

The Classical Academy

Board of Directors Meeting



**Tuesday, January 19, 2016
6:30 p.m.**

**Classical Academy Online
390 West Valley Parkway
Escondido, California 92025**



THE CLASSICAL ACADEMIES

- ESCONDIDO | VISTA | OCEANSIDE | ONLINE -

Board of Directors Meeting

Tuesday, January 19, 2016 at 6:30 pm
Online Café 390 West Valley Parkway, 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 December 1, 2015
5. Correspondence
 - o Written
 - o Oral – 2 minute maximum per speaker
6. Treasurer's Report
 - o November Financial Statement
 - o SB740 Update – Coastal Academy
7. New Business
 - o Banking Update – Change of Signers
 - o Online Learning Presentation – Lesley Clifton
 - o Curriculum Update: Integrated Math & Elementary History text
 - o Calendar Draft 2016/2017
8. Old Business
 - o Enrollment
 - o Site Visit Tuesday, February 9, 2016 – Classical Academy, Vista
9. Adjournment - Next meeting Tuesday, March 29, 2016 – NEW Date

"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

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BOARD OF DIRECTORS			
Date	December 1, 2015	Called to Order Pledge of Allegiance	6:30 PM
Board Members Present:	Mark Reardon (via Skype), Frances Overstreet, Paul Donovan and Cameron Curry		
Board Members Absent:	Patricia Huerta		
Staff Members Present:	Sandra Reeve, Sonia Ryan, Dr. Nancy Beeman, Cori Coffey, Lesley Clifton		
Note taker:	Karen Namy		

Agenda for December 1, 2015

Report on Executive Session

Closed Meeting: Discussions of Real Estate Transactions and Personnel

Review and Approval of Past Minutes for August 25, 2015 and September 18, 2015

Motion	Moved	Second	Vote	Passed	Denied
Motion to approve past meeting minutes as presented.	Frances Overstreet	Paul Donovan	4-0	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Correspondence

Written - None

Oral - None

Treasurer's Report

Treasurer's Report: Sandra Reeve, Director of Finance

Sandra Reeve, Director of Finance, provided financial update and presented the following reports: State Funding Update, Financial Update, 1st Interim Report and December 31, 2015 Set Aside Revenue

Motion	Moved	Second	Vote	Passed	Denied
Motion to approve Financial Report as presented.	Mark Reardon	Cameron Curry	4-0	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Motion	Moved	Second	Vote	Passed	Denied
Motion to set aside revenue in the amount of \$163,470 as of December 3, 2015.	Cameron Curry	Paul Donovan	4-0	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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New Business

Curriculum Presentation: Dr. Nancy Beeman

A. Philosophy Statements for Homework & Testing

Homework

Dr. Beeman's report addressed the purpose of homework and the balance of time spent on schoolwork and family time. She outlined the various responsibilities of Staff, Parents and Students. This was a collaborative effort of Principals and Leaders in the organization. These will be assessable to teachers, parents and on the web site. No Board Action required

Testing

Dr. Beeman presented the Testing Philosophy of the Classical Academies citing 3 primary types of testing and the purpose of each. She went on to explain students participation in the CAASPP testing program, which better prepares students for college, career and citizenship. She also emphasized that the data from this testing provides a snapshot of learning that is taking place and student participation in this testing program is important to the high standing and excellent reputation of our schools.

B. Common Core Grant Funding Plan

This one time funded grant is meant to assist with CC standard and includes a list of areas to spend funding available for principals to use. Dr. Beeman provided in her report a chart that addressed Common Core Implementation of Funds for June 2015-December 2015. This included Site/Program, Estimated Revenue, Curriculum and Technology. The State needs Board approval for allocation of funds.

