



Public Board of Directors Meeting

The Classical Academy, Inc. TK-12th Grade

Tuesday, August 10, 2021
3:30 PM

Zoom Meeting
<https://zoom.us/j/2381113798>

Join by Telephone: +1 408 638 0968 US
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 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	Written / Oral Correspondence (2 minutes)	Sonia Ryan, Director of Administration	
3	Review and Approval of Minutes: - 6/11/2021 - 6/14/2021 - 6/21/2021	Mark Donar, Board President	Yes
New Business			
4	Review, discussion, and approval of independent study policy.	Jalyn Hall, Chief Instructional Officer	Yes
5	Approve Resolution to add CFO Name to all Bank Accounts for The Classical Academy, Inc.	Cameron Curry, Chief Executive Officer	Yes
6	Adjournment of Public Meeting • Next Meeting: Tuesday, September 7, 2021 at Classical Academy, Vista	Mark Donar, Board President	Yes
Closed Session		Closed Session	
1	Conference with legal counsel--existing litigation (Paragraph (1) of subdivision (d) of Section 54956.9) Name of case: Reyes et al. v. State of California et al. (Case No. 34-2020-80003489)	Paul C. Minney, Partner/Founder Young, Minney, & Corr – Attorney at Law	
2	Report out of Closed Session	Mark Donar, Board President	Yes



THE CLASSICAL ACADEMY

BOARD OF DIRECTORS			
Date	June 11, 2021	Call to Order	9:30 am
Board Members Present via Virtual Call:	Mark Reardon, Patty Huerta, and Mark Donar		
Board Members Absent:	Paul Donovan and Angie Mosteller		
Speakers/Employees Present:	Cameron Curry and Dr. Stacey Perez		
Note taker:	Sonia Ryan		

Agenda for June 11, 2021

1. Roll Call/Meeting Opening

- | | |
|--|--|
| <input checked="" type="checkbox"/> Mark Reardon | <input type="checkbox"/> Angie Mosteller |
| <input checked="" type="checkbox"/> Mark Donar | <input 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. Public Hearing on the Learning Continuity Plan Presentation

Since 2014 we have prepared and the board has approved the Local Control and Accountability Plan (LCAP). As part of the budgeting process for the upcoming school year, a three-year projection has been prepared for all four Classical Academy Charters. The 2021-22 LCAP has been created with the help of each site and our finance department for each charter. The funding is designated for the following gaps in learning: addressing gaps in learning; conducting meaningful stakeholder engagement; maintaining transparency; addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness; providing access to necessary devices and connectivity for distance learning; providing resources and supports to address student and staff mental health and social emotional well-being; and continuing to provide school meals for students. For the next school year, the 2021-22 LCAP will identify goals, measure student progress, and describe how the district intends to meet annual goals for all students.

Following the required updates and deadlines, we are asking for any additional stakeholder input, in this public hearing, and will then present the completed



THE CLASSICAL ACADEMY

2021-22 LCAP reports for board approval. Once approved, the LCAP's will be sent to the districts and SDCOE within 5 days of board adoption and posted to the website by July 1, 2021.

Information only.

Adjournment

Meeting Adjourned at 9:35 am.

Next regularly scheduled meeting is Tuesday, September 7, 2021, at Classical Academy Vista.



THE CLASSICAL ACADEMY

BOARD OF DIRECTORS			
Date	June 14, 2021	Call to Order	9:00 am
Board Members Present via Virtual Call:	Mark Reardon, Patty Huerta, Angie Mosteller, and Mark Donar		
Board Members Absent:	Paul Donovan		
Speakers/Employees Present:	Cameron Curry and Dr. Stacey Perez		
Note taker:	Sonia Ryan		

Agenda for June 14, 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 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

Since 2014 we have prepared and the board has approved the Local Control and Accountability Plan (LCAP). As part of the budgeting process for the upcoming school year, a three-year projection has been prepared for all four Classical Academy Charters. The 2021-22 LCAP has been created with the help of each site and our finance department for each charter. The funding is designated for the following gaps in learning: addressing gaps in learning; conducting meaningful stakeholder engagement; maintaining transparency; addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness; providing access to necessary devices and connectivity for distance learning; providing resources and supports to address student and staff mental health and social emotional well-being; and continuing to provide school meals for students. For the next school year, the 2021-22 LCAP will identify goals, measure student progress, and describe how the district intends to meet annual goals for all students.



