

Coastal Academy Charter School Inc.

Board of Directors Meeting



**Coastal Academy K-8
Coastal Academy High**

**Tuesday, September 14, 2021
3:30 PM**

**Coastal Academy
4183 Avenida Del La Plata
Oceanside, California 92056**



Public Board of Directors Meeting

Coastal Academy Charter School, Inc. TK-12th Grade

Tuesday, September 14, 2021
3:30 PM In Person

Coastal Academy 4096 Calle Platino, Oceanside, 92056
Call in number: 408-638-0968 - Meeting ID: 238-111-3798

Please Contact Sonia Ryan sryan@classicalacademy.com to request reasonable accommodations to participate in the meeting.

BOARD AGENDA

All agenda items apply to Coastal Academy. 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	Written / Oral Correspondence (2 minutes)	Sonia Ryan, Director of Administration	
New Business			
3	Student Voice	Ashley, Bissell, ASB President at CAH	No
4	Consent Items <ul style="list-style-type: none"> - Enrollment - Meeting Minutes for 8/10/2021 - Jumpstart Parent Conference Wrap Up - California Dashboard Local Indicators - LCAP Calculation Tables - LCFF Parent Budgets - SDCOE Representative with JPA & FBC 	Mark Donar, Board President	Yes
5	Board Governance <ul style="list-style-type: none"> - Review of Current Positions - Appoint Officers for 2021/2022 - Schedule Annual Board Training - Schedule Site Visits 	Cameron Curry, Chief Executive Officer	Yes
6	Finance Update: <ul style="list-style-type: none"> - Unaudited Actuals Report 	Carmen Coniglio, Chief Finance Officer	Yes
7	Presentation: Into Math Curriculum	Andrew Shields, Mathematics Coordinator	No
8	Presentation: Black History Tour Update	Megan Douglas, TK-8 Curriculum Coordinator	No
9	Presentation: STAR Assessments for Reading and Mathematics	Judy Segina, Assessment Coordinator and Dave Meyer, Chief Learning Officer	No
10	Adjournment of Public Meeting and move to Closed session for discussion	Mark Donar, Board President	Yes
Closed Session		Closed Session	



Board of Directors Meeting BOARD AGENDA

#	Agenda Item	Presenter	Action Item
11	Annual discussion on CEO's evaluation and compensation.	Board members and Chief Human Resources officer, Melissa Morey	
12	End Closed Session	Mark Donar, Board President	Yes
13	Open Public Meeting	Mark Donar, Board President	Yes
14	Review and Approval of CEO compensation and benefits for the 2021/2022 school year	Mark Donar, Board President	Yes
15	End Public Meeting Next meeting: December 7, 2021, at Classical Academy High School	Mark Donar, Board President	Yes



Consent Calendar Items

September 14, 2021



Coastal Academy Charter School, Inc.
Enrollment Report
September 9, 2021

Enrollment Period- September 1, 2021		
Grades	Coastal	Coastal HS
TK	28	0
K	138	0
1	116	0
2	136	0
3	138	0
4	142	0
5	148	0
6	155	0
7	163	0
8	154	0
9	0	165
10	0	138
11	0	128
12	0	102
Total	1,318	533
Adopted Budget	1,450	600
Variance	-132	-67



COASTAL ACADEMY

BOARD OF DIRECTORS

Date	August 10, 2021	Call to Order	4:45 pm
Board Members Present via Virtual Call:	Mark Donar, Patty Huerta, Mark Reardon, Paul Donovan, & Angie Mosteller		
Board Members Absent:	None		
Speakers Present:	Cameron Curry, Jalyn Hall, and Sejal Majithia from The Classical Academies. Paul Minney, Young, Minney & Corr, LLP.		
Note taker:	Sonia Ryan		

Agenda for August 10, 2021

1. Roll Call/Meeting Opening

Mark Reardon

Angie Mosteller

Mark Donar

Paul Donovan

Patty Huerta

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

2. Correspondence

Written: None Presented

Oral: None Presented

3. Review and Approval of Minutes

Motion	Moved	Second	Vote	Passed	Denied
Approval of Past Minutes i. 6/11/2021 ii. 6/14/2021 iii. 6/21/2021	Mark R.	Angie M.	5-0	X	--

Mark Reardon

Paul Donovan

Patty Huerta

Mark Donar

Angie Mosteller



COASTAL ACADEMY

4. Independent Study Policy

Jalyn Hall, Chief Instructional Officer, explained due to new legislation, AB 130, a new Board Policy is required, as well as a new Master Agreement. The Board Policy and Master Agreements contain all the original elements, with the addition of the following new elements:

Board Policy –

- Satisfactory Progress defined
- Content aligned to standards
- Tiered Reengagement Strategies implemented
- Plans for synchronous learning and live interaction opportunities
- Plan for transition to in person programming

Master Agreement –

- Academic and other supports will be provided to address student needs who are not performing at grade level including all sub groups
- Provide connectivity and devices
- Deadline for signatures extended to 30 past first day of school
- Electronic signature may be used

Motion	Moved	Second	Vote	Passed	Denied
Accept the Independent Study Policy as presented.	Mark R.	Patty	5-0	X	--

Mark Reardon
Patty Huerta
Angie Mosteller

Paul Donovan
Mark Donar

Motion	Moved	Second	Vote	Passed	Denied
Accept the Master Agreement as presented.	Mark R.	Paul	5-0	X	--

Mark Reardon
Patty Huerta
Angie Mosteller

Paul Donovan
Mark Donar



COASTAL ACADEMY

5. Resolution for CFO Name to be added to Bank Account

Cameron Curry, CEO, requested approval for Carmen Coniglio, Chief Financial Officer, to be added to all bank accounts for Classical Academy, Inc.