Motion	Moved	Second	Vote	Passed	Denied
Motion to accept plan as presented for the one-time funding to expend the Common Core Standards Implementation Grant.	Frances Overstreet	Paul Donovan	4-0	<input checked="" type="checkbox"/>	<input type="checkbox"/>

C. Educator Effectiveness Grant: Professional Development Plan

This is a one-time funded grant received in 2 installments, December and March, but can be spent over the next 3 years with a final report due July of 2018. This grant is to provide professional development for certificated teach staff and improving teacher effectiveness. Outlined in her report were the amounts to be spent along with the purposes that the schools must expend these funds. The chart shows dates of training. It was noted that all the items on the chart are being done. Discussion included parent's ability to attend if they pay out of pocket.

Question from Mark regarding the return on the investment, and what are the indicators that the money being spent is effective? How are the results of the training measured?

Cameron spoke to this point and explained that a portal has been set up where staff can share results of training and therefore multiply the impact. Per Dr. Beeman, participants are required to share their top 3 take-aways and are asked if they would recommend to others.

Motion	Moved	Second	Vote	Passed	Denied
Motion to accept this plan for the use of the Educator Effectiveness Grant Funding as presented.	Mark Reardon	Paul Donovan	4-0	<input checked="" type="checkbox"/>	<input type="checkbox"/>



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Special Education Presentation: Cori Coffey, Director of Special Education

Introduction: Read an essay "Welcome to Holland" as a window into these families. An update was provided which included an overview of staffing positions, their roles and responsibilities and how they interact with parents, students and teachers.

Transition Specialist in HS: Goal is to get a diploma along with skill set to get a job upon graduation; working with the whole student

Inclusion Specialist: working with students that are coming with a lot of challenges and working with the aids in training them; 15 Aids to work with teachers and parents

Mental Health Team: 4 School Psychologists and 3 General Education Counselors

Additional In House Staff: 20 contracted positions and 1 FT Occupational Therapist

It was noted that the % of Special Ed population is 7.5% of total enrollment. There are 300 out of 4100 students.

E. Movement of Special Education funds to Close 2014/2015

This is the release of funds between charter schools/reallocation of funds between charter schools.

Motion	Moved	Second	Vote	Passed	Denied
Motion to accept the final movement of Special Ed Funds at the end of 2014/2015 as presented.	Frances Overstreet	Mark Reardon	4-0	<input checked="" type="checkbox"/>	<input type="checkbox"/>

D. Movement of Special Education Funds at close of 2015/2016/2017/2018 Need Board approval to reallocate funds for three years.

Motion	Moved	Second	Vote	Passed	Denied
Motion to accept movement of Special Ed Funds at close of 2015/2016/2017/2018 as presented.	Paul Donovan	Frances Overstreet	4-0	<input checked="" type="checkbox"/>	<input type="checkbox"/>

B. Guidelines for Physical Restraint of Student Policy

Cori presented the Board with the Guidelines for Physical Restraint of Students Policy. In her report, she outlined the Background: General Guidance; Report: Use of Physical Restraint, Referral to Law Enforcement of Other State Agencies, Administration of Physical Restraint, Safety Requirements, Reporting Requirements, Special Circumstances, and Legal Reference.

Training took place which lead to a discussion regarding having a team at each site. 40 people were trained in how to intervene with students and keep them safe. Retraining will occur once a year.

Motion	Moved	Second	Vote	Passed	Denied
Motion to accept guidelines for Physical Restraint of Student Policy as presented	Frances Overstreet	Mark Reardon	4-0	<input checked="" type="checkbox"/>	<input type="checkbox"/>

C. Independent Education Evaluation Policy

An initial evaluation is required for a student to receive Special Education with a reevaluation given every 3 years. Parent's rights were discussed as well as the cost involved.



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Motion	Moved	Second	Vote	Passed	Denied
Motion to accept the Independent Education Evaluation Policy as presented.	Paul Donovan	Frances Overstreet	4-0	<input checked="" type="checkbox"/>	<input type="checkbox"/>

A. Differential Graduation Policy

Our goal is that all students graduate with a diploma. Some students, however, are lower functioning that would not receive a diploma. Need to put a policy in place in which these students would receive a certificate of completion. Student would be required to get 200 credits and take similar classes at a different level as well as functional skills classes.