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Following the required updates and deadlines, we have included stakeholder input, held a public hearing, and now present the completed LCAP reports for board approval. Once approved, the LCAP's will be sent to the districts and SDCOE within 5 days of board adoption and posted to the website by July 1, 2021.

Motion	Moved	Second	Vote	Passed	Denied
To approve the LCAP as presented.	Mark D.	Mark R.	4-0	X	

☒ Mark Reardon
☒ Mark Donar

☒ Angie Mosteller
☒ Patty Huerta

Adjournment

Meeting Adjourned at 9:05 am.

Next regularly scheduled meeting is Tuesday, September 7, 2021, at Classical Academy Vista.



THE CLASSICAL ACADEMY

BOARD OF DIRECTORS			
Date	June 21, 2021	Call to Order	9:31 am
Board Members Present via Virtual Call:	Paul Donovan, Angie Mosteller, and Mark Donar		
Board Members Absent:	Patty Huerta & Mark Reardon		
Virtual Meeting Via Zoom:	Paul Donovan, Angie Mosteller, and Mark Donar		
Speakers Present:	Cameron Curry and Melissa Morey		
Note taker:	Sonia Ryan		

Agenda for June 21, 2021

1. Roll Call/Meeting Opening

Mark Reardon
Mark Donar
Patty Huerta

Angie Mosteller
Paul Donovan

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

2. 2021-2022 Declaration of Need for Fully Qualified Educators

Based on the changes related AB 1505, all employing agencies, including charter schools, must comply with the same regulations to be eligible to apply for any emergency permit restricted to their organization. The Classical Academies needs to submit a Declaration of Need to have on file with the CTC for each school year in anticipation of our needs.

Motion	Moved	Second	Vote	Passed	Denied
Accept the 2021-2022 Declaration of Need for Fully Qualified Educators.	Angie	Mark D.	3-0	✓	

Paul Donovan
Angie Mosteller

Mark Donar

Adjournment

Meeting Adjourned at 9:37 am.



THE CLASSICAL ACADEMY

Next regularly scheduled meeting is Tuesday, September 7, 2021, at Classical Academy Vista.



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Board Report

Policy for Independent Study Review

Background:

Classical Academy Charter School, Inc. and Coastal Academy Charter School, Inc. are operating charter schools under the State's funding model of Independent Study. With the funding model the school is required by law to have a comprehensive Board Policy and Master Agreement to support the independent study program.

Report:

Due to new legislation, AB 130, a new Board Policy is required as well as a new Master Agreement. The Policy and Master Agreements contains all the original elements, with the addition of new elements.

The following draft Board Policies and Master Agreements are attached for your review, discussion and approval.

- Board Policies for The Classical Academy, Inc and Coastal Academy Charter School, Inc.
- Master Agreements for Classical Academy, Vista and Coastal Academy Charter School as representative documents for all four charters.

Overview of Changes:

New required elements	
Board Policy	
<ul style="list-style-type: none">• Satisfactory progress	<p>In the event Student's educational progress falls below satisfactory levels as determined by the Coastal Academy's Accountability Plan process, which considers ALL of the following indicators:</p> <ol style="list-style-type: none">i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5)



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	<p>ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.</p> <p>iii. Learning required concepts, as determined by the supervising teacher.</p> <p>iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.</p>
<ul style="list-style-type: none">• Content aligned to standards	<p>Coastal Academy shall provide content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by Coastal Academy for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.</p>
<ul style="list-style-type: none">• Tiered reengagement strategies	<p>Teachers will review student's weekly engagement/attendance. If a student exceeds the threshold of not participating for three day or 60% of the instructional days, the teacher will contact the parent to:</p> <ul style="list-style-type: none">• Verify contact information• Notify parents of lack of participation• Determine what supports the student needs to be successful• For students who have exceeded the threshold for more than two weeks, a parent, student, teacher conference will be held to review the student's achievement, the Master Agreement, and best placement for educational success. <p>Teachers will track engagement through a combination of the following:</p> <ul style="list-style-type: none">• Attendance in on-campus instructional workshops• Learning management system



