

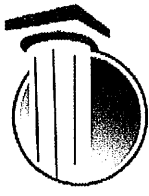
# *Classical Academy High School*

## *Board of Directors Meeting*



**Tuesday, March 28, 2017  
6:30 p.m.**

**Classical Academy Online  
355 East Valley Parkway  
Escondido, California 92025**



# THE CLASSICAL ACADEMIES

- ESCONDIDO | VISTA | OCEANSIDE | ONLINE -

## Board of Directors Meeting

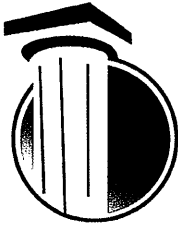
**Tuesday, March 28, 2017 at 6:30 pm**  
**Online Café 355 East Grand Avenue, Escondido, CA 92025**

## AGENDA

1. Executive Session (Closed Meeting) **5:30 pm**
  - o No items scheduled
2. Report from Executive Session
3. Open Public Meeting with Pledge of Allegiance **6:30 pm**
4. Review and Approval of Past Minutes
  - o Meeting of January 24, 2017
5. Correspondence
  - o Written
  - o Oral – 2 minute maximum per speaker
6. Student Voice: Update from Jacob Mizel, ASB President
7. Treasurer's Report
  - o State Funding Update
  - o Financial Update
8. New Business
  - o Super STEM Saturday Review
  - o Annual Parent Survey Results
  - o Coastal Academy Instructional Plan for 2017
  - o Suicide Prevention 7-12 Policy
  - o Principal Salary Schedule
  - o Marketing & Promotions Update
  - o LLC Update for The Classical Academy
9. Old Business
  - o Enrollment
  - o College Readiness Approve Plan – CAHS
  - o Charter Modification – Coastal Academy
10. Adjournment - Next meeting Tuesday, May 23, 2017

***"Partnering With Parents For Quality Education"***

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



# CLASSICAL ACADEMY

## -HIGH SCHOOL-

### BOARD OF DIRECTORS

Date	January 24, 2017	Call to Order	8:13 PM
Board Members Present:	Mark Reardon, Patricia Huerta, Paul Donovan, Cameron Curry		
Board Members Absent:	Frances Overstreet		
Staff Members Present:	Cameron Curry, Sandra Reeve, Sonia Ryan		
Note taker:	Karen Namy		

### Agenda for January 24, 2017

#### Report on Executive Session (Closed Meeting)

Executive Session was held at 5:30 pm to discuss the modification of Coastal Academy's Charter.

#### Review and Approval of Past Minutes for December 6, 2016

Motion	Moved	Second	Vote	Passed	Denied
Motion to approve past meeting minutes as presented.	Cameron Curry	Paul Donovan	4-0	✓	

#### Correspondence

Written: None Presented  
Oral: **Student Voice**

ASB President Jake Mizel shared with the Board current activities including winter sports, black out games, an upcoming assembly featuring a guest speaker to address depression, and the Glow Dance scheduled in two weeks.

#### Treasurer's Report

**Treasurer's Report:** Sandra Reeve

Sandra provided an update on State Funding along with a financial update and provided a Board Narrative for the 2<sup>nd</sup> Interim Budget.

Motion	Moved	Second	Vote	Passed	Denied
Motion to approve the Treasurer's Report as presented	Cameron Curry	Mark Reardon	4-0	✓	

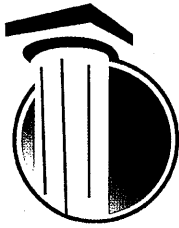
#### New Business

##### Economic Impact Report Presentation

Student from Cal State San Marcos presented findings of her student group after conducting a study in regards to the economic impact of Classical Academy. The report found a positive impact overall.

##### Quality Assurance Program Draft: Dr. Nancy Beeman

May of 2012, the Executive Director informed the Board that the decision had been made to discontinue K-8 participation in the Western Association of Schools and Colleges (WASC) accreditation process. In lieu of WASC Accreditation, it was decided that we would develop and implement our own K-8 site evaluation process. Dr. Beeman provided her report and draft of the new Quality Assurance Process. A discussion was held comparing this program with the WASC. This new program is slated to launch in the fall of 2017.



# CLASSICAL ACADEMY

## -HIGH SCHOOL-

**College Readiness Grant: Dr. Stacey Perez**

Stacey presented the College Readiness Block Grant providing the background stating that this grant provides CAHS with \$75K for the purpose of directly supporting pupil access and successful matriculation to institutes of higher education. There must be a plan as to how these funds will be used which must align with the schools LCAP. A report was submitted on Jan. 1, 2017 which outlined the way to measure the impact of the grant funds. The report also outlined a proposed spending plan. The Board will make any recommendations and adopt an approved plan at the March 28<sup>th</sup> meeting.

**Retirement Update, PERS & STERS: Cameron Curry**

Cameron provided a report of the rising costs for employee and employer, which was distributed to the organization. This is a continued open discussion as to how to continue this program, the challenges we are facing and perhaps look at various options.

**Severance Policy: Cameron Curry**

With the growth of the organization, it is important to formalize a policy on severance so there is consistency in our practice. Cameron submitted a Draft for review with the Board to discuss and approve. After a lengthy discussion, the Board reviewed the Draft and came up with a modified policy regarding how the severance was to be calculated. An amended version was discussed and approved as follows.

- i. An employee working five (5) year or less may be eligible for up to (1) week paid severance per year completed up to 12 weeks.
- ii. omit
- iii An employee in management or a leadership role may be eligible for up to two (2) weeks paid severance per year ,

Policy does NOT apply to the Executive Director, as he has an official contract.

Motion	Moved	Second	Vote	Passed	Denied
Motion to approve amended severance policy as discussed for Classical Academy.	Cameron Curry	Patricia Huerta	4-0	✓	

**California's Meeting Law Update: Cameron Curry**

Effective January 1, 2017, the California State Legislature enacted several updated to California's open Meeting Law., known as the Ralph M. Brown Act ("Brown Act"). These updates included Executive Compensation, Public Comment and Agenda Posting Requirements, which are all outlined in the report. In regards to Public Comment, there was a discussion regarding identifying a translator ahead of time.

### Old Business

**Enrollment**

Cameron Curry presented the Board with a report for January 2017.

**Adjournment**

8:21 pm Meeting Adjourned

Next meeting is scheduled for Tuesday, March 28, 2017

**Classical Academy High School, Inc.**  
Financial Statements  
January 31, 2017

**Classical Academy High School, Inc.****Balance Sheet**

as of January 31, 2017

		<u>Jan 17</u>
<b>ASSETS</b>		
Current Assets		
Checking/Savngs		
Cash in County Treasury	9110	608,603.00
Cash CAHS-PWB-Pacific Western Bank	9121	830,681.24
Petty Cash	9131	<u>1,700.00</u>
Total Checking/Savngs		1,440,984.24
Accounts Receivable		
Accounts Receivable	9201	<u>1,025.99</u>
Total Accounts Receivable		1,025.99
Other Current Assets		
WR-Capital Maintenance Fund	9135-10	160,000.14
Security Deposit (Rent)	9332	<u>46,387.10</u>
Total Other Current Assets		<u>206,387.24</u>
Total Current Assets		1,648,397.47
Fixed Assets		
Building Improvements	9434	321,255.85
Leashold Improvement	9436	175,286.64
Accum Depreciation - LH	9437	(33,713.50)
Equipment	9440	607,809.88
Furniture and Fixtures	9441	6,612.99
Textbooks	9443	5,387.23
Accum Depreciation - Equip	9445	(433,595.44)
Accum Depreciation - F&F	9446	<u>(6,073.75)</u>
Total Fixed Assets		642,969.90
Other Assets		
Due From Coastal	9311	992.56
Due From TCA	9312	<u>360.00</u>
Total Other Assets		<u>1,352.56</u>
Total ASSETS		<u><u>2,292,719.93</u></u>
<b>LIABILITIES</b>		
Current Liabilities		
Accounts Payable		
Accounts Payables	9500	61,191.72
Accrued Payables	9502	66,928.00
Accrued STRS	9562	57,655.47
Accrued PERS	9563	29,979.33
Accrued P/R Fed-State Taxes	9564	(868.42)
Accrued FICA/Medicare	9568	(976.98)
Accrued W/C	9570	6,245.79
Accrued-Medical	9580-01	(76,641.80)
Accrued-Dental/Vision Elite	9580-02	(3,824.81)
Accrued-Dental/Vision Saver	9580-03	(2,503.23)
Accrued-Chiro Insurance	9580-04	(837.67)
Accrued-Life Insurance	9580-05	(9,520.40)

