programming has been positively received. As a result, we are currently building and extending our distance learning programming to provide an option for families who choose to continue partnering with our synchronous virtual learning model. Our families know that regardless of what local and state requirements look like moving forward, they have options that they can depend on for quality education with The Classical Academies.



May 18, 2021

Board Action on Bank Accounts Associated with the Following Entities:

The Classical Academy, Inc.  
Coastal Academy Charter School, Inc.  
North County Education Foundation  
Partnering With Parent LLC  
San Diego County Treasury

The Board, through an action at the Tuesday, May 18, 2021 Board meetings of The Classical Academy, Inc. and Coastal Academy Charter School, Inc. removed James Heath as an authorized agent for these organizations to write checks or process financial transactions as of this date.

Cameron Curry  
Chief Executive Officer

Mark Donar  
Board President