Motion	Moved	Second	Vote	Passed	Denied
Approval to add Carmen Coniglio, Chief Financial Officer, to all bank accounts for Coastal Academy, Inc.	Mark D.	Angie	5-0	X	--

Mark Reardon
Patty Huerta
Angie Mosteller

Paul Donovan
Mark Donar

Adjournment

Meeting Adjourned at 4:50 pm.

Next regularly scheduled meeting is Tuesday, September 7, 2021, at Coastal Academy (TK-8), 4096 Calle Platino, Oceanside, CA 92056.

Closed Session Report

Conference with legal counsel—existing litigation (Paragraph (1) of subdivision (d) of Section 54956.0) Name of case: Reyes et al. v. State of California et al. (Case No. 34-2020-80003489)



Jumpstart Parent Conference Update September 2021

This year, JumpStart was offered in person at the California Center for the Arts, Escondido, and at two of our nearby school sites. We were also able to share much of the conference virtually by livestream and through the use of an App.

Out of the 71 sessions offered, most were new, and our teachers presented live at the California Center for the Arts, Escondido, Classical Academy High School, and Classical Academy High School Personalized Learning Center. The keynote and breakout sessions were recorded for viewing following the event.

Our keynote speaker was Colleen Carroll Campbell, an award-winning author, broadcast journalist, and former presidential speechwriter. She authored several best-selling books and has been featured in the New York Times and Washington Post. She spoke on *Focused and Free: Raising Attentive Kids in the Age of Distraction* and *No Perfect Parents: Identifying Perfectionist Tendencies Before You Teach Them to Your Kids*. Colleen was also featured in a podcast with Cameron Curry, which created a lot of excitement in advance of the conference.

According to our conference app Whova, 968 downloaded the event app. 489 of those attendees set up a personalized agenda. We engaged with parents via 769 messages and 46 attendees participated in Meet Ups, which will likely extend into the school year.

We are expecting \$29,975 in donations, which after expenses, our estimated profit will be \$11,500.



THE CLASSICAL ACADEMIES

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Board Report Local Indicators on the California School Dashboard

Background:

Annually LEA's and Charter School report progress in five areas by providing either a rating and/or narrative. The five areas are:

- Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional Schools
- Implementation of State Academic Standards
- Parent Engagement
- School Climate
- Access to a Broad Course of Study

Report:

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

Action Required by the Board:

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

Jalyn Hall

Chief Instructional Officer

9/14/2021

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

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

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

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

1 @ Classical Academy High School

2 @ Coastal Academy Charter

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

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

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

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

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

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

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

Mathematics – Common Core State Standards for Mathematics: 4

Next Generation Science Standards: 4

History-Social Science: 4

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

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

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

Mathematics – Common Core State Standards for Mathematics: 4

Next Generation Science Standards: 4

History-Social Science: 4

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

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

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

Mathematics – Common Core State Standards for Mathematics: 4

Next Generation Science Standards: 4

History-Social Science: 4

Other Adopted Academic Standards

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

Career Technical Education: 4

Health Education Content Standards: 4

Physical Education Model Content Standards: 4

Visual and Performing Arts: 4

World Language: 4

Support for Teachers and Administrators

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

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

Identifying the professional learning needs of individual teachers: 4

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

Priority 3 - Self-Reflection Tool – Parent Engagement

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

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

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

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

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

Building Relationships between School Staff and Families

Building Partnerships for Student Outcomes

Seeking Input for Decision-making

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

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

For each statement in the table below:

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

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

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

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

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

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

Building Relationships

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families: 5
2. Rate the LEA's progress in creating welcoming environments for all families in the community: 5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: 5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families: 5

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

The Classical Academy measures parent engagement by seeking input from parents through an annual survey as well as frequent parent meetings at each school campus. The annual survey results are reported to its community and local governing board. In the 2020-2021 school year, the following questions were asked on the annual survey. Additionally parents were asked multiple times for feedback on programming preferences as the school transitioned from in person to hybrid and back to in person based on what was allowed for schools at the time.

Please rate your overall satisfaction with The Classical Academies. For 20-21 school year parents gave us an overall satisfaction rating of 89%.

Please rate your overall satisfaction with Distance Learning. For the 20-21 school year parents gave us an overall satisfaction rating of 69%.

Please rate your overall satisfaction with the instructional support you and/or your student has received. For the 20-21 school year parents gave us an overall satisfaction rating of 85%.

Building Partnerships for Student Outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families: 5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home: 5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes: 5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students: 5

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

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

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

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

Seeking Input for Decision Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making: 5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community: 5

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

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

The Classical Academy measures parent engagement by seeking input from parents through an annual survey as well as frequent parent meetings at each school campus. The annual survey results are reported to its community and local governing board. In the 2020-2021 school year, the following questions were asked on the annual survey. Additionally parents were asked multiple times for feedback on programming preferences as the school transitioned from in person to hybrid and back to in person based on what was allowed for schools at the time.

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Please rate your overall satisfaction with the instructional support you and/or your student has received. For the 20-21 school year parents gave us an overall satisfaction rating of 85%.

What are some positive aspects and/or challenges with the curriculum, tools, and resources that you would like us to know? Parent feedback was wide ranging but focused on the following topics: frequent teacher support was very beneficial, consistent schedules as programming transitioned from one type to another was helpful, students having access to all their materials at home either physically or through the LMS, Zoom teaching was beneficial for many students when they couldn't be on campus, daily lesson plans for parents as they guided schoolwork at home, full distance learning was challenging, as well as learning so many new online tools.

Priority 6 - Self-Reflection Tool – School Climate

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

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g.,

K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

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

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

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

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

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

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

Priority 7 - Access to a Broad Course of Study

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

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

Based on The Classical Academy's charter, students in grades TK-8 are enrolled in English Language Arts, Math, History/Social Science, and Science courses. For grades 9-12 based on Classical Academy High School's charter and course catalog, students have access to a comprehensive selection of courses to meet graduation requirements. All students including all sub groups may enroll in all courses. Enrollment in courses is tracked through our Student Information System. All students including all sub groups are enrolled in each of those courses.