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	<ul style="list-style-type: none"> • Assignments • Grade book
<ul style="list-style-type: none"> • Plan for synchronous instruction and live interaction opportunities 	<p>All teachers of record in grades TK-12 will offer synchronous learning opportunities for the following grades and with the following frequency:</p> <ul style="list-style-type: none"> • TK-3 - Daily • 4-12 - Weekly <p>Students in grades 4-8 will be able to participate in daily live interaction opportunities as well.</p> <p>These opportunities will be tracked through a combination of the following:</p> <ul style="list-style-type: none"> • Attendance in on-campus instructional workshops • Learning management system • Assignments • Grade book
<ul style="list-style-type: none"> • Plan for transition to in person program 	<p>The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: when parents express their desire to leave Independent Study, Coastal Academy will assist parents by providing resources and contact information for the local districts and charter schools in their geographic area. When parents express their desire to switch between the various programming options within Independent Study offered at Coastal Academy, the school will honor that request based on availability in the program option requested, and in accordance with established priorities, policies and procedures.</p>
Master Agreement	
<ul style="list-style-type: none"> • Academic and other supports that will be provided to address the 	<p>Two statements: Based on teacher recommendation, multi-tiered supports will be implemented to address the</p>



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<p>needs of students who are not performing at grade level - including subgroups</p>	<p>academic and social emotional needs of all students including all sub groups performing below grade level. Supports may include differentiated instruction, small group instruction or one-on-one targeted intervention.</p> <p>Statement of Academic and Other Supports for Special Populations: Coastal Academy shall utilize its Response to Intervention process to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. Coastal Academy complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.</p>
<ul style="list-style-type: none">• Providing connectivity and access	<p>The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work. The school will support students who need connectivity and/or devices to complete their school work by offering access to school based computer labs or by checking out school technology.</p>



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<ul style="list-style-type: none">• Have 30 days from first day of instruction to sign Master Agreement	By September 16, 2021 all new master agreements need to be signed.
<ul style="list-style-type: none">• Electronic signature may be used	Our Student Information System is compliant with the requirements. We had already been doing this.

Action Required by the Board:

The Board will review, discuss and vote.

Jalyn Hall

Chief Instructional Officer

August 5, 2021



The Classical Academy, Inc.

Board Policy

Independent Study

As an Independent Study Charter School, the school will meet all the same conditions of apportionment as all other providers under EC 51745-51749.3.

Classical Academy offers students a personalized learning education through a unique 5-day independent study program. Independent study is substantially equivalent in quality and quantity to classroom instruction thereby ensuring that a student is assigned a full day's worth of work equivalent to that which he/she would be assigned in a classroom setting. Independent study students have the same access to existing services and resources as other students in the school in which the independent study student is enrolled.

Program Options

The school offers families several options:

Option 1: Two-Day Workshops – Grades K-6

This option includes attendance at two workshop days each week in addition to three days of home study assignments, taught by the parent/designee at home for students in Kindergarten through 6th grade.

Workshops include: English Language Arts, Social Studies, Mathematics, and Science. Class sizes are limited to a 20 student maximum and are taught by credentialed teachers.

Option 2: Three-Day Workshops – Grades 7-8

This option includes attendance at three workshop days each week, in addition to two days of home study assignments, taught by the parent/designee at home for students in 7th and 8th grade.

Workshops include: English Language Arts, Social Studies, Mathematics, Science, and Electives. Class sizes are limited to a 25 student maximum and are taught by credentialed teachers.

Option 3: Five-Day Independent Study – Grades TK-8

This option is a full-time independent study program where all instruction is provided at home with the parent/designee working in partnership with a credentialed teacher. This program is for students in Transitional Kindergarten through 8th grade.

Parent/designee will be supplied with the same lesson plans and curriculum that is provided for the workshop courses, or parents, working with a credentialed teacher, may select non-sectarian materials of their choice to support the home education of their child.

Optional weekly electives are offered on various dates and times, to supplement the 5-Day Independent Study program learning experience. Students in this program enjoy the freedom and flexibility, while parents appreciate the accountability that the school provides them as the primary educator of their student.