See Accountant's Compilation Report

**Classical Academy High School, Inc.****Balance Sheet**

as of January 31, 2017

		<u>Jan 17</u>
Accrued-Aflac	9581-01	140.09
Accrued-Flex Amer Fidelity	9581-02	866.66
Accrued-American Fidelity	9581-03	52.16
Accrued-Pre-Paid Legal	9581-04	83.71
Accrued-Unum Voluntary	9581-05	3,013.99
Accrued-SDCOE/FBC	9581-06	8,470.00
Accrued-Unum Supplemental	9581-09	1,661.22
Deferred Rent	9585	42,639.00
Sales Use/Tax	9599	0.43
Total Accounts Payable		<u>183,754.26</u>
Due to Accounts		
Due To Coastal	9611	1,165,054.78
Due To TCA	9612	420,890.00
Due To NCEF	9613	1,999.20
Security Deposits	9630	<u>1,000.00</u>
Total Due to Accounts		<u>1,588,943.98</u>
Total Current Liabilities		<u>1,772,698.24</u>
Total LIABILITIES		<u>1,772,698.24</u>
EQUITY		
Beginning Net Assets		
Desig. Economic Uncertainties	9770	334,187.00
CA Energy Reserves	9783	96,631.13
Mandated/Common Core Reserves	9785	108,859.80
Educator Effectiveness Reserves	9786	23,562.41
Facilities Reserves	9799	<u>132,375.78</u>
Total Beginning Net Assets		695,616.12
Net Income		<u>(175,594.43)</u>
Total EQUITY		<u>520,021.69</u>
LIABILITIES & EQUITY		<u><u>2,292,719.93</u></u>

**Classical Academy High School, Inc.**  
**Statements of Income**  
for one month ended January 31, 2017 and year to date

		<u>Jan 17</u>	<u>Jul - Jan 17</u>
Approved Other Core	4100-38	1,723.89	4,237.93
Approved Electives	4100-39	-	6,023.86
Total Approved Curricula Material Textbooks	4100	2,202.24	50,141.22
Non-Approved Curricula Material	4200		
Math-non-consumable	4200-30	250.82	2,974.74
Math-consumable	4200-31	-	1,254.59
Science-non-consumable	4200-32	-	1,294.95
Science-consumable	4200-33	-	811.75
Social Science-non-consumable	4200-34	139.59	1,970.20
Social Studies-consumable	4200-35	-	342.22
English/LA non-consumable	4200-36	717.68	2,687.58
English/LA consumable	4200-37	-	359.28
Non Approved Other Core	4200-38	516.75	1,500.67
Non Approved Electives	4200-39	532.00	2,939.46
Total Non-Approved Curricula Material	4200	2,156.84	16,135.44
Inst'l Material & Supplies	4300		
Instr'l Material & Supplies	4300	-	173.82
Instr'l Mat & Sup- General	4300-01	1,624.54	11,269.11
Global Art Supplies	4300-05	2,260.38	3,726.02
Instr'l Mat. & Supplies - Labs	4300-06	-	2,934.28
Instr'l Mat. & Supp.- Awrds/Rec	4300-07	-	68.27
Academic League Supplies	4300-20	-	385.00
Office Material & Supplies	4301	4,428.82	18,130.60
Janitorial & Maint Supplies	4302	5,833.85	48,403.49
Fundraising Mat. & Supplies	4304	-	744.37
Music Mat. & Supplies - Music/Drama Supplies	4305-01	711.38	6,216.04
Music Mat. & Supplies - Choir Supplies	4305-02	-	2,072.34
Football	4307-01	1,195.78	48,498.90
Volleyball	4307-02	838.10	5,575.94
Track & Field	4307-03	-	95.52
Cross Country	4307-04	272.58	519.25
Soccer	4307-05	3,390.55	3,833.08
Cheer	4307-06	437.61	13,671.13
General Athletics	4307-07	-	4,279.38
Dance Team	4307-08	-	20,650.33
Golf	4307-09	-	156.52
Roller Hockey	4307-10	-	95.52
Swim	4307-11	114.00	385.52
Tennis	4307-12	272.58	1,380.96
Basketball	4307-13	-	243.42
Surf	4307-14	-	95.52
Baseball	4307-15	809.56	2,331.97
Softball	4307-17	-	601.39
Water Polo	4307-18	1,965.46	8,386.84
Meals	4311	772.19	9,425.41
Robotics	4317	4,635.72	18,556.42

See Accountant's Compilation Report



**Classical Academy High School, Inc.**  
**Statements of Income**  
for one month ended January 31, 2017 and year to date

		<u>Jan 17</u>	<u>Jul - Jan 17</u>
Fuel	4320	82.94	1,472.15
Building Improvement Supplies	4325	233.50	7,850.94
Jumpstart Supplies	4360	-	163.83
Total Inst'l Material & Supplies 4300		<u>29,879.54</u>	<u>242,393.28</u>
Total Books & Supplies 4000		34,238.62	308,669.94
NonCap F&E 4400			
NonCap F&E - Equipment - Computers	4402	1,426.05	130,756.89
NonCap F&E - Equipment - Other (IT)	4403	43.98	9,523.25
NonCap F&E - F&E Tables & Chairs	4404	1,912.21	69,207.00
NonCap F&E - Other	4405	<u>2,275.72</u>	<u>45,249.76</u>
Total NonCap F&E 4400		5,657.96	254,736.90
Services & Other Operating Exp 5000			
Dues & Subscriptions	5300	258.00	23,071.33
Insurance	5400	-	39,722.00
Total Services & Other Operating Exp 5000		<u>258.00</u>	<u>62,793.33</u>
Travel Expenses 5200			
Travel & Conferences	5201	14,846.39	31,195.28
Auto Allowance	5203	820.00	5,075.00
Mileage	5210	<u>247.65</u>	<u>1,132.03</u>
Total Travel Expenses 5200		15,914.04	37,402.31
Operations & Housekeeping 5500			
Janitorial Services	5501	10,282.79	52,811.83
Trash Disposal	5502	1,038.22	6,881.72
Landscaping	5503	1,420.00	26,402.12
Utilities - SDG&E	5504	11,326.38	100,837.04
Utilities - Water	5505	1,319.48	7,595.80
Pest Control	5506	224.00	1,568.00
Facilities Maint. - Painting	5507	-	1,124.06
Other Maint Exp	5510	<u>946.83</u>	<u>4,472.16</u>
Total Operations & Housekeeping 5500		26,557.70	201,692.73
Rental, Leases & Housekeeping 5600			
Rentals	5601	-	8,731.47
Building Repairs & Maint Agrmnt	5603	180.00	23,971.32
Copier-Usage	5605-01	6,168.63	26,456.30
Copier Lease	5605-02	5,730.59	25,417.22
Elevator Repairs	5605-03	-	2,878.74
Building Lease	5606	-	186,023.11
Building Lease-157 Properties	5606-01	-	10,128.69
Building Lease-CAM	5606-02	-	971.47
Building Improvement	5607	-	3,810.67
Other Maint Repairs	5609	<u>522.39</u>	<u>5,180.76</u>
Total Rental, Leases & Housekeeping 5600		12,601.61	293,569.75
Consult. Serv. & Operation Exp 5800			
Field Trip Expense 5808			
Field Trip Expense	5808	-	(436.74)
Field Trip Expense-Other	5808-99	<u>-</u>	<u>607.00</u>