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

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

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

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

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

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



September 14, 2021

**Board Report
Local Control Accountability Plan (LCAP)
LCFF Budget Overview for Parents and Expenditure
Tables**

Prepared By: Carmen Coniglio
Chief Financial Officer

Background:

The LCFF Budget Overview for Parents and Expenditure Tables are subject to the same requirements for adoption, review, and approval as the Local Control Accountability Plan (LCAP) and annual update that was adopted by the Board on June 11, 2021. The revenue and expenditures referenced in the Budget Overview for Parents are tied to the school's 2021-22 Adopted Budget, its 2021-22 LCAP, and the 2020-21 Learning Continuity Plan (LCP). The Expenditure Tables are templates prescribed by the State Board of Education. All amounts in the Expenditure Tables are referenced in the planned actions to meet the goals included in the LCAP for the 2021-22 school year.

Recommendation/Action Required by the Board:

It is recommended that the Board of Directors adopt the LCFF Budget Overview for Parents and Expenditure Tables for the following school(s):

- Coastal Academy Charter

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Coastal Academy Charter School, Inc.

CDS Code: 37-73569-0136267

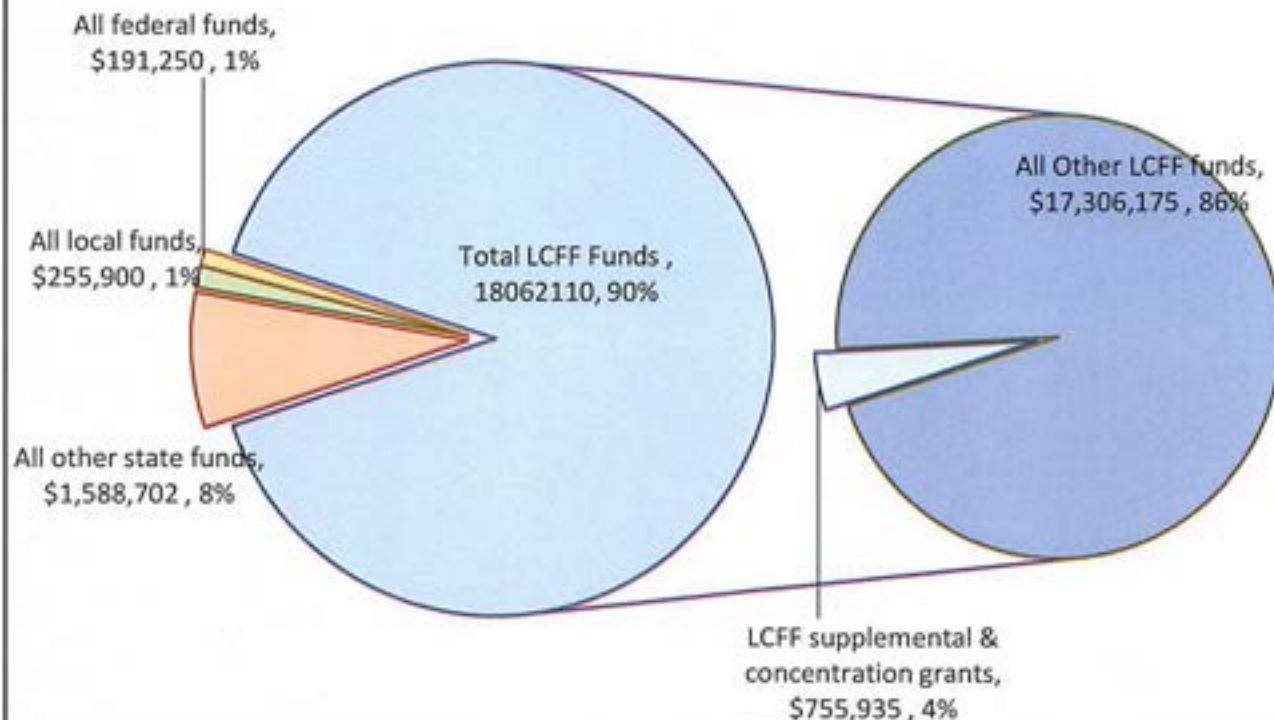
School Year: 2021 – 22

LEA contact information: Cameron Curry, 760-520-6687 ccurry@classicalacademy.com

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

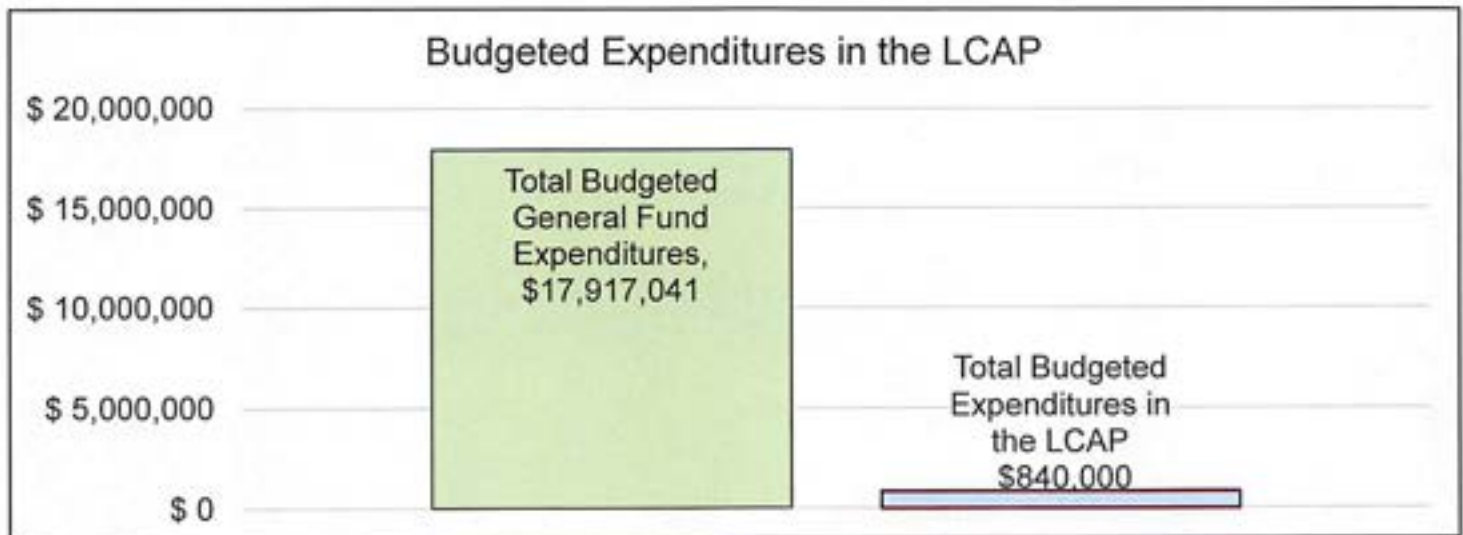


This chart shows the total general purpose revenue Coastal Academy Charter School, Inc. expects to receive in the coming year from all sources.