Option 4: Three Day Workshops - Grades 9-12

Enrollment in this program allows students who desire more structure and in-person instruction to attend three workshops each week on Tuesday, Wednesday, and Thursday. The curriculum is provided via the Summit Learning platform and offers rigorous college preparatory course work. Mondays are home days where students set goals and work independently through project-based learning supported by the parent/designee. Fridays, students work independently from home and attend virtual office hours for more specific subject help. Each student meets with their mentor for a 15 minute check-in every week.

Available courses include: Math Foundations, Math I-IV, English I-IV, World History, US History, Government, Economics, Financial Literacy, Digital Art (Photoshop and Illustrator), Art I & II, Biology NGSS, Physics NGSS, Geography, Spanish I-III, ASL, Creative Writing, Public Speaking, Dance, Drama, Guitar, Audio Production, Broadcast Journalism, Art History, Business - Keyboarding, Graphic Programming, Reading Foundations, Arduino Robotics, Robotics, Drone Certification, Photography, College and Career Planning, Entrepreneurship, Consumer Math, AP World History, AP US History, AP Literature, AP Language, AP Statistics, AP Psychology, AP Calculus AB, AP Calculus BC, AP Physics, AP Biology, AP Computer Science, and AP Macroeconomics.

Workshop class sizes are an average of 20 students and are taught by credentialed teachers.

Option 5: Four-Day Workshops – Grades 9-12

Enrollment in this program incorporates attendance at four workshop days each week, in addition to one day of home study assignments, taught by the parent/designee at home.

This option includes four, four period days each week. Available courses include: Advanced Art, Advanced Drama, Advanced Graphic Design, Advanced Journalism, Advanced Sports Medicine, Advanced Woodshop, Algebra 1-2, Anatomy/Physiology, AP 2D Art and Design, AP 3D Art and Design, AP Biology, AP Calculus AB, AP Calculus BC, AP Drawing, AP English Language and Composition, AP English Literature and Composition, AP Government, AP Psychology, AP Spanish Language and Culture, AP Statistics, AP US History, AP World History, Art 1- 2, Athletics, Audio Visual Production, Basic Math, Bill of Rights, Biology, Competition Dance, Drama 1-2, Economics, Engineering Technology (CAD), English I-IV, French 1-4, Geometry, Government, Graphic Design, Health & Fitness, Honors Chemistry, Honors Physics, Intro to Art History, Journalism, Leadership & Life Skills, Leadership Media, Math Foundations, Math I-IV, PE 1-2, Performance Dance, Photography, Physics, Pre-Algebra, SAT Prep, Spanish 1-4, Sports Medicine, Stagecraft, Student Leadership, Survey of Classic Literature, US History, Video Production, Woodshop, World History

Class sizes are an average of 25 students and are taught by credentialed teachers.

Option 6: Five-Day Virtual Program – Grades 9-12

This is a full-time independent study program where all instruction is provided online through school created courses in Schoology and the Summit Learning Platform. This program is for students in 9th through 12th grade.

Parent/designee and students will be supplied with online curriculum that is equal to or exceeds the content and curriculum being used in the Workshop and 5-Day Independent Study options.

To supplement the online independent study program learning experience, students have access to the Self-Directed Learning Center Tuesday, Wednesday, and Thursday. In addition, credentialed teachers are available to tutor and provide hands-on instruction by appointment and during virtual office hours on Fridays. Students in this program enjoy its freedom and flexibility, while parents appreciate the accountability that the school provides them.

Available courses include: Math Foundations, Math I-IV, English I-IV, World History, US History, Government, Economics, Financial Literacy, Digital Art (Photoshop and Illustrator), Art I & II, Biology NGSS, Physics NGSS, Geography, Spanish I-III, Art History, Business - Keyboarding, Graphic Programming, Reading Foundations, Arduino Robotics, Photography, College and Career Planning, Entrepreneurship, Consumer Math, and various AP classes by instructor approval.

Option 7: Five-Day Independent Study – Grades 9-12

This is a full-time independent study program where all instruction is provided at home with the parent/designee working in partnership with a credentialed teacher. This program is for students in 9th through 12th grade.

Parent/designee will be supplied with the same lesson plans and curriculum that is provided for the workshop courses, or parents, working with a credentialed teacher, may select non-sectarian materials of their choice to support the home education of their child.