See Accountant's Compilation Report

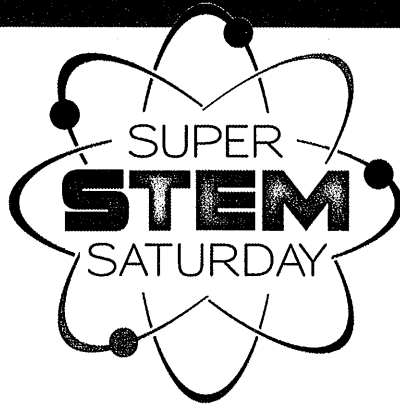
**Classical Academy High School, Inc.**  
**Statements of Income**  
for one month ended January 31, 2017 and year to date

		<u>Jan 17</u>	<u>Jul - Jan 17</u>
Total Field Trip Expense 5808		-	170.26
Music Programs 5811			
Music/Drama	5811-01	227.50	7,487.45
Choir	5811-02	-	3,701.55
Total Music Programs 5811		227.50	11,189.00
Consult. Serv. & Operation 5800			
Track C Electives	5801	105.24	525.80
Awards & Recognition	5810	336.84	3,417.93
Robotics	5817	-	327.13
Yearbook	5819	-	15,905.43
Academic League Services	5820	-	421.56
Accounting Services	5825	610.00	4,270.00
Advertising/Community Marketing	5826	860.00	14,145.98
Audit	5827	-	4,264.00
Bank Service Fees	5828	137.74	2,334.18
Consultants - Other	5837	-	21,463.15
Consultants-Special Education	5837-01	12,830.76	53,763.39
Staff Development	5842	3,665.00	14,159.67
Contracted Services - Other	5849	6,600.00	48,253.16
LEAD-On Contract	5849-01	-	995.25
Contracted Services-Maintenance	5849-02	4,320.00	26,217.00
Fingerprinting/FBI-DOJ	5851	-	1,547.20
Legal Expense	5853	-	1,424.80
Payroll/Benefits Services	5855	-	88.00
Printing & Reproduction	5856	2,556.18	16,520.68
Property Tax Assessment	5857	1,111.75	3,890.07
SDCOE - SIS Expense	5860	41.25	3,727.96
Security Systems/Services	5862	990.50	19,529.36
Computer Software	5863	87.21	15,438.93
Licensing & Permits - Other	5864-02	4,170.00	76,722.10
Edgenuity License	5864-03	-	(1,850.00)
Reading PLUS/Lexia	5864-08	-	4,850.00
Schoology	5864-09	-	8,830.00
Turn it in/i-Paradigms	5864-11	-	5,191.98
Consult. Serv. & Operation - Bottled Water	5865	287.41	2,132.39
Football	5870-01	-	43,702.76
Volleyball	5870-02	-	22,827.76
Track & Field	5870-03	195.00	15,740.00
Cross Country	5870-04	(100.00)	5,288.16
Soccer	5870-05	178.00	6,028.00
Cheer	5870-06	189.00	4,244.08
General Athletics	5870-07	1,770.00	16,745.00
Dance Team	5870-08	230.00	15,489.24
Swim	5870-11	-	400.00
Tennis	5870-12	-	2,295.51
Basketball	5870-13	2,920.00	13,727.25

See Accountant's Compilation Report

**Classical Academy High School, Inc.**  
**Statements of Income**  
for one month ended January 31, 2017 and year to date

		<u>Jan 17</u>	<u>Jul - Jan 17</u>
Surf	5870-14	-	3,928.33
Baseball	5870-15	1,390.00	5,375.00
Dance Troupe	5870-16	-	6,249.36
Softball	5870-17	-	425.00
Water Polo	5870-18	454.00	21,536.34
Athletics-Lacrosse	5870-20	195.00	195.00
NP Abila Service	5873	-	2,890.34
Shred-It Services	5875	108.05	848.40
Bond Cost	5879	-	1,869.75
Facility Lease LLC	5897	210,457.50	631,360.00
Total Consult. Serv. & Operation 5800		<u>256,696.43</u>	<u>1,189,672.38</u>
Total Consult. Serv. & Operation Exp 5800		256,923.93	1,201,031.64
Communications 5900			
Postage & Delivery	5901	43.39	1,087.31
Telephone Expense	5902	3,355.39	22,906.33
Cell Phone Expense	5903	2,211.52	19,076.33
Internet - Web Services	5904	2,535.18	25,672.05
Total Communications 5900		<u>8,145.48</u>	<u>68,742.02</u>
Capital Outlay 6000			
Depreciation Expense	6900	8,746.67	61,916.69
Total Capital Outlay 6000		<u>8,746.67</u>	<u>61,916.69</u>
Total Expense		988,439.99	6,348,795.77
Other Local Revenue 8600			
Interest Income	8660	1,136.13	2,198.77
Total Other Local Revenue 8600		<u>1,136.13</u>	<u>2,198.77</u>
Net Income(Loss)		<u>53,880.79</u>	<u>(175,594.43)</u>



**SATURDAY, MARCH 11, 2017**

10 a.m. to 4 p.m. at Cal State San Marcos

## **FREE EVENT!**

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and hands-on science activities including:

Rocket Launches! Scientist Chats!

Build-a-Robot Stations! Model Displays!

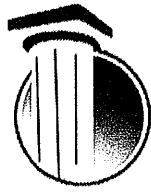
Animal Encounters! Magic Show!



[www.ssstem.com](http://www.ssstem.com)

  
**THE CLASSICAL  
ACADEMIES**

  
California State University/  
SAN MARCOS



# THE CLASSICAL ACADEMIES

- ESCONDIDO | VISTA | OCEANSIDE | ONLINE -

## Board Report 3/28/2017

### Annual Parent Survey Results

#### Background:

The Classical Academies creates and sends an Annual Parent Survey to our community in February. Again this year we asked for feedback on each of our sites and kept the questions limited to maximize the number of responses.

#### Report:

This year we collected feedback from 855 parents that completed the survey and saw that our satisfaction rating grew to 94.7% for the entire organization. (See attached) Our survey included these questions:

*1) Overall satisfaction*

- a. Below*
- b. Meeting*
- c. Exceeding*

*2) Providing great customer service is a hallmark of the Classical Academies. Do you see a way that we can improve in this area for the benefit of you and your family?*

*3) Annual giving has taken on special significance the past few years with the uncertainty of state funding. Our goal of harnessing the collective resources of our community provides additional funding to maintain the excellence you have come to expect of our programs. What factors do you consider when giving to our foundation, and what can we be doing to better communicate our needs with you?*

*4) What is one commendation that you would like to share about the program?*

*5) What additional thoughts do you have for our improvement?*

Based on the review of the extensive feedback given to these questions, I asked site leaders to give me the top three to five action items they would be addressing with their teams to drive improvement. This information would also be shared with parents.

#### The Classical Academy:

- Traffic, parking, and rainy day pick-up procedures
- Curriculum and Schoology concerns
- More days on campus for A/B students
- More C'lectives classes for C track students

**Classical Academy Middle School:**

- More consistent office hours
- Schoology better alignment for courses and assignments written and posted
- New families expressed a desire for more support.

**Coastal Academy:**

- Traffic and parking
- Teacher Turn over
- Improve Front Desk communication
- Curriculum / Schoology frustrations

**Classical Academy, Vista:**

- Access to curriculum - want to see all grades
- Offering Advanced Math options - Adding Integrated 1 next year
- Parking and pick up and drop off challenges
- More after school activities wanted

**Classical Academy High School:**

- Keep class and school size small
- Want 3-Week Break at Christmas
- Want all teachers communicating through Schoology
- Athletic Facilities closer to school and/or provide rides to practice
- Parking Lot Space and Traffic Flow

**Classical Academy Online, Escondido:**

- Challenges in our limited online course offerings
- Improve bridge of communication
- Improve onboarding and parent training process

**Classical Academy Online, Oceanside:**

- Increased access to principal
- Increase better response time to messages left by parents
- Elevate campus culture and plan social events to improve culture

Specific to the question on fundraising, we have three target areas.