The total revenue projected for Coastal Academy Charter School, Inc. is \$20,097,962.00, of which \$18,062,110.00 is Local Control Funding Formula (LCFF), \$1,588,702.00 is other state funds, \$255,900.00 is local funds, and \$191,250.00 is federal funds. Of the \$18,062,110.00 in LCFF Funds, \$755,935.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Coastal Academy Charter School, Inc. plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Coastal Academy Charter School, Inc. plans to spend \$17,917,041.00 for the 2021 – 22 school year. Of that amount, \$840,000.00 is tied to actions/services in the LCAP and \$17,077,041.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

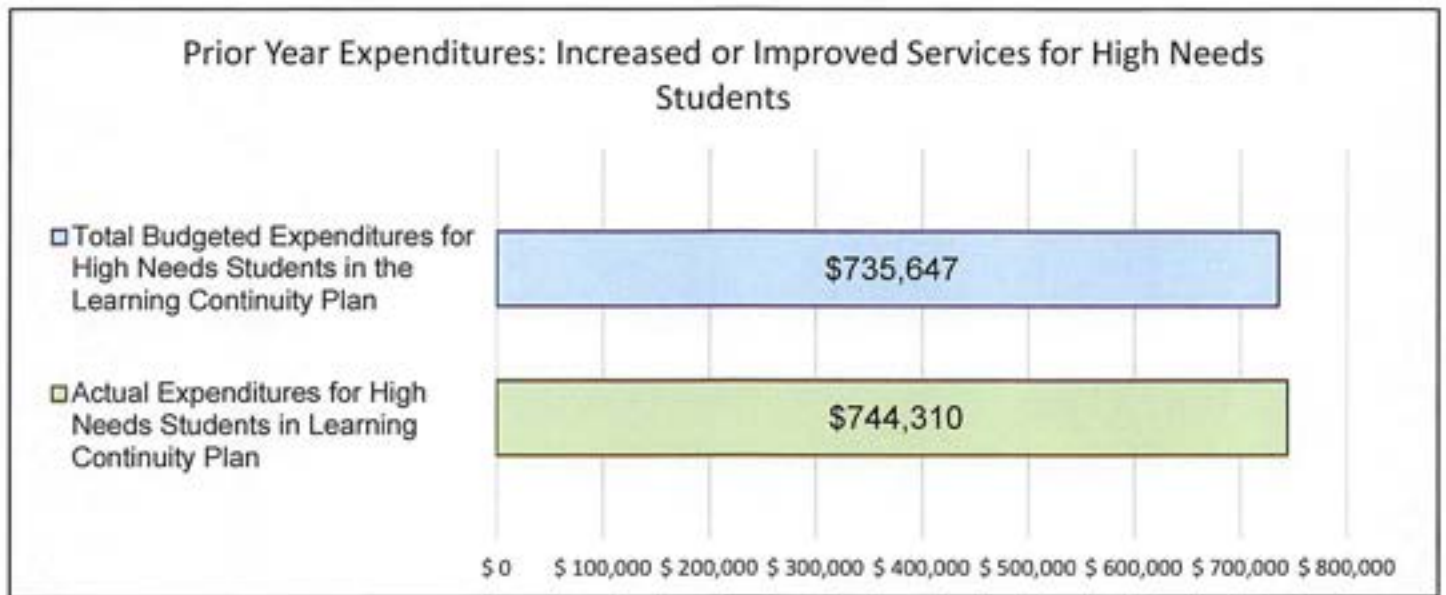
General fund expenditures consisting of salaries and benefits needed to carry out a vast array of student education and educational support activities, along with related supplies, services, and operating costs that do not directly influence the outcome of the actions and services identified in the LCAP are not included.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Coastal Academy Charter School, Inc. is projecting it will receive \$755,935.00 based on the enrollment of foster youth, English learner, and low-income students. Coastal Academy Charter School, Inc. must describe how it intends to increase or improve services for high needs students in the LCAP. Coastal Academy Charter School, Inc. plans to spend \$840,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Coastal Academy Charter School, Inc. budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Coastal Academy Charter School, Inc. estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Coastal Academy Charter School, Inc.'s Learning Continuity Plan budgeted \$735,647.00 for planned actions to increase or improve services for high needs students. Coastal Academy Charter School, Inc. actually spent \$744,309.80 for actions to increase or improve services for high needs students in 2020 – 21.