To supplement the online independent study program learning experience, students have access to the Self-Directed Learning Center Tuesday, Wednesday, and Thursday. In addition, credentialed teachers are available to tutor and provide hands-on instruction by appointment and during virtual office hours on Fridays. Students in this program enjoy its freedom and flexibility, while parents appreciate the accountability that the school provides them.

Board Policy – Independent Study

To provide families the option of participating in the educational programs offered at Classical Academy, the following written policies have been adopted by The Classical Academy, Inc. Board of Directors for implementation at Classical Academy:

1. For pupils in all grade levels and programs offered by Classical Academy, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be as follows:
 - i. The maximum length of time, for grades TK through 8, that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work is six (6) weeks.
 - ii. The maximum length of time, for grades 9 through 12, that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work is nine (9) weeks.
 - iii. Students in grades 9 through 12 must be enrolled in at least two Classical Academy High School classes per term (15 credits) AND complete a minimum of 30 credits per year.
2. The Principal or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete 80% of assignments during any period of six (6) weeks for grades TK through 8, and nine (9) weeks for grades 9 through 12.
 - b. In the event Student's educational progress falls below satisfactory levels as determined by the Classical Academy's Accountability Plan process, which considers ALL of the following indicators:
 - i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.

- iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

3. Classical Academy shall provide content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by Classical Academy for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.
4. Classical Academy has adopted tiered reengagement strategies for all pupils who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or who are in violation of the written agreement pursuant to Education Code Section 51747(g). These procedures are as follows:
 - a. Verification of current contact information for each enrolled pupil;
 - b. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation;
 - c. Outreach from Classical Academy to determine pupil needs including connection with health and social services as necessary;
 - d. When the evaluation described above under paragraph 2.b.iv. is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-education conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.
 - e. Teachers will review student's weekly engagement/attendance. If a student exceeds the threshold of not participating for three day or 60% of the instructional days, the teacher will contact the parent to:
 - i. Verify contact information
 - ii. Notify parents of lack of participation
 - iii. Determine what supports the student needs to be successful
 - iv. For students who have exceeded the threshold for more than two weeks, a parent, student, teacher conference will be held to review the student's achievement, the Master Agreement, and best placement for educational success.
 - f. Teachers will track engagement through a combination of the following:
 - i. Attendance in on-campus instructional workshops
 - ii. Learning management system
 - iii. Assignments
 - iv. Grade book
5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:
 - a. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows: students will be given the opportunity to participate in in-person or virtual daily synchronous instruction.
 - b. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of Classical Academy and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows: students will be given the opportunity to participate in in-person or virtual weekly synchronous instruction, and in-person or virtual daily live interaction.

- c. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows: students will be given the opportunity to participate in in-person or virtual weekly synchronous instruction.

These opportunities will be tracked through a combination of the following:

- Attendance in on-campus instructional workshops
- Learning management system
- Assignments
- Grade book

6. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: when parents express their desire to leave Independent Study, Classical Academy will assist parents by providing resources and contact information for the local districts and charter schools in their geographic area. When parents express their desire to switch between the various programming options within Independent Study offered at Classical Academy, the school will honor that request based on availability in the program option requested, and in accordance with established priorities, policies and procedures.
7. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
 - a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
 - b. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
 - c. The specific resources, including materials and personnel, which will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
 - f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
 - g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section

504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.

- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- i. (A) Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.

(B) A signed written agreement may be maintained on file electronically.

Summary and Implementation

It is the expressed written policy of Classical Academy in compliance with Education Code 51747, to set the appropriate guidelines for students assigned to Independent Study and the number of allowable missed assignments.

Classical Academy maintains residency requirements as specified in charter law that allow attendance of students within the county or adjoining county and/or parent/guardian/caregiver employment in compliance with EC 51747.3(b). The residency requirement cannot be met on the basis of parent/guardian/caregiver employment, in compliance with EC 51747.3(c).

This policy regarding Independent Study was discussed and adopted at the **Tuesday, August 10, 2021** governing board meeting for The Classical Academy, Inc.