- More specific asks for donations
- Telling people how their donations were spent
- Informing people about why we need the funding

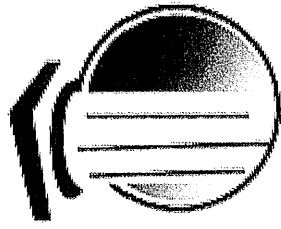
These priorities are being shared with parents so that they know we have read and are responding to their feedback. This action strengthens the partnership and allows us to improve the programs for the benefit of those whom we serve.

**Action Required by the Board:**

This is an information only report and does not require action from the Board.

A handwritten signature in black ink, appearing to read "CM Curry", with a long, sweeping horizontal line extending to the right.

Cameron Curry  
Executive Director  
March 10, 2017



# THE CLASSICAL ACADEMIES

~ESCONDIDO VISTA | OCEANSIDE ONLINE~

## Parent Survey Results 2017

	Number of Responds	Meeting or Exceeding	2016
• The Classical Academy	186	94.1%	94.8%
• Classical Academy Middle School	75	94.7%	92.4%
• Classical Academy, Vista	95	97.9%	94.6%
• Coastal Academy	194	97.4%	98.9%
• Classical Academy High School	195	95.4%	96.9%
• Classical Academy Online Escondido	67	95.6%	90%
• Classical Academy Online Oceanside	<u>43</u>	<u>88.1%</u>	NA

**Average Parent Satisfaction Score 2017: 94.7%**

Average Parent Satisfaction Score 2016: 94.5%

**Total Number of Responds 2017: 855**

Total Number of Responses 2016: 818





# THE CLASSICAL ACADEMIES

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## Board Report Suicide Prevention Policy: AB 2246

### Background:

The State of California has established law that requires educational agencies that serve grades 7 to 12 to, by 2017-18 school year, to adopt a policy on pupil Suicide Prevention, specifically addressing high-risk groups.

### Report:

#### Law requirements:

- Annual stakeholder meeting addressing prevention, interventions and postvention procedures
- Address needs of high risk groups
- Annual 7-12 teacher training on awareness and prevention
- School employees will only act within scope of credential or license

#### Policy highlights:

- Prevention:
  - Stakeholder Professional Development (2017-18)
  - Staff/Teacher trainings (annually)
  - Monthly Campaigns
- Intervention
  - School Counselor/Psychologist on site
  - Protocol for Students at Risk
    - Response
    - Safetly
    - Risk Assessment
    - Parent/Guardian Communication
    - Action Plan
- Postvention:
  - Reentry Guidelines/Medical Clearance
  - Crisis Response

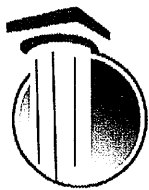
### Action Required by the Board:

I recommend the Board's approval of this item, and once approved, The Classical Academies will be in compliance with California State Assembly Bill 2246.

Laura K. Hughes  
Lead Counselor

Cameron Curry  
Executive Director

03/10/2017



# THE CLASSICAL ACADEMIES

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## **POLICY AND PROCEDURE**

### **SUBJECT: Suicide Prevention, Intervention and Postvention**

**Date: March 10, 2017**

#### **Policy**

The Classical Academies and the Governing Board are committed to providing a safe, civil and secure school environment. It is The Classical Academies charge to respond appropriately to a student expressing or exhibiting suicidal ideation or behaviors and to follow-up in the aftermath of a death by suicide.

This policy is applicable to all schools, and school-related activities and in all areas within the organization's jurisdiction, with emphasis in the 7 to 12 grade sites and its high-risk students.

#### **I. Purpose**

California law AB 2246 and The Classical Academies policy serves pupils for suicide prevention, specifically addressing the needs of high-risk groups. Suicide prevention services are comprised of prevention, intervention and postvention components. This policy outlines preventative measures, administrative procedures for intervening with suicidal students, and offers guidelines to school stakeholder teams in the aftermath of a student death by suicide.

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

##### **Responsibilities of ALL Employees:**

1. Attend annual training on Prevention and identifying students at-risk.
2. Follow protocol when suicide is reported (verbally, written, suspected).
  - a. Inform the school site administrator/designee immediately or as soon as possible of concerns, reports, or behaviors relating to student suicide.
  - b. Contact student's guardian if the concerns are high, and threat is after school hours.

## **Responsibilities of Stakeholders**

The Classical Academies names the 7 to 12 grade stakeholders as Site Administrators, School Counselors, School Psychologists, and their Department Lead.

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

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

1. Coordinate site trainings for staff and teachers, annually.
2. Promote monthly campaigns that align with prevention, including suicide prevention month (September).
3. Identify high-risk students, refer to support groups.
4. Identify and provide mental health resources within community.
5. Coordination of communication between designated school staff and family.
6. Handle all at-risk referred students and follow assessments protocol.
7. Document appropriately.
8. Report to appropriate agencies.
9. Coordinate re-entry.

### **III. Prevention**

Suicide prevention involves school-wide activities and programs that enhance connectedness, contribute to a safe and nurturing environment, and strengthen protective factors that reduce risk for students. Suicide prevention includes:

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

### **IV. Intervention Protocol**

The following are general procedures for the school site designee to respond to reports of students at-risk for (Form A)

- Respond Immediately

1. Report concerns or incidents to the administrator/designee immediately or as soon as possible. Make direct contact with the administrator/designee. For example, do not wait until the end of the day or leave a note, send an e-mail, or leave a voicemail without ensuring that the message was received.
  2. Supervise the student at all times. Ensure that any student sent to the office for assessment is accompanied by a staff member, not a student.
- Secure the Safety of the Student
    1. For immediate, emergency life threatening situations call 911.
    2. Supervise the student at all times.
    3. If appropriate, conduct an administrative search of the student to ensure there is no access to means, such as razor blades or pills.
    4. If a student is agitated, unable to be contained or there is a need for immediate assistance, contact the local law enforcement agency.
    5. Employees should not transport students.
    6. If the school receives information that the student may pose a danger to self and/or others but is not in attendance, contact local law enforcement to conduct a welfare check to determine the safety and well-being of the student.
  - Assess for Suicide Risk (Form B)
    1. Designated school site member should gather essential background information that will help with assessing the student's risk for suicide (e.g., what the student said or did, information that prompted concern or suspicion, copies of any concerning writings, drawings, text messages, social media, or previous history).
    2. Designated school site member should meet with the student to complete a risk assessment.
    3. If the assessing party makes phone calls for consultation, these should be made in a confidential setting and not in the presence of the student of concern. The student should be supervised at all times by another designated staff member.

*The privacy of all students should be protected at ALL times. Disclose information only on right to know and need to know basis.*
  - Communicate with Parent/Guardian
 

Designated school site member should contact the parent/guardian or consult the emergency contact.