Motion	Moved	Second	Vote	Passed	Denied
Motion to accept the Differential Graduation Policy as presented.	Frances Overstreet	Mark Reardon	4-0	<input checked="" type="checkbox"/>	<input type="checkbox"/>

SBAC Testing Presentation: Lesley Clifton, Director of On-Line Learning

Smarter Balance Assessment was done for grades 3-8 and 11 this past year, which met base line for participation. However, we need to encourage future participation to continue to meet requirements. We did much better in Language Arts than Math, which is typical, as the outcome across the states were similar. Need to look at things that may have attributed to lower scores and what we are doing to address these issues.

She discussed the following contributors to lower scores:

- Third graders are expected to type on a keyboard and write paragraphs. As a result, we have beefed up keyboarding and added it to the curriculum.
- The trend is to focus on mathematical literacy. Need to teach student to understand how to read the question completely and answer them. In discussion with Dr. Beeman, it was suggested that they change out testing strategy in order to help students better understand the question and the vocabulary.
- This year the SBAC has made intern assessment tests, block assessment or much broader, to experiment with the tests ahead of time and become familiar with this type of testing in a non-threatening environment, as well as, get feedback. This will give a foundation to build upon. They can also take the entire test.

Information only; no board action required

CDELTA Reclassification

California English Language Development Test: Upon coming into the school, students need to test to determine original language spoken at home; students citing a language other than English as a primary language in the home must be assessed annually until they are reclassified as English Language Proficient.

In her report, Lesley presented 5 Forms for the Board to review and approve.

- Record
- IELL
- IFEP
- NYEP
- RFEP



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Motion	Moved	Second	Vote	Passed	Denied
Motion to accept CDEL Reclassification Policy and Process as presented.	Paul Donovan	Frances Overstreet	4-0	<input checked="" type="checkbox"/>	<input type="checkbox"/>

SB740 Policy Draft Review & Adoption: Cameron Curry

Cameron presented the board with a report regarding the SB740 Bonus Payouts. This written policy will detail how we sustain our compliance as public charter schools offering independent study with the California Department of Education as it relates to SB740.

Motion	Moved	Second	Vote	Passed	Denied
Motion to accept SB740 policy as presented.	Frances Overstreet	Mark Reardon	4-0	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Old Business

Enrollment: Cameron Curry

We are currently serving 1,094 students with 230 in Middle school. This is 34 students over budget! "Good Good"

7:47 PM Meeting Adjourned

Next meeting scheduled for Tuesday January 19, 2016.

The Classical Academy, Inc.
Financial Statements
November 30, 2015

The Classical Academy, Inc.

Balance Sheet

as of November 30, 2015

		<u>Nov 2015</u>
ASSETS		
Current Assets		
Checking/Savings		
Cash in County Treasury	9110	726,423.57
Cash TCA-PWB-Pacific Western Bank	9121	544,511.90
Cash LLC-PWB-Pacific Western Bank	9122	940.39
Cash in BanksPetty Cash	9131	<u>2,500.00</u>
Total Checking/Savings		1,274,375.86
Accounts Receivable		
Accounts Receivable	9201	250.00
Accrued Receivables	9202	50,776.00
Due From Coastal	9311	22.86
Due From CAHS	9312	372,161.11
Due From NCEF	9313	890.25
Revenue Fund-Bond	9342-01	486,304.92
Bond Payments Reserve	9343-01	<u>2,108,181.25</u>
Total Accounts Receivable		3,018,586.39
Other Current Assets		
Organizational Costs	9320	3,130.00
Organizational Costs: Accum Amort	9321	(3,130.00)
Prepaid Expenditures	9330	22,057.75
Security Deposit (Rent)	9332	42,383.33
Bond Issuance Costs	9347	715,395.00
Accumulated Amort-Bond Issuance	9348	<u>(51,217.00)</u>
Total Other Current Assets		<u>728,619.08</u>
Total Current Assets		5,021,581.33
Fixed Assets		
Land-New Facilities	9410-01	2,496,000.00
Land Improvements	9420	67,280.14
Building 146 Woodward Avenue	9430	474,171.50
Building 144 Woodward Avenue	9432	574,467.67
Building Improvements TCA	9434	818,965.70
Accumulated Depreciation Bldg	9435	(246,272.00)
Building Improvements Vista	9437	68,806.21
Books & Equipment TCA & Vista	9440	206,593.74
Furniture and Fixtures TCA	9441	135,320.01
Library Books	9442	22,280.16
Textbooks	9443	259,878.01
Accum Depreciation Equip TCA	9445	(408,182.00)
Accum Depreciation F&F TCA	9446	(128,602.00)
Accum Depreciation Impr TCA	9447	(266,092.00)
Accum Depreciation Impr Vista	9449	(23,627.00)
Building-New Facilities	9451-01	18,321,728.85
Furniture and Fixtures Vista	9452	11,516.71
Accum Depreciation F&F Vista	9453	(9,372.00)
Accum Depreciation Equip Vista	9456	(14,722.00)