Motion to accept:

Second to the motion:

Vote: Ayes
 Nays
 Absent

Motion Passes: Yes No



**CLASSICAL ACADEMY
VISTA**

Student: Dent, Stu

Student Number: 10570

Address: 4010 Mystra Way

Location: Oceanside, CA 92056

1st Phone Number: (999) 999-9999

DOB: 02/16/2004

Program Placement: General Education

Classical Academy Vista Master Agreement for Independent Study

Contract Term: Full Year

Beginning Date: 08/18/2021

End Date: 06/03/2022

Year: 2021 - 2022

2nd Phone Number:

Grade Level: 8

**School for Classroom Option: San Diego County Office of
Education**

Objectives:

- The major objective for the duration of this agreement is to enable the student to progress at their ability level with assigned work in order to meet Classical Academy's grade level standards and advance to the following grade level. For high school grade levels this shall include access to all courses offered by the Classical Academy for graduation and approved by the UC or CSU as credible under the A-G admissions criteria.

Methods of Study:

- Student Assignment and Work Record Forms and online resources will include additional descriptions of the major objectives and activities of the course of study covered by the agreement and the methods for evaluating student work.

Methods of Evaluation:

- Academic evaluations of the work will be made on the same basis as is utilized in the regular classroom for similar work.
- Academic evaluations of the work will be made by student conferences, work samples and/or tests. The Classical Academies do not teach sectarian or denominational doctrine directly or indirectly to students attending the charter school.

Resources:

- Classical Academy will provide a credentialed teacher, instructional materials, and other necessary items and resources as specified for each assignment in the Student Assignment and Work Record Form and online resources.
- The school shall ensure the same access to all existing services and resources in the school in which the pupil is enrolled pursuant to Section 51747 as is available to all other pupils in the school.
- The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work. The school will support students who need connectivity and/or devices to complete their school work by offering access to school based computer labs or by checking out school technology.

Assignments:

- The supervising teacher will employ best practices to evaluate and review student work. The maximum length of time that may elapse between the date an assignment is made by the supervising teacher and the completion of the pupil's work is 6 weeks (or 9 weeks for high school grade level programs), unless prior arrangements have been made in accordance with Classical Academy policy. If the student's meeting date changes, temporarily or permanently, the new day will be recorded on the Student Assignment and Work Record Form.
- All work assigned in relation to this independent study agreement, including a minimum of 15 course credits for grades 9-12, is detailed online as a subsidiary agreement to the Student Assignment and Work Record Form and will be available one week prior to beginning instruction. It is the parents' responsibility to obtain the work assignments either online or by arranging with the supervising teacher prior to the start date of assignments.
- Failure to complete all work assigned may lead to an Accountability Plan and/or Alert action in order to personalize learning for each student to meet their educational ability and/or needs.
- Failure to complete 80% of assignments in a core subject area will result in an evaluation to determine whether it is in the best interest of the pupil to remain in independent study. A written record (Accountability Plan/Alert) of the findings will be prepared by the teacher and reviewed by the Principal.
- The student is to complete the subjects listed below. Subject objectives reflect the curriculum adopted by The Classical Academy, Inc. Board and are consistent with the school standards as outlined online, or in the subject/course descriptions. The specific objectives, methods of study, methods of evaluation, and resources for each assignment covered by this agreement will be described in the online course management system, which is part of this agreement. Any subsidiary agreement(s) are also part of this contract (i.e., Student Assignment and Work Record Form).
- Based on teacher recommendation, multi-tiered supports will be implemented to address the academic and social emotional needs of all students including all sub groups performing below grade level. Supports may include differentiated instruction, small group instruction or one-on-one targeted intervention.

Student: Dent, Stu Teacher: Account, Automation

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9-12 Subjects Enrolled: See Attached

Grades TK-8:

- All students are enrolled in English Language Arts, Social Studies, Mathematics, and Science.

Additional Classes:

- If the student satisfactorily completes all of the above subjects before the ending date of the agreement, one or more subjects may be added to the agreement if the contract is re-signed and re-dated by the student and the teacher.

Independent Study Agreement Meeting Dates (Manner, Time, Frequency and Place):

- Supervising teacher will employ best practices to evaluate and review student work submitted. The following prescribes the manner, time, frequency and place for submitting a student's assignments and reporting student progress:

|| 2-Day A Track or B Track

- 2-day workshop attendance at school site.
- Submission of assigned work every 6 weeks unless otherwise noted.
- 6-week evaluation conference unless prior arrangements have been made in accordance with The Classical Academy Vista's policy. Evaluation will include but is not limited to: projects, written work, oral quizzes, and written assessments depending on the assignment. Paper and electronic documents may be presented. The conference will take place on the school campus unless otherwise noted.