When communicating with parent/guardian:

1. Share concerns and provide recommendations for safety in the home (e.g., securing/removing firearms, medications, cleaning supplies, cutlery, razor blades).
2. If the student is transported to the hospital, communicate a plan for re-entry which outlines steps to facilitate a positive transition back to school. Signed Medical Release (Form D)
3. Have parents/guardians sign Suicide Risk Notification
4. Provide school and/or local community mental health resources. Students with private health insurance should be referred to their provider.
5. Facilitate contact with community agencies and follow-up to ensure access to services.
6. Obtain parent/guardian permission to release and exchange information with community agency staff using (Form E)

- Determine Appropriate Action Plan

Action items should be based upon the severity and risk of suicide. There are circumstances that might increase a student's suicide risk. Examples may include bullying, suspension, expulsion, relationship problems, significant loss, interpersonal conflict, or sexual orientation/gender bias (see Section VII- Responding to Students Who May Be Lesbian, Gay Bisexual, Transgender, Queer/Questioning). The action plan determined should be documented and managed by the designated school site member

Actions May Include:

1. Develop a safety plan.
2. If the student enrolls in a new school, the safety plan should be reviewed with the new school site to ensure continuum of care and revised as needed.
3. Follow student re-entry guidelines.
4. A student returning to school following psychiatric evaluation or hospitalization, including psychiatric and drug/alcohol inpatient treatment, must have written permission by a licensed California health care provider to attend school.
5. If the student has been out of school for any length of time, including mental health hospitalization, designated school site member may consider holding a re-entry meeting with key support staff, parents, and student to facilitate a successful transition.
6. As appropriate, consider an assessment for special education for a student whose behavioral and emotional

needs affect their ability to benefit from their educational program.

7. Provide resources.

1. Connect student and family with social, school and community supports.
2. For mental/physical health services, refer the nearest community resource provider, or their health care provider.

8. Monitor and manage.

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

- Important Considerations

- When Certificated Staff Accompany a Student to the Hospital:

If law enforcement determines that the student will be transported to an emergency hospital/medical facility, the school site administrator should designate a certificated staff member to accompany the student if:

1. The student requests the presence of a staff member.
2. The school is unable to make contact with the parent/guardian.
3. Parent/guardian is unavailable to meet the student at the hospital.
4. Deemed appropriate pursuant to circumstances, such as age, developmental level, or pertinent historical student information.

- Providing Information for a Psychiatric Evaluation:

If the student will be transported, the assessing party should provide documentation, indicating summary of incident and pertinent historical information. This document should be provided to law enforcement prior to transporting to an emergency hospital.

- Document All Actions:

Designated school site member shall maintain records and documentation of actions taken at the school for each case by completing an incident report and report in Pathways with the issue type: *Suicidal Behavior and specify date (month/year)*.

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

V. Suspected Child Abuse or Neglect

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

VI. Responding to Students with Disabilities

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

VII. Responding to students who may be Lesbian, Gay, Bisexual, Transgendered, Queer/Questioning (LGTBQ+)

LGBTQ youth who are targets of bias, bullying or rejection at home or at school have elevated rates of suicidality, compared to non-LGBTQ youth. LGBTQ students with rejecting families have an eight-fold increased risk for suicidal ideation than do LGBTQ students with accepting families.

When working with LGBTQ youth, the following should be considered:

- Assess the student for suicide risk using the protocol.
- Do not make assumptions about a student's sexual orientation or gender identity.
- The risk for suicidal ideation is greatest among students who are struggling to hide or suppress their identity.
- Be affirming. Students who are struggling with their identity are on alert for negative or rejecting messages about sexual orientation and gender identity.
- Do not "out" students to anyone, including parent(s)/guardian(s).
- Students have the right to privacy about their sexual orientation or gender identity.

#### VIII. Postvention

The following are general procedures for the administrator/designee in the event of a death by suicide.

- Gather Pertinent Information
  - Confirm cause of death is the result of suicide, if this information is available.
  - Designated school site member to be the point of contact with the family of the deceased.
  - Information about the cause of death should not be disclosed to the school community until the family has consented to disclosure.
  - Concerns and wishes of family members regarding disclosure of the death and cause of death should be taken into consideration when providing facts to students, staff and parents/guardians.
- Mobilize the School Site Crisis Team
  - Assess the extent and degree of psychological trauma and impact to the school community
  - Develop an action plan and assign responsibilities.
  - Establish a plan to notify staff of the death, once consent is obtained by the family of the deceased. Notification of staff is recommended as soon as possible (e.g., optional emergency meeting before or after school).
  - Establish a plan to notify students of the death, once consent is obtained from the family of the deceased.
  - To dispel rumors, share accurate information and all known facts about the death that the family has approved to be shared.



- Provide staff with a script of information to be shared with the students, recommendations for responding to possible student reactions and questions, and activities to help students process the information (e.g., writing, drawing, or referral to counselors).
  - Review student support plan, making sure to clarify procedures and locations for crisis counseling.
  - Establish a plan to notify other parents/guardians of the death, once consent is obtained from the family of the deceased.
  - Identify locations on campus to provide crisis counseling to students, staff and parents/guardians.
  - Request substitute teachers to be available on call, should the need arise.
  - Provide students, staff or parents/guardians with after-hours resource numbers such as the 24/7 Suicide Prevention Crisis Line 1-800-273-8255.
- Designated school site member will refer students or staff who require a higher level of care for additional services such as a community mental health provider, or their health care provider. Indicators of students and staff in need of additional support or referral may include the following:
    - Persons with close connections to the deceased (e.g., close friends, siblings, relatives, teacher).
    - Persons who experienced a loss over the past six months to a year, experienced a traumatic event, witnessed acts of violence, or have a loved one who has died by suicide.
    - Persons who appear emotionally over-controlled (e.g., a student who was very close to the deceased but who is exhibiting no emotional reaction to the loss) or those who are angry when majority are expressing sadness.
    - Persons unable to control crying.
    - Persons with multiple traumatic experiences. These individuals may have strong reactions that require additional assistance.
  - Document  
Designated school site member shall maintain records and documentation of actions taken at the school

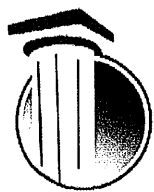
- Important Considerations
  - Memorials or dedications to a student who has died by suicide should not glamorize or romanticize the student or the death. If students initiate a memorial, designated school site member should offer guidelines for a meaningful, safe approach to acknowledge the loss. Some considerations for memorials include:
    - Memorials should not be disruptive to the daily school routine.
    - Monitor memorials for content.
    - Placement of memorials should be time limited.
  - Social Networking
    - Students may often turn to social networking as a way to communicate information about the death; this information may be accurate or rumored. Many also use social networking as an opportunity to express their thoughts about the death and about their own feelings regarding suicide. Some considerations in regard to social networking include:
      1. Encourage parents/guardians to monitor internet postings regarding the death, including the deceased's personal profile or social media.
      2. Social networking sites may contain rumors, derogatory messages about the deceased or other students. Such messages may need to be addressed. In some situations, postings may warrant notification to parents/guardians or law enforcement.
  - Suicide Contagion

Suicide contagion is a process by which the exposure to suicide or suicidal behaviors of one or more may influence others to attempt or die by suicide.

- Identify students who may be at an increased risk for suicide, including those who have a reported history of attempts, are dealing with known stressful life events, witnessed the death, are friends with or related to the deceased.

## IX. Confidentiality

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



# THE CLASSICAL ACADEMIES

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## Board Report Principal Salary Schedule

### Background:

As an organization we are updating salaries for employees and formalizing a process for additional compensation. In 2016 we updated the teacher's salary information and this year we have done the same for principals and assistant principals. Research was done comparing surrounding districts average salaries and pay and years of service for principals and assistant principals.

### Report:

The following salary schedule is being proposed for Principal/Assistant Principals.

	Year of service as a Principal	Annual Salary	Years of service as an Assistant Principal	Annual Salary
Step 1	Years 1 – 3	\$90,000	Years 1 – 3	\$75,000
Step 2	Years 4 – 5	\$95,000	Years 4 - 5	\$80,000
Step 3	Years 6 - 7	\$100,000	Years 6 – 7	\$85,000
Step 4	Years 8 – 9	\$105,000	Years 8 - 9	\$90,000
Step 5	Years 10 - 12	\$110,000	Years 10 – 12	\$95,000
Step 6	Years 13 - 15	\$115,000	Years 13 – 15	\$100,000

- If a principal or assistant principal has a Master's Degree they will be compensated \$3000 annually. Proof of Master's will be provided to HR.
- Principals will stay at step one until they have a preliminary administrative credential. Once proof of credential is provided to HR, the principal will move up the steps as indicted by years served.
- Assistant Principals will stay at step 4 until they have a preliminary administrative credential. Once proof of credential is provided to HR, the assistant principal will move up the steps as indicted by years served.
- After year 15, a COLA will be added each additional year of service.
- The scale will be reviewed for alignment with the economy and sustainability every five years.