Local Control and Accountability Plan (LCAP) Expenditure Tables

Developed by the California Department of Education, January 2020

Coastal Academy - TK - 12

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 840,000	\$ -	\$ -	\$ -	\$ 840,000	\$ 815,000	\$ 25,000

[illegible]

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 840,000	\$ 840,000
LEA-wide Total:	\$ -	-
Limited Total:	\$ -	-
Schoolwide Total:	\$ 840,000	\$ 840,000

[illegible]



September 14, 2021

Board Report
Local Control Accountability Plan (LCAP)
LCFF Budget Overviews for Parents and Expenditure Tables

Prepared By: Carmen Coniglio
Chief Financial Officer

Background:

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Recommendation/Action Required by the Board:

It is recommended that the Board of Directors adopt the LCFF Budget Overview for Parents and Expenditure Tables for the following schools:

- Coastal Academy Charter

PASSED AND ADOPTED this 14th day of September, **2021**, by the Board of Directors of The Coastal Academy, Inc., by the following vote:

YES:

NOES:

ABSENT:

ABSTAIN:

Patty Huerta
Secretary to the Board of Directors

THE CLASSICAL ACADEMIES FINANCE DEPARTMENT
355 East Grand Avenue, Escondido, CA 92025
Award-Winning, Tuition-Free, Public Charter Schools
www.classicalacademy.com • 760-842-8000

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Coastal Academy Charter School, Inc.