See Accountant's Compilation Report

The Classical Academy, Inc.

Balance Sheet

as of November 30, 2015

		<u>Nov 2015</u>
Accumulated Depreciaton - New Facilities	9460	(275,790.00)
Total Fixed Assets		<u>22,084,349.70</u>
Total ASSETS		<u>27,105,931.03</u>
LIABILITIES		
Current Liabilities		
Accounts Payable		
Accounts Payables	9500	76,732.54
Accounts Payable	9501	250.00
Total Accounts Payable		<u>76,982.54</u>
Other Current Liabilities		
Sales Use/Tax	9503	(123.66)
Accrued STRS	9562	62,178.27
Accrued PERS	9563	22,658.30
Accrued P/R Fed State Taxes	9564	(354.60)
Accrued FICA/Medicare	9568	312.04
Accrued U/I	9569	(337.90)
Accrued W/C	9570	6,746.53
Accrued HSA	9571	(250.00)
Garnishments	9573	329.00
Accrued-Medical	9580-01	(81,071.97)
Accrued-Dental/Vision Elite	9580-02	(6,910.20)
Accrued-Dental/Vision Saver	9580-03	(2,688.26)
Accrued-Chiro Insurance	9580-04	(1,077.27)
Accrued-Life Insurance	9580-05	(3,258.22)
Accrued-Aflac	9581-01	859.27
Accrued-Flex Amer Fidelity	9581-02	504.16
Accrued-American Fidelity	9581-03	198.02
Accrued-Pre-Paid Legal	9581-04	145.97
Accrued-Unum Voluntary	9581-05	(658.10)
Accrued-SDCOE/FBC	9581-06	7,122.00
Accrued Sales/Use Tax	9599	775.84
Due To CAHS	9612	3,451.01
Due To NCEF	9613	2,275.00
Security Deposits	9630	<u>1,000.00</u>
Total Other Current Liabilities		<u>11,825.23</u>
Total Current Liabilities		88,807.77
Long Term Liabilities		
Bonds Payable	9664-01	<u>24,746,250.00</u>
Total Long Term Liabilities		<u>24,746,250.00</u>
Total LIABILITIES		24,835,057.77
EQUITY		
Beginning Net Assets		
Design. Economic Uncertainties	9770	263,055.00
CA Energy Reserves	9783	144,609.88
Special Ed Reserves	9784	6,468.65

See Accountant's Compilation Report

The Classical Academy, Inc.

Balance Sheet

as of November 30, 2015

		<u>Nov 2015</u>
Opening Bal Equity	9791	459,942.00
Net Assets	9793	(23,720.00)
Facilities Reserves	9799	<u>2,262,537.10</u>
Total Beginning Net Assets		3,112,892.63
Total Net Income		<u>(842,019.37)</u>
Total EQUITY		<u>2,270,873.26</u>
LIABILITIES & EQUITY		<u><u>27,105,931.03</u></u>

See Accountant's Compilation Report

The Classical Academy, Inc.