### Action Required by the Board:

It is encouraged that the Board approve this item, and once approved, will be available to the organization and shared with those in these positions.

Jalyn Hall  
Director of Instructional Leaders  
March 9, 2017

Cameron Curry  
Executive Director



# THE CLASSICAL ACADEMIES

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## Board Report 2017 Marketing & Promotions Update

### Background:

Marketing efforts for 2017 enrollment began in August 2016, with an official launch beginning January 1, 2017. The following efforts were made to maximize New Student Open Houses in February 2017.

- Billboard: 78 freeway - 13,726,656 views in 8-week period
- Postcards: 2,000 distributed to all campuses
- Video: 3,952 impressions on Facebook, 892 Vimeo watches
- Website: New visitors 1/1/17-1/28/17- 11,243 sessions (59.8%)
- Social Media: Facebook banners, ads, Instagram ads, reposting, tweeting
- Open Houses: Over 1,000 attendees and all programs are full
- San Diego Union Tribune Editorial on February 22, 2017 by Cameron Curry
- San Diego Union Tribune article on March 2, 2017 by Cameron Curry
- Website Update: We are adding new content to specifically to tell our story. Look for the Alumni Snapshot, Classical Academy Online Works for Me!, Parent Spotlight, and the Impact Infogram. These are being dripped weekly via social media.

### Report:

We learned from the past that trying to catch up on enrollment deficiencies in August is too late. This year, we made a strategic plan to maximize exposure for New Student Open Houses early enough to capture interest and fill our programs. With exposure and repetition, we feel this was successful as many campuses had lines around the building on Open House day.

### Action Required by the Board:

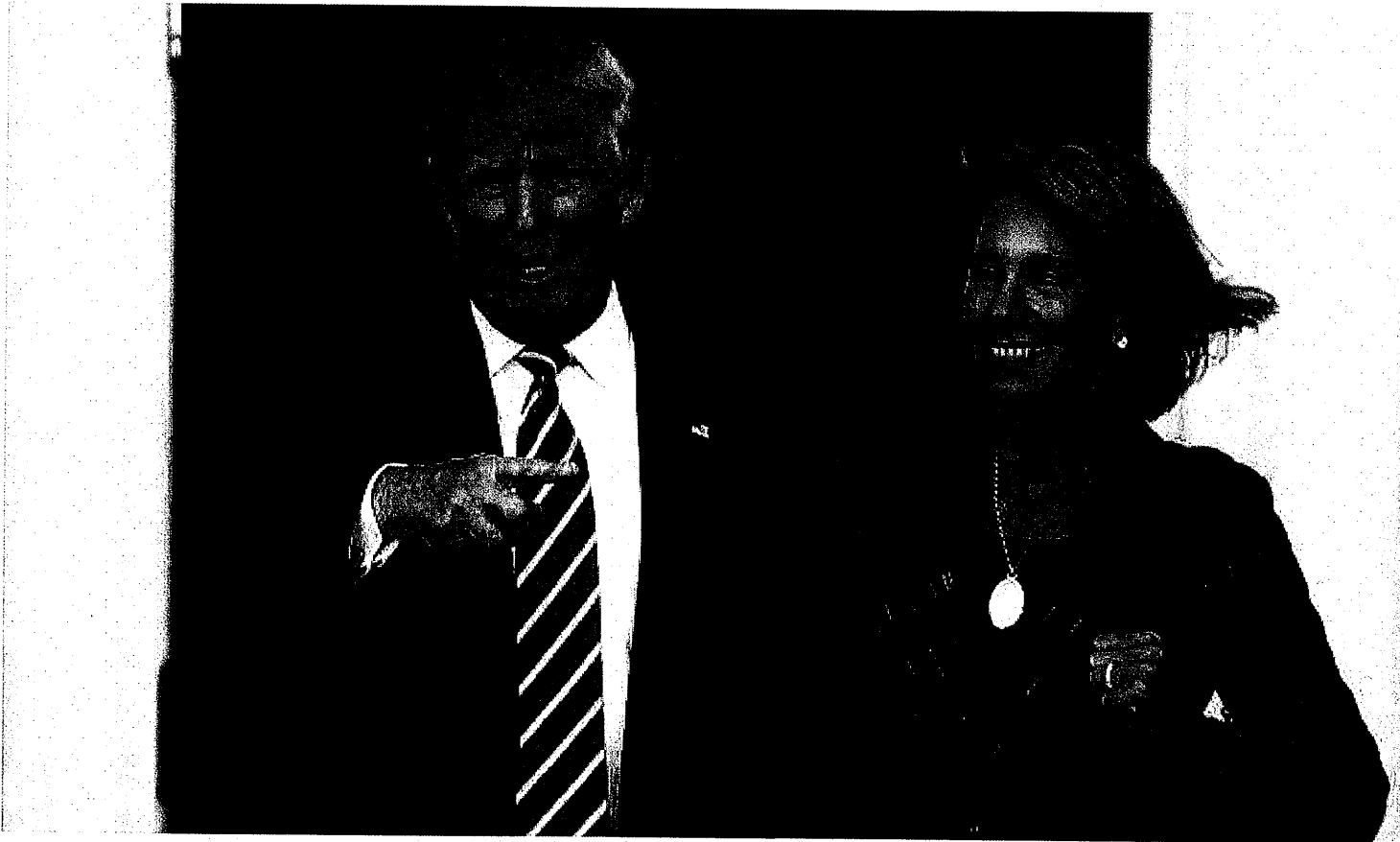
This is an informational update only and does not require action by the Board.

Michelle Stanley  
Director of Communications

Cameron Curry  
Executive Director

03/09/2017

# Charter schools: Having a choice in education benefits all



U.S. Education Secretary Betsy DeVos with President Trump. (AP)

By **CAMERON CURRY**

FEBRUARY 22, 2017, 5:30 PM

**T**he public and private conversations over the education of our children have always been emotional for parents and school professionals. The confirmation of Secretary of Education Betsy DeVos this month will, among other things, shine a brighter light on the already-controversial charter public school world.

It all began with a vision to transform and improve the traditional public school system, a vision that started in 1991 with the Charter School Act in Minnesota and quickly spread to California only a year later. The goal was to re-examine the successes and failures of public education, and seek out new ways to help students learn to critically think and problem solve, communicate effectively, and achieve academically, socially and professionally.

**Related:** Charter schools: Lack of standards hurts students

The California charter public school movement has flourished, and innovative approaches and new learning models have joined the public school landscape. As a result, parents now enjoy school choice. The movement as a whole has had the political and personal favor of U.S. presidents spanning from Bill Clinton and Barack Obama to Donald Trump. The seed that was planted has taken root and tens of thousands of students are enrolled in charter public schools.

Yet despite growing pressure to open charter public schools in their community, not every school district is welcoming, and not every charter school has a successful operation or student outcome. Just as with traditional school programs, we must sift through the best practices in order to improve all education.

So what will our new secretary of education, Betsy DeVos, add to this ongoing dialogue? I believe her 30-plus years promoting programs and organizations that provide choice for parents will greatly benefit all students whether they are enrolled in traditional, charter or private schools. She knows that not every student learns or retains information the same way and understands that part of the greatness of America is promoting innovation and opportunity for all, especially in school choice. Alternatives in public education serve the greater good. DeVos has become a champion for these parents who desire options in schooling their children.