CDS Code: 37-73569-0136267

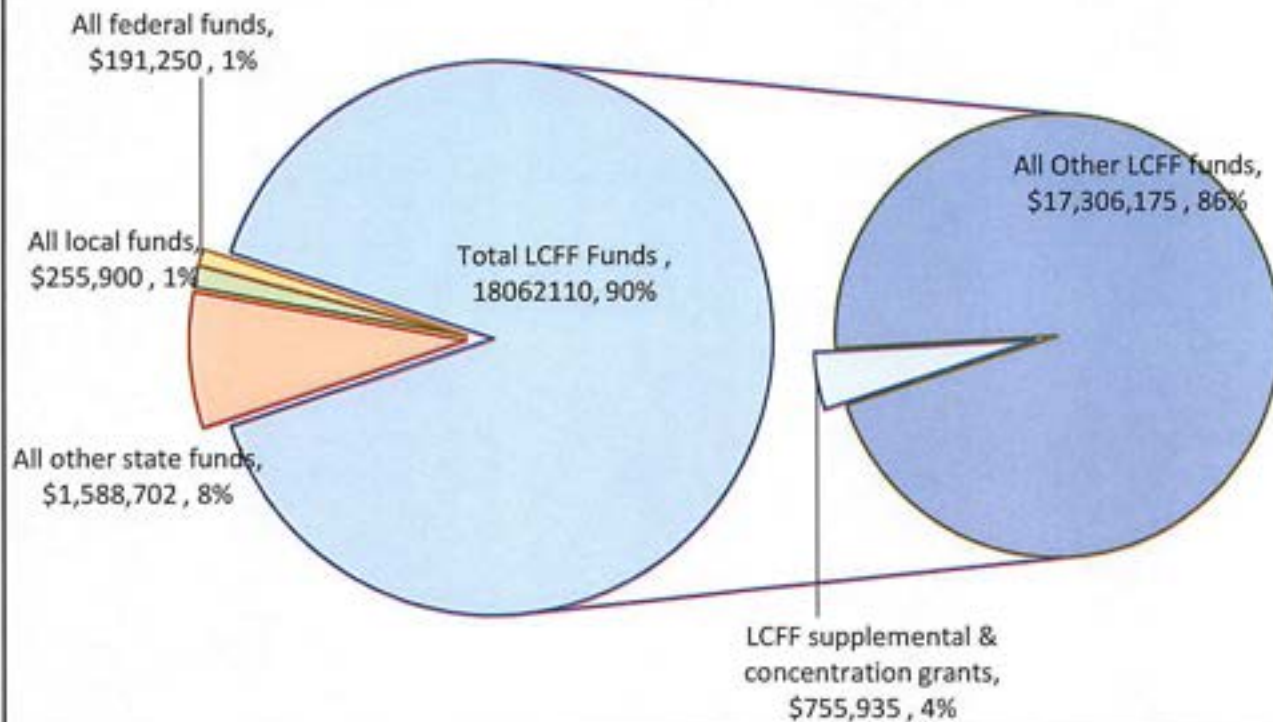
School Year: 2021 – 22

LEA contact information: Cameron Curry, 760-520-6687 ccurry@classicalacademy.com

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

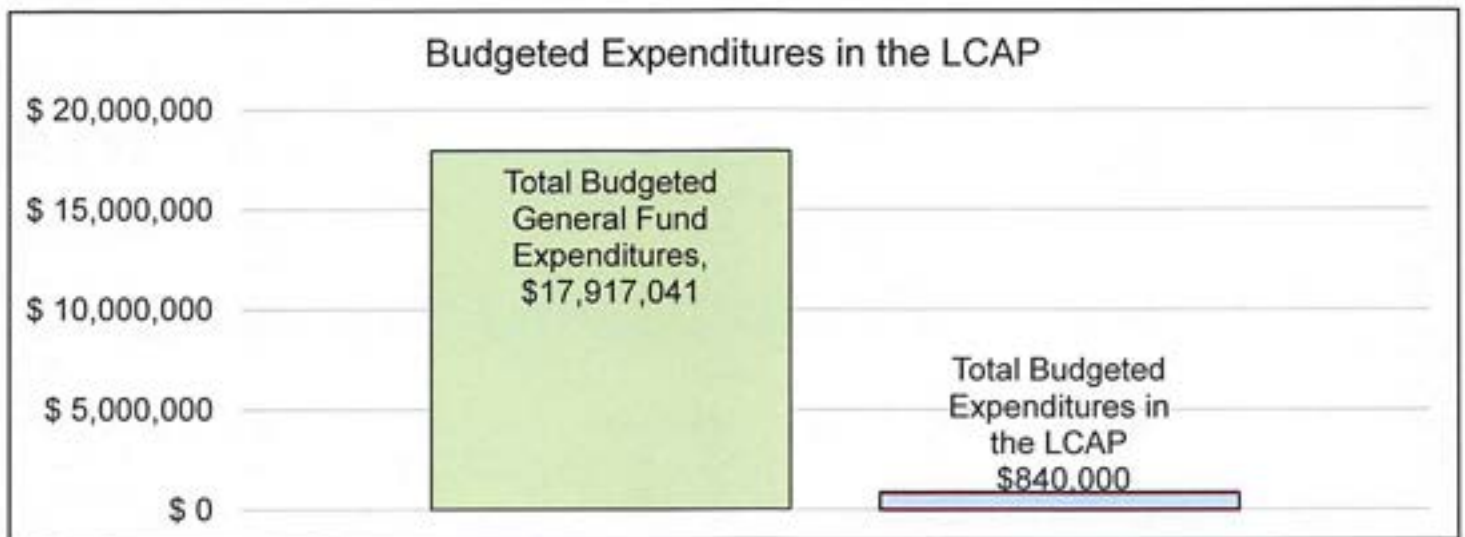


This chart shows the total general purpose revenue Coastal Academy Charter School, Inc. expects to receive in the coming year from all sources.

The total revenue projected for Coastal Academy Charter School, Inc. is \$20,097,962.00, of which \$18,062,110.00 is Local Control Funding Formula (LCFF), \$1,588,702.00 is other state funds, \$255,900.00 is local funds, and \$191,250.00 is federal funds. Of the \$18,062,110.00 in LCFF Funds, \$755,935.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Coastal Academy Charter School, Inc. plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Coastal Academy Charter School, Inc. plans to spend \$17,917,041.00 for the 2021 – 22 school year. Of that amount, \$840,000.00 is tied to actions/services in the LCAP and \$17,077,041.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

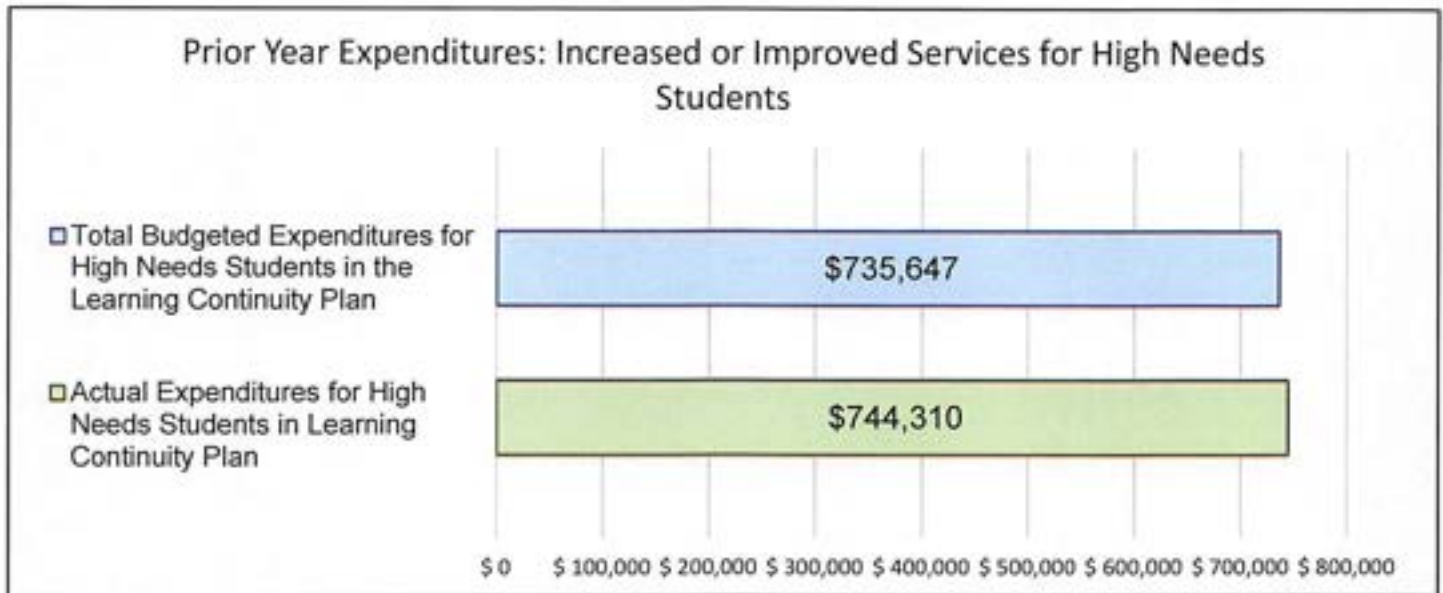
General fund expenditures consisting of salaries and benefits needed to carry out a vast array of student education and educational support activities, along with related supplies, services, and operating costs that do not directly influence the outcome of the actions and services identified in the LCAP are not included.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Coastal Academy Charter School, Inc. is projecting it will receive \$755,935.00 based on the enrollment of foster youth, English learner, and low-income students. Coastal Academy Charter School, Inc. must describe how it intends to increase or improve services for high needs students in the LCAP. Coastal Academy Charter School, Inc. plans to spend \$840,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Coastal Academy Charter School, Inc. budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Coastal Academy Charter School, Inc. estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Coastal Academy Charter School, Inc.'s Learning Continuity Plan budgeted \$735,647.00 for planned actions to increase or improve services for high needs students. Coastal Academy Charter School, Inc. actually spent \$744,309.80 for actions to increase or improve services for high needs students in 2020 – 21.