Statements of Income

for one month ended November 30, 2015 and year to date

		<u>Nov 2015</u>	<u>Jul - Nov 2015</u>
Revenue			
Prop EPA Income	8012	-	399,715.00
Gen Purpose Ent State Aid	8015	449,969.00	1,849,873.00
In Lieu Property Tax Current	8096	206,273.88	859,047.56
Mandated Cost Reimbursement	8550	17,476.00	17,476.00
State Lottery P/Y Unrestricted Revenue	8561-03	-	2,013.22
State Lottery P/Y Restricted Revenue	8561-06	-	2,925.35
STAR Testing Reimbursement	8590-01	-	75.00
Student ID Maintenance	8590-10	-	288.85
Special Ed	8590-90	52,573.00	216,133.00
Leadership Income	8699-01	407.00	1,447.00
Yearbook Income	8699-04	30.00	3,905.00
Fundraising Events Income	8699-07	2,041.70	11,627.07
Fundraising Lunch Program	8699-08	-	2.00
Lost Book Recovery Income	8699-09	-	689.40
Donations Income-Labs	8699-11	70.00	1,650.00
Donation Income	8699-12	136.22	1,234.50
Rental Income	8699-13	-	400.00
Rebates	8699-18	21.19	80.56
Volunteer Hours	8699-20	10.00	10.00
Staff Appreciation	8699-25	284.00	284.00
Shirt Sales	8699-30	320.00	1,550.00
Clectives	8699-31	80.00	860.00
Facility Use	8699-34	500.00	1,955.00
Materials Supplies	8699-36	-	255.00
Electives	8699-37	215.00	1,896.80
Musical Theatre Income	8699-50	16,151.00	39,024.00
Sports Programs	8699-59	40.00	40.00
Class Trip Income 4th grade	8699-60	11,800.00	22,000.00
Class Trip Income 5th grade	8699-61	2,525.00	2,525.00
Class Trip Income 6th grade	8699-62	2,675.00	8,620.00
Class Trip Income 7th grade	8699-63	-	10,245.00
Class Trip Income 8th grade	8699-64	-	(27.00)
Field Trip Income Leadership	8699-65	207.00	3,849.00
Field Trip Income Biz Town	8699-67	45.00	2,775.00
Field Trip Income Legoland	8699-68	81.00	18,539.00
Field Trip Income General	8699-69	-	3,095.00
Staff Track	8699-72	1,080.00	2,210.00
Misc. Income	8699-99	515.00	2,473.57
Total Revenue		765,525.99	3,490,761.88
Expense			
Certificated Salaries 1000			
Teachers' Salaries	1100	178,496.79	719,449.27
Sub Teachers Salaries	1101	1,320.00	4,510.00
Pupil Services	1200	8,111.68	31,138.37
Certificated Administration	1300	23,846.66	134,470.89
Other Certificated Salaries	1900	10,596.66	46,582.62

See Accountant's Compilation Report

The Classical Academy, Inc.