In DeVos, President Trump selected a parent advocate and leader whose experience comes from a place of valuing education, listening to and working with parents. He chose someone who promotes action for the sake of improving educational opportunities. Hearing that she will be examining, auditing and reviewing all of the programs of the Education Department in an effort to define a core mission is a step in the right direction. “Because really, when it comes down to it, education and the provision of education are really a state and local responsibility to a large extent,” DeVos said last week.

Reading that the San Diego Unified School Board of Trustees rescinded an invitation for DeVos to visit San Diego due to union member pushback reminded me that at the heart of education should be a willingness to learn from one another. If we expect our students to think critically, accept differences and grow through debate and dialogue, then the adults in this situation failed to lead by example. The SDUSD board should have respectfully welcomed DeVos, been willing to have an open dialogue, and looked forward to showing her the many and great successes of SDU schools. DeVos is not an enemy of traditional public schools — merely someone with a different opinion and a valuable voice.

I am hopeful in the coming months that DeVos will expound on the benefits of accountability, the role that it plays in schools and the importance of closing programs that do not connect to quality and success of student learning. We cannot have choice for choice’s sake, but rather in the hope of having public schools for every type of learner. If opponents fail to have healthy discussions, we stifle growth and intellectual

understanding of one another.

I have high hopes for Secretary DeVos' success. For me, her success is grounded in decisions that return power to the local communities. Improving America's schools will only benefit our students and return us to a standing as a world leader when it comes to providing superior public education. It is most beneficial to students, parents and communities to avoid attacking one public school system over another. The ancient African proverb, "When elephants fight, it is the grass that suffers" is a perfect analogy.

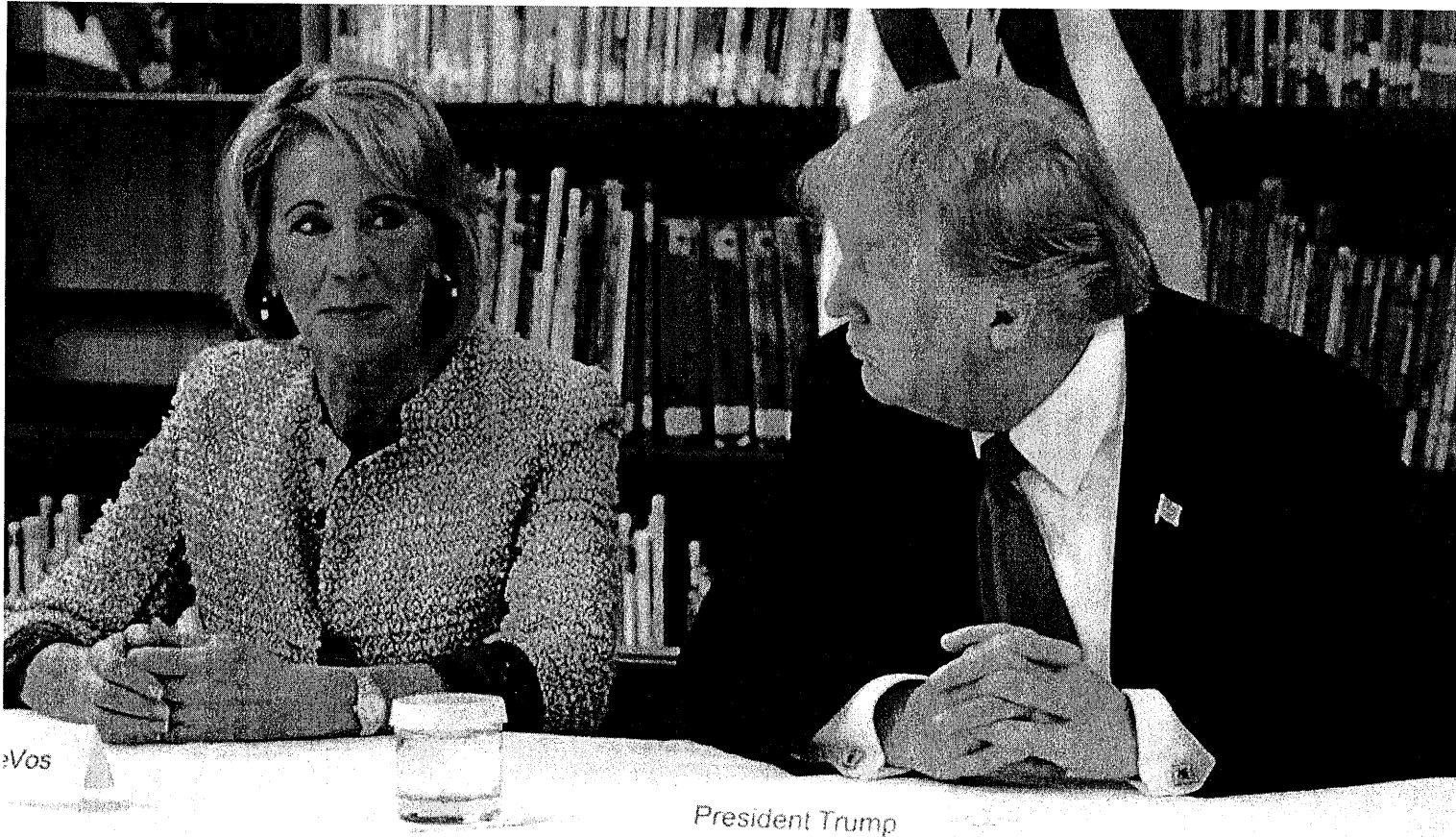
*Curry is executive director of The Classical Academies, an organization of charter schools in north San Diego County.*

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**This article is related to:** Charter Schools, Education, Betsy DeVos, Donald Trump



# Will school choice energize or endanger public education?



March 3, 2017. U.S. President Donald Trump and Education Secretary Betsy DeVos meet with parents and teachers at Saint Andrew Catholic School in Orlando, Florida. (Jonathan Ernst)



By **Deborah Sullivan Brennan**

MARCH 6, 2017, 1:35 PM

**T**he Trump administration's push for school choice is unlikely to have a big effect on California, where hundreds of charter schools are already flourishing, according to local educators. The greater risk, they say, is that possible changes in federal funding could hurt the state's most vulnerable students.

"My perspective is we're already in a context of school choice," said Devin Vodicka, superintendent of Vista Unified School District, which has pioneered personalized learning programs. "I'm not sure what the federal

administration would do that could affect that, but choice is still the reality in California, and has been for a long time.”

Still, many worry that the appointment of education activist Betsy DeVos as federal Secretary of Education last month may signal an attempt to defund public education. DeVos, a billionaire Republican donor, promoted school voucher programs in her home state of Michigan. Her visit to Saint Andrew Catholic School in Orlando, Florida with President Donald Trump on Friday stoked fears that she aims to redirect public money to private, religious schools.

“What we would be very concerned about is an education secretary with little background, little experience in education, who would want to do big experiments in education throughout the county, and would divert resources away from special education or students in poverty,” said Richard Barrera, board president for San Diego Unified School District.

A top point of conflict is Trump’s pledge to earmark \$20 billion for school choice programs such as vouchers, which could be used to pay tuition at private schools. Local educators say vouchers aren’t a likelihood in California, where charter schools are well-established and state law bans the use of public money for religious institutions like parochial schools.

But where that \$20 billion would come from and how it might affect other funds administered by the U.S. Department of Education is troubling to some administrators, even though the bulk of school funding comes from the state.

In San Diego County, federal money makes up nearly 10 percent of most district’s budgets including programs for low-income students, English learners and special education, said Nancy Sedgwick, the Local Control Accountability Plan director for the county Office of Education

According to state records for the 2012-13 school year, nearly \$100 million of San Diego Unified School District’s billion dollar budget came from the federal government, including about \$47 million for low-income students, \$26 million for special education and more than \$4 million for English as a second language.

The South Bay Union School District — which receives about \$8.4 million annually in federal funding, including money that pays for free and reduced lunches — considers changes that could threaten that funding “alarming,” said Superintendent Katie McNamara.