Time: _____

Place: 2022 University Ave., Vista, CA 92083 unless otherwise noted

|| 5-Day C Track or Independent Study or Online

- Unit meetings with teachers.
- Submission of assigned work every 6 weeks unless otherwise noted.
- 6-week evaluation conference unless prior arrangements have been made in accordance with The Classical Academy Vista's policy. Evaluation will include but is not limited to: projects, written work, oral quizzes, and written assessments depending on the assignment. Paper and electronic documents may be presented. The conference will take place on the school campus unless otherwise noted.

Time: _____

Place: 2022 University Ave., Vista, CA 92083, unless otherwise noted.

Board Policies Pursuant to Education Code Section 51747(a) and (b)

1. For pupils in all grade levels and programs offered by Classical Academy, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be as follows:
 - i. The maximum length of time, for grades TK through 8, that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work is six (6) weeks.
 - ii. The maximum length of time, for grades 9 through 12, that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work is nine (9) weeks.
 - iii. Students in grades 9 through 12 must be enrolled in at least two Classical High School classes per term (15 credits) AND complete a minimum of 30 credits per year.
2. The Principal or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete 80% of assignments during any period of six (6) weeks for grades TK through 8, and nine (9) weeks for grades 9 through 12.
 - b. In the event Student's educational progress falls below satisfactory levels as determined by the Classical Academy's Accountability Plan process, which considers ALL of the following indicators:
 - i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

Statement of Academic and Other Supports for Special Populations: Classical Academy shall utilize its Response to Intervention process to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. Classical Academy complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate

public education to all students with disabilities.

Independent Study is an optional educational alternative in which no pupil may be required to participate. Instruction may be provided for Section 48915 (expelled) or 48917 (suspended expulsion) students through independent study only if the student has the alternative of classroom instruction. Our signatures below indicate that we voluntarily participated in the establishment of this agreement and that we understand and accept our responsibilities in relation to this agreement as detailed above.

Student Signature

Date

Parent/Guardian/Caregiver Signature

Date

Supervising Teacher Signature

Date

Signature of Person Who Has Direct Responsibility for
Providing Assistance to the Pupil

Date

Signature of Person Who Has Direct Responsibility for
Providing Assistance to the Pupil

Date

Signature of Person Who Has Direct Responsibility for
Providing Assistance to the Pupil

Date

Signature of Person Who Has Direct Responsibility for
Providing Assistance to the Pupil

Date



CLASSICAL ACADEMY VISTA

Student: Dent, Stu
Student Number: 10570
Address: 4010 Mystra Way
Location: Oceanside, CA 92056
1st Phone Number: (999) 999-9999
DOB: 02/16/2004
Program Placement: General Education

Classical Academy Vista Acknowledgement of Responsibilities

Contract Term: Full Year
Beginning Date: 08/18/2021
End Date: 06/03/2022
Year: 2021 - 2022
2nd Phone Number:
Grade Level: 8
School for Classroom Option: San Diego County Office of
Education

Objective:

- This agreement is to enable the student to successfully reach the objectives and complete the assignments identified in the Assignment and Work Record Form. With the support of the parent, the student will complete assignments on or before the due date.

Commitments:

Student - I understand that:

- I must follow the rules and abide by the policies in the Parent and Student Handbook. I agree to:
 - Be supervised by and meet regularly with my teacher.
 - Complete my assigned work by its due date, as explained by my teacher and described in my written assignments.
- I have read the online Parent and Student Handbook, and I understand that I am responsible for knowing and abiding by the policies, expectations, and procedures that are outlined in the Parent and Student Handbook (NOTE: The Parent and Student Handbook includes a summary of the more important guidelines at the time of publication and is not intended to be all-inclusive.)