Local Control and Accountability Plan (LCAP) Expenditure Tables

Developed by the California Department of Education, January 2020

Coastal Academy - TK - 12

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 840,000	\$ -	\$ -	\$ -	\$ 840,000	\$ 815,000	\$ 25,000

[illegible]

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 840,000	\$ 840,000
LEA-wide Total:	\$ -	\$ -
Limited Total:	\$ -	\$ -
Schoolwide Total:	\$ 840,000	\$ 840,000

[illegible]



September 14, 2021

Board Report
Resolutions to Designate Authorized Representatives to the
San Diego County Schools Fringe Benefits Consortium (FBC) and the San Diego County
and Imperial County Risk Management Joint Powers Authority (JPA)

Prepared By: Carmen Coniglio
Chief Financial Officer

Background:

The Coastal Academy Charter is a member of the San Diego County and Imperial County Schools Risk Management Fringe Benefits Consortium (FBC) for deferred compensation programs and the San Diego County Imperial County Risk Management Joint Powers Authority (JPA) for property & liability and workers' compensation programs. New authorized representatives shall be appointed to serve as representatives on the FBC/JPA Boards and to receive important communication on matters of concern to the organization.

Recommendation/Action Required by the Board:

It is recommended that the Board of Directors adopt the following:

- Resolution to Designate Authorized Representative to San Diego County and Imperial County Schools Risk Management Fringe Benefits Consortium (FBC) for Fringe Benefits Programs
- Resolution to Designate Authorized Representative to San Diego County Schools Risk Management Joint Powers Authority for Workers' Compensation, Property & Liability or Any Other Risk or Plan Authorized by Law



**RESOLUTION TO DESIGNATE AUTHORIZED REPRESENTATIVE
TO
SAN DIEGO COUNTY SCHOOLS FRINGE BENEFITS CONSORTIUM
FOR FRINGE BENEFITS PROGRAMS**

On motion of Member _____, seconded by Member
_____, the following resolution is adopted:

WHEREAS, public schools in the State of California have determined there is a continuing need for insured and self-insurance plans for fringe benefits and desire to combine their respective efforts to establish and maintain Fringe Benefit Programs as authorized by law; and

WHEREAS, Title I, Division 7, Chapter 5, Article I (Sections 6500 et seq.) of the Government Code of the State of California authorizes joint exercise of two or more public agencies of any power common to them; and

WHEREAS, Sections 35214, 17566, 17567, 81602, and 81603 of the Education Code authorize a public school to establish a plan for health, vision, mental wellness, physical wellness, dental, IRC Section 125, life, long term care, prepaid legal, long term disability, deferred compensation, voluntary benefits, or any other fringe benefits plan as authorized by law;

WHEREAS, the Coastal Academy Charter is a member of and has executed an Articles of Agreement to the San Diego County Schools Fringe Benefits Consortium requires that the Board of member districts designate and appoint an FBC representative.



Representative and Alternate Designation

Page 2

NOW THEREFORE BE IT RESOLVED that Cameron Curry, Chief Executive Officer is designated as the authorized representative of the Board of Directors of The Coastal Academy, Inc. and Carmen Coniglio, Chief Financial Officer, as alternate representative, and are hereby authorized and directed to perform all items pertaining to the interest of the Board of Directors as a legislative body pursuant to the terms of the San Diego County Schools Risk Management Fringe Benefits agreement.

PASSED AND ADOPTED by the Board of Directors of The Coastal Academy, Inc. in Oceanside, California, on the 14th day of September, 2021, by the following vote:

AYES:_____ NOES:_____ ABSENT:_____ ABSTENTIONS:_____

STATE OF CALIFORNIA)
) SS.
COUNTY OF SAN DIEGO)

I, _____, Secretary of the Board of Directors of The Coastal Academy, Inc. of San Diego County, California, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by said board at the regularly scheduled and conducted meeting held at the time and place stated, which resolution is on file and of record in the office of said board.

Secretary



**RESOLUTION TO DESIGNATE AUTHORIZED REPRESENTATIVE
TO
SAN DIEGO COUNTY SCHOOLS RISK MANAGEMENT JOINT POWERS
AUTHORITY FOR
WORKERS' COMPENSATION, PROPERTY & LIABILITY
OR ANY OTHER RISK OR PLAN AUTHORIZED BY LAW**

On motion of Member _____, seconded by Member
_____, the following resolution is adopted:

WHEREAS, public schools in the State of California have determined there is a continuing need for insured and self-insurance plans for workers' compensation, property and liability, miscellaneous property or any other risk or plan authorized by law; and

WHEREAS, Title I, Division 7, Chapter 5, Article I (Sections 6500 et seq.) of the Government Code of the State of California authorizes joint exercise of two or more public agencies of any power common to them; and

WHEREAS, Sections 35214, 17566, 17567, 81602, and 81603 of the Education Code authorize a public school to establish insured and self-insurance plans for workers' compensation, property and liability, miscellaneous property or any other risk or plan authorized by law;

WHEREAS, the Coastal Academy Charter is a member of and has executed an Articles of Agreement to the San Diego County Schools Risk Management Joint Powers Authority (JPA) and the JPA Agreement requires that the Board of member districts designate and appoint a JPA representative.



Representative and Alternate Designation

Page 2

NOW THEREFORE BE IT RESOLVED that Cameron Curry, Chief Executive Officer is designated as the authorized representative of the Board of Directors of The Classical Academy, Inc. and Carmen Coniglio, Chief Financial Officer, as alternate representative, and are hereby authorized and directed to perform all items pertaining to the interest of the Board of Directors as a legislative body pursuant to the terms of the San Diego County Schools Risk Management Joint Powers Authority Agreement

PASSED AND ADOPTED by the Board of Directors of The Coastal Academy, Inc. in Oceanside, California, on the 14th day of September, 2021, by the following vote:

AYES:_____ NOES:_____ ABSENT:_____ ABSTENTIONS:_____

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I, _____, Secretary of the Board of Directors of The Coastal Academy, Inc. of San Diego County, California, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by said board at the regularly scheduled and conducted meeting held at the time and place stated, which resolution is on file and of record in the office of said board.

Secretary

A banner for HMH Into Math. It features a blue background with a yellow and orange wavy line at the bottom. On the right side, there are stylized white clouds with yellow outlines, a yellow ladder leaning against them, and a yellow triangle with a black outline.