Statements of Income

for one month ended November 30, 2015 and year to date

		Nov 2015	Jul - Nov 2015
Other Instr'l Supp C'lectives	1901	12,820.41	55,875.39
Total Certificated Salaries 1000		235,192.20	992,026.54
Classified Salaries 2000			
Instructional Aide	2100	35,424.43	137,283.83
Classified Support Salaries	2200	27,087.06	130,365.44
Classified Administration	2300	17,500.00	80,000.59
Clk, Tech, & Office Salaries	2400	43,843.11	228,814.22
Other Classified Salaries	2900	11,833.34	59,166.70
Total Classified Salaries 2000		135,687.94	635,630.78
Employee Benefits 3000			
STRS Certificated	3101	24,010.87	101,101.11
PERS Classified	3202	14,853.60	64,906.60
FICA/Medicare Certificated	3301	3,987.79	16,909.25
FICA/Medicare Classified	3302	10,426.21	49,137.34
H&W Benefits Certificated	3401	27,436.72	115,758.74
H&W Benefits Classified	3402	13,644.76	70,366.72
Unemployment Ins Certificated	3501	-	1,100.59
Workers Comp Certificated	3601	4,442.80	24,110.65
Workers Comp Classified	3602	2,497.09	11,887.05
Total Employee Benefits 3000		101,299.84	455,278.05
Books & Supplies 4000			
Approved Curricula Material Textbooks 4100			
Approved Curricula Material Textbooks	4100	-	155.63
Math-non-consumable	4100-30	1,428.14	112,298.74
Math-consumable	4100-31	78.83	53,502.89
Science-non-consumable	4100-32	-	212.03
Social Science-non-consumable	4100-34	-	313.37
Social Science-consumable	4100-35	-	33.45
English/LA-non-consumable	4100-36	109.60	10,752.31
English/LA-consumable	4100-37	208.32	35,125.30
Approved Other Core	4100-38	-	621.35
Total Approved Curricula Material Textbooks 4100		1,824.89	213,015.07
Non-Approved Curricula Material 4200			
NON-Approved Curricula Materials	4200	-	317.82
Math-non-consumable	4200-30	668.59	4,218.38
Math-consumable	4200-31	701.65	10,708.04
Science-non-consumable	4200-32	128.86	6,404.90
Science-consumable	4200-33	1,033.80	4,400.04
Social Science-non-consumable	4200-34	-	1,940.10
Social Science-consumable	4200-35	97.20	2,848.68
English/LA-non-consumable	4200-36	362.64	5,159.01
English/LA-consumable	4200-37	466.79	10,618.75
Non Approved Other Core	4200-38	147.41	488.07
Non Approved Electives	4200-39	180.66	2,551.42
Total Non-Approved Curricula Material 4200		3,787.60	49,655.21
Instr'l Material & Supplies 4300			
Instr'l Materials A/B Track	4300-01	307.47	6,380.56
Instr'l Materials All	4300-03	2,594.10	10,469.09

See Accountant's Compilation Report

The Classical Academy, Inc.

Statements of Income

for one month ended November 30, 2015 and year to date

		Nov 2015	Jul - Nov 2015
Electives supplies	4300-04	355.49	2,614.25
Lab Supplies	4300-06	267.79	1,436.66
Fundraising Mat. & Supplies	4300-10	14.02	14.02
Staff Track Supplies	4300-12	24.09	37.03
Office Material & Supplies	4301	4,696.38	18,171.05
Janitorial/Maint Supplies	4302	2,812.40	18,315.27
Musical Theatre Supplies	4305-01	3,075.20	5,081.29
Choir Supplies	4305-02	-	10.79
General Music Supplies	4305-05	-	295.25
Student Store	4306-01	-	542.16
Leadership Other Supplies	4306-02	1,450.18	1,656.53
Meals	4311	1,272.36	7,453.86
Parent Volunteer Supplies	4312	-	69.42
Robotics Supplies	4317	-	1,136.56
Instr'l Material & Supplies	4320	-	180.38
Building Improvement Supplies	4325	-	6,500.74
Jumpstart Supplies	4360	-	4.00
Total Instr'l Material & Supplies 4300		16,869.48	80,368.91
Total Books & Supplies 4000		22,481.97	343,039.19
NonCap F&E 4400			
Equipment Computers	4402	7,680.24	90,438.35
Equipment Other (IT)	4403	1,678.29	17,734.05
F&E Tables & Chairs	4404	691.85	6,378.41
F&E Other	4405	-	2,469.39
Total NonCap F&E 4400		10,050.38	117,020.20
Services & Other Operating Exp. 5000			
Dues & Subscriptions	5300	6,065.32	8,115.51
Insurance	5400	-	74,593.00
Total Services & Other Operating Exp. 5000		6,065.32	82,708.51
Travel Expenses 5200			
Travel Expenses	5200	-	49.95
Travel & Conferences	5201	2,797.18	30,212.49
Auto Allowance	5203	1,730.00	7,125.00
Mileage	5210	25.30	498.01
Total Travel Expenses 5200		4,552.48	37,885.45
Operations & Housekeeping 5500			
Janitorial Services	5501	5,260.91	24,408.82
Trash Disposal	5502	972.27	4,861.35
Landscaping	5503	-	3,600.00
Utilities SDG&E	5504	5,529.59	30,975.06
Utilities Water	5505	1,085.23	5,164.98
Pest Control	5506	515.00	1,456.00
Facilities Maint Carpet Clean	5508	-	1,550.00
Facilities Maint Pool	5509	328.00	1,764.00
Other Maint Exp	5510	854.72	5,333.15
Total Operations & Housekeeping 5500		14,545.72	79,113.36
Rental, Leases & Repair 5600			
Rentals	5601	1,111.97	10,670.82

See Accountant's Compilation Report

The Classical Academy, Inc.