“The loss of federal funding would be catastrophic to school districts including South Bay Union,” she said in an email to the Union-Tribune. “...Very basic foundational programs and services would be reduced or eliminated.”

Local superintendents say they're hopeful that DeVos and Trump won't cut those lifelines, and argue that options already offered in San Diego's charter and public magnet schools could satisfy calls for school choice.

"I think it's too early to tell, however, I know that the theme of 'choice' is going to be definitely very relevant" under the new administration, said Luis Rankins-Ibarra, superintendent of Escondido Union School District.

Escondido is already reconfiguring schools in an effort to win back students who have left the district in part because of charter alternatives, including nearby Classical Academy, Heritage Charter and High Tech campuses.

The district opened campuses geared toward specialized instruction in arts or science, offers dual language immersion classes, and will bring back programs for gifted students next school year, Rankins-Ibarra said.

Those steps to broaden its offerings position the district for school choice initiatives under the new administration, he said.

"We'll look at whatever those changes are, and we'll look at how we can turn those challenges into opportunities," Rankins-Ibarra said. "Is there a way we can compete within those guidelines?"

Cameron Curry, executive director of Classical Academy, which has campuses in Escondido, Vista and Oceanside, said a push for choice could help all schools perform better.

"We should be having the conversation, which program, which model, which system works for the individual student," said Curry, whose schools offer a hybrid of classroom and independent learning. "There are great traditional public schools, and there are great charter public schools. And we should be learning from each other, not throwing rocks at each other."

While critics protest that DeVos has never worked as an educator or attended private schools, Curry thinks her background as an activist could put more control in the hands of parents.

"I think it's a great opportunity for us to have a leader that thinks differently, and is coming into the department as a parent advocate," he said.

Curry also hopes DeVos will expand opportunities for charters such as his to receive a greater share of federal education funds. That's what worries Roberto Rodriguez, a San Diego-based board member of the California Teachers Association, who says diverting that money could shortchange students with disabilities.

Feeding their worst fear is legislation such as H.R. 610, which would dismantle the Department of Education and divvy up its funds into vouchers for public, private and home-school students, without consideration of economic or educational need.

“Our big concern is that the federal government would use those funds for some sort of massive voucher experiment that would impact special education students negatively,” Rodriguez said.

Some private school leaders agree. Terry Kok, superintendent at Calvin Christian school in Escondido, said he works hard to keep tuition affordable to lower- and middle-income families. He’d like school-funding programs to help with that, but not at the price of undermining public schools.

“I think we need quality public schools as well as private schools,” he said. “So I wouldn’t want to diminish public education.”

Kok believes competition with charter and private campuses can benefit public education, but he favors tax credits, which allow taxpayers to donate toward scholarships at private schools.

“I personally don’t think vouchers are the best approach,” he said. “I think there are better approaches to fund the needs of all kids.”

Vouchers wouldn’t cover enough of private tuition to make a difference, said Todd Deveau, middle school principal at Santa Fe Christian School in Solana Beach, but they could pose dilemmas for religious schools.

California, like many other states, has a constitutional provision called a “Blaine Amendment” that prohibits use of public money for religious institutions, including schools. So a voucher program could come with conditions that Santa Fe Christian wouldn’t welcome.

“We are a Christian school,” he said “We do expect the parents coming in to be Christian. That and meeting academic criteria. We have certain criteria that we couldn’t or wouldn’t sacrifice.”

Vodicka, of Vista Unified School District, said federal policy stressing greater choice and local control could invigorate public schools.

“If we continue to have local flexibility, that will support and accelerate innovative educational practices,” he said.

Barrera, of San Diego Unified, said students in that district can attend any of its 200 schools, ranging from neighborhood schools to specialized arts, science and language campuses. He’s wary of any federal gambles with public school funds.

“The concept of taking money away from public schools that offer a variety of choices to students, and putting it into private schools, would be very destabilizing to the strong education system we have here,” he said.

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# THE CLASSICAL ACADEMIES

- ESCONDIDO | VISTA | OCEANSIDE | ONLINE -

## Board Report

Enrollment March 2017 – Classical Academy High School

Enrollment Period-	1-Mar		
Grades	CAHS	ECC	OCC
TK	0	0	0
0	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	233	50	51
10	219	91	52
11	197	66	37
12	177	53	15
<b>Total</b>	<b>826</b>	<b>260</b>	<b>155</b>
<b>Adopted Budget</b>	<b>825</b>	<b>225</b>	<b>175</b>
<b>Variance</b>	<b>1</b>	<b>35</b>	<b>-20</b>

Cameron Curry  
Executive Director

03/12/2016



# THE CLASSICAL ACADEMIES

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## Board Report

### College Readiness Block Grant – Review & Adoption

#### Background:

During the 2016/2017 school year Classical Academy High School (CAHS) will receive \$75,000 for the purpose of directly supporting pupil access and successful matriculation to institutions of higher education. As a condition of receiving these funds CAHS must develop a plan on how these funds will be used to improve services for unduplicated pupils to ensure college readiness and have increased access to A-G courses. The plan must align with the schools LCAP, be discussed at a regularly scheduled board meeting, and adopted at a subsequent regularly scheduled meeting.

#### Report:

CAHS had to submit a report by January 1, 2017 that included the way we would be measuring the impact of these grant funds.

- CAHS will increase the percentage of graduates who matriculate to college
- CAHS will increase the percentage of graduates who have met the A-G requirements
- CAHS will increase the percentage of students taking Advanced Placement and/or concurrent community college courses while in high school
- CAHS will increase the percentage of students taking the ACT and SAT tests during high school
- CAHS will increase the number of A-G and AP classes offered, especially through the online program

#### Proposed Spending Plan:

Funds allocated to LEAs may be used for, but are not limited to, the following purposes that directly support pupil access and successful matriculation to institutions of higher education. As identified in EC Section 41580(d), eligible activities may include, but are not limited to, the following:

1. **Providing teachers, administrators, and counselors with professional development opportunities to improve pupil A–G course completion rates, pupil college-going rates, and college readiness of pupils, including providing for the development of honors and Advanced Placement courses. Total- \$20,000**

- AP Training for current AP teachers- \$5,000

- AP Training for new AP teachers who will then develop courses- \$10,000
- Counselor training for Online sites (Taylor Williams- ECC and Colleen-OCC)- \$2,500
- Naviance training for counselors and teachers- \$2,500

**2. *Beginning or increasing counseling services to pupils and their families regarding college admission requirements and financial aid programs. Total- \$2,000***

- One on one Mentorships through Go to Grow Teen Center- \$2,000

**3. *Developing or purchasing materials that support college readiness, including materials that support high performance on assessments required for admittance to a postsecondary educational institution. Total- \$20,000***

- New SAT prep curriculum- \$5,000
- Naviance software \$5,000 x 3 years= \$15,000

**4. *Implementing collaborative partnerships between high schools and postsecondary educational institutions that support pupil transition to postsecondary education, including, but not limited to, strengthening existing partnerships with the University of California and the California State University to establish early academic outreach and college preparatory programs. Total- \$6,000***

- Bussing for college tours/visits- \$2,000 x 3 years= 6,000

**5. *Providing subsidies to unduplicated pupils, as defined in Sections 42238.01 and 42238.02, to pay fees for taking advanced placement exams. Total- \$27,000***

- Cover the AP and SAT fees for those who qualify as low income- \$1,000
- Cover PSAT fees for all 10<sup>th</sup> and 11<sup>th</sup> graders- \$8,000 x 3 = \$24,000
- Cover college application fees for those who qualify as low income- \$1,000
- Cover college textbook fees for those who qualify as low income- \$1,000

**Grand Total for 3 Years:           \$75,000**

**Action Required by the Board:**

This item was presented at the January 24, 2017 Board meeting for discussion, recommendations were made, and now is the time for the Board to adopt this plan now.

  
Cameron Curry  
Executive Director

03/12/2016