Parent/Guardian: I agree to the above conditions listed under student. I also understand that:

- I understand that my student must be actively engaged in assigned work or reading every school day.
- I understand that it is the responsibility of all students/parents to regularly log into their learning platforms, stay current with all assignments.
- I am responsible for supervising my child while he or she is completing the assigned work and for ensuring submission of all completed assignments necessary for evaluation.
- I understand that each student will be asked to participate in all state tests.
- I understand that it is the parent's responsibility to provide any needed transportation for the student's scheduled meetings, field trips, athletic events, and any other travel that is related to school events.
- No more than 6 weeks may elapse between the date an assignment is made by the teacher and the completion of the student's work, unless prior arrangements have been made in accordance with school policy.
- I understand that the parent must complete all Reading Logs online by the last day of each unit and that parents will be required to come to school on the last day of the unit to complete a Reading Log in-person if it has not been completed online.
- I understand that the parent must complete all PE Logs online by the last day of each unit and that parents will be required to come to school on the last day of the unit to complete a PE Log in-person if it has not been completed online.
- I understand that parents and students are expected to attend all requested Parent-Student-Teacher Conferences and that, out of courtesy to all, cancellations should be made at least 24 hours in advance.
- The school does not endorse or support the sectarian teaching of students as part of the charter school program.
- I am liable for the cost of replacement or repair for lost, damaged, incomplete kits or unusable books and other school property checked out to my child.
- I acknowledge that I have read the school's Parent and Student Handbook, either online or in the school office, and agree to and abide by all school-wide expectations, policies, and procedures. (NOTE: The Parent and Student Handbook includes a summary of the more important guidelines at the time of publication and is not intended to be all-inclusive.)
- I have read the Acceptable Use Policy for School Computers and the Bring Your Own Device Policy included in the Handbook and I agree to follow the rules and regulations of this policy to ensure the safe and appropriate use of computers, the Internet, and school technology.

- I agree that all school curriculum materials, including digital content, are to be used in our school lessons only and shall not be sold, re-distributed in any way, or posted in any other digital venue. I understand that all Teacher Edition materials are property of the school and I agree to return all Teacher Edition materials to the school at the completion of the academic year.

Agreement: We have read this agreement and hereby agree to all the conditions set forth within.

Student Signature

Date

Parent/Guardian/Caregiver Signature

Date

Teacher Signature

Date

Other Signature

Date



August 10, 2021

Page 1 of 1

Board Report

Resolution No. [REDACTED]

Authorize Bank Signatories and Spending Limits of The Classical Academies, Inc. for the 2021-22 School Year

Prepared By: Carmen Coniglio
Chief Financial Officer

Background:

On an annual basis, or when there is a change, it is appropriate to update signature authorities for all the bank accounts of the organization. This Resolution designates the bank signatories on the following accounts of The Classical Academies, Inc., effective August 10, 2021:

- The Classical Academy, Inc.
- The Classical Academy, Inc. (FSA)
- Partnering with Parents, LLC
- Classical Academy High School
- Coastal Academy High School (ASB)
- Classical Academy Vista

Approved signers and spending limits on checks from accounts of The Classical Academies, Inc. are limited to:

Name/Title	Spending Limit
Tanis Edwards, Finance Manager	Up to \$10,000
Melissa Morey, Chief Human Resource Officer	
Carmen Coniglio, Chief Financial Officer	No limit* <i>*Any expense exceeding \$100,000 requires a secondary approval by Cameron Curry, Chief Executive Officer</i>

Recommendation/Action Required by the Board:

It is recommended that the Board of Education adopt Resolution # [REDACTED], designating authorized bank signatories and spending limits for the 2020/21 school year.



BE IT RESOLVED that the following be authorized to sign checks on behalf of The Classical Academies, Inc., subject to their spending limits:

Name/Title	Spending Limit
Tanis Edwards, Finance Manager	Up to \$10,000
Melissa Morey, Chief Human Resource Officer	
Carmen Coniglio, Chief Financial Officer	No limit*
	<i>*Any expense exceeding \$100,000 requires a secondary approval by Cameron Curry, Chief Executive Officer</i>

This Resolution is effective on date of adoption until revoked or superseded.

PASSED AND ADOPTED this 10th day of **August, 2021**, by the Board of Directors of The Classical Academies, Inc., by the following vote:

YES:

NOES:

ABSENT:

ABSTAIN:

Patty Huerta
Secretary to the Board of Directors