HMH Into Math[®]

K-8 Math Update

Classical Academies Board Meeting
September 2021

Implementation Timeline

2020-2021 School Year	2021-2022 School Year	2022-2023 School Year
<ul style="list-style-type: none">● Pilot<ul style="list-style-type: none">○ Grades K-4○ 8 A/B Workshop Teachers○ 6 C Track Families	<ul style="list-style-type: none">● Full Implementation<ul style="list-style-type: none">○ K-4 A/B/C● Pilot<ul style="list-style-type: none">○ Grades 5-8○ 11 A/B/M Workshop teachers○ 30 C Track Families	<ul style="list-style-type: none">● Full Implementation<ul style="list-style-type: none">○ K-8 A/B/M/C

Transition Support

Families

- Spring 2021 Family Workshops
- 7 Total Jumpstart Sessions
- Parent Q&A Sessions
- Website
- Continued family support sessions

Teachers

- Spring 2021 Publisher and In-house professional learning
- Back to school week targeted support session
- On site small group Workshop and ES follow up sessions
- Fall and Spring 2021 Workshops



Renaissance Star Assessments

Implementation Update




Why did we switch to Renaissance Star?

The criteria for charter school renewal changed substantially under Assembly Bill 1505 (AB 1505) which went into effect July 1, 2020

Charter renewals could now hinge on whether schools have admissible “verified data” to demonstrate that students are posting either:

- measurable increases in academic achievement as defined as one year’s worth of progress for each year enrolled in the charter school and/or
- strong postsecondary outcomes, as defined as college enrollment, persistence, and completion rates equal to similar peers.

To demonstrate these outcomes as part of “verified data,” schools may only use sources that the SBE adopts.



Why did we switch to Renaissance Star?

Cont. . .

What did that mean for The Classical Academies?

- We now need to assess students a minimum of twice per year
 - Fall - **Baseline** score
 - Spring - **Growth** score
- Minimum of a **95% participation** rate is required by AB 1505
- **Major concern:** Spring testing will compete with the required CAASPP assessments
- The previous NWEA MAP assessments were difficult to achieve participation goals in large part due to the length of each test.
- Leaders decided we should look for alternative assessments to make spring testing more manageable & achievable.

Renaissance Star Assessments

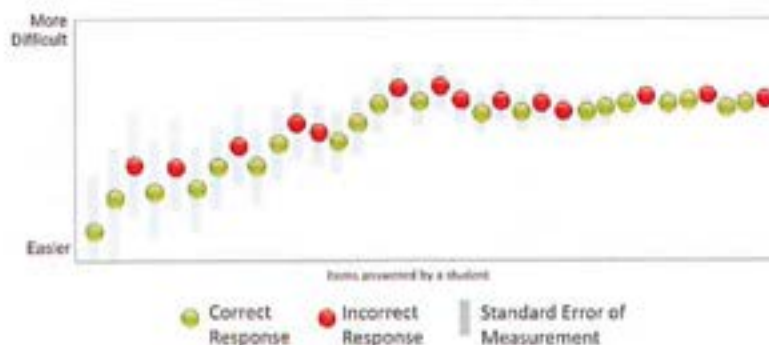
Star met our 3 highest needs:

- **Actionable** student performance and growth **data**
- **Time** it takes a student to complete
- Growth Achievement Results that meet **AB 1505 Requirements**

Renaissance Star Assessments cont...

STAR Early Literacy, STAR Reading, and STAR Math are computer-adaptive assessments by Renaissance Learning.

How computer-adaptive testing works



Renaissance Star Assessments cont...

The STAR assessments can be used to screen students for their reading and math achievement levels.

This will assist parents and teachers in determining appropriate instructional levels and skills that students are ready to learn.

STAR assessments can also be used to monitor student growth throughout the year, to estimate students' understanding of state standards, and predict students' performance on the state test.

Star Implementation Update

- Designated Site Champions
- Formed & convened planning committee
- Established site-customized implementation plans
- Scheduled teacher and admin trainings
 - # 1 Getting started
 - # 2 Data analysis & reporting
 - # 3 Growth goals, Intervention strategies
- Behind the scenes - Setup & Customized Integration with our SIS
- Testing is currently in progress



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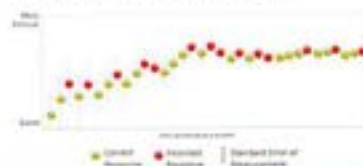
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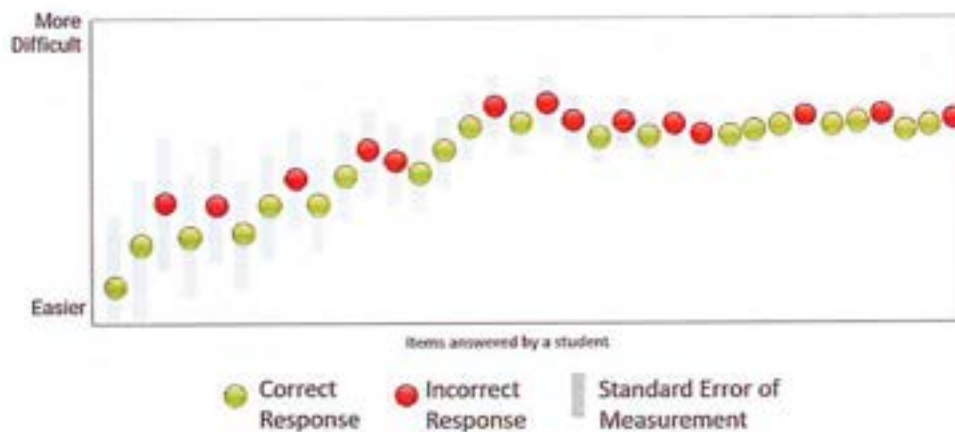
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