Statements of Income

for one month ended November 30, 2015 and year to date

		Nov 2015	Jul - Nov 2015
Building Repairs & Maint Agrmnt	5603	4,877.64	12,175.52
Copier Usage	5605-01	1,538.86	10,744.94
Copier Lease	5605-02	4,104.23	24,490.04
Building Lease	5606	54,132.89	330,934.84
Building Improvements	5607	(3,070.00)	4,042.59
Other Equipment Repairs	5608	1,534.16	5,211.73
Site Improvement Non Cap	5609	-	18,881.20
Total Rental, Leases & Repair	5600	64,229.75	417,151.68
Consult, Serv & Operation Exp	5800		
Field Trip Expense	5808		
Field Trip th/Astro Camp	5808-06	-	2,632.00
Field Trip th/Catalina	5808-07	15,322.30	18,326.88
Field Trip th/DC	5808-08	(1,215.00)	1,835.00
Field Trip Leadership	5808-09	-	4,121.00
Field Trip Blz Town	5808-67	-	500.00
Field Trip Legoland	5808-68	270.00	19,197.00
Field Trip Other	5808-99	-	3,300.37
Total Field Trip Expense	5808	14,377.30	49,912.25
Music Programs	5811		
Music Programs	5811	-	1,016.67
Musical Theatre	5811-01	14,158.45	29,066.38
Total Music Programs	5811	14,158.45	30,083.05
Consult, Serv & Other Operation	5800		
Track C Electives	5801	1,609.91	3,683.57
8th Grade Promotion	5807	-	1,490.74
Fundraising Expense	5809	561.60	1,096.20
Awards & Recognition	5810	1,563.57	3,329.77
Robotics	5817	-	225.00
Accounting Services	5825	965.00	4,640.00
Advertising/Community Marketing	5826	-	721.42
Audit	5827	-	5,997.00
Bank Service Fees	5828	320.38	1,570.53
Board Allowance	5832	-	875.00
Consultants IT	5835	183.00	732.00
Consultants Other	5837	20,899.54	45,069.97
Edu Consultants Science	5840	-	5,886.90
Staff Development	5842	1,147.53	15,394.18
Contracted Services Other	5849	(3,060.68)	103,286.63
LEAD-On Contract	5849-01	2,000.00	18,188.00
Contracted Services-Maintenance	5849-02	4,500.00	28,534.00
District Oversight %	5850	-	18.00
Fingerprinting/FBI DOJ	5851	659.00	1,880.00
Late Fees & Finance Charges	5852	134.71	798.92
Legal Expense	5853	134.00	667.60
Moving Expense	5854	-	1,301.04
Payroll Services	5855	111.48	440.48
Printing & Reproduction	5856	688.58	6,734.82
Property Tax Assessment	5857	123.50	123.50

See Accountant's Compilation Report

The Classical Academy, Inc.

Statements of Income

for one month ended November 30, 2015 and year to date

		Nov 2015	Jul - Nov 2015
SDCOE SIS Expense	5860	30.00	3,808.51
Security System/Services	5862	50.00	3,335.14
Computer Software	5863	-	1,859.50
NWEA testing & license	5864-01	-	11,953.42
Licensing & Permits Other	5864-02	4.10	6,582.40
Edgenuity License	5864-03	-	12,796.66
Brain Pop	5864-05	-	1,836.00
Discovery Ed	5864-06	-	6,526.85
Reading PLUS/Lexia	5864-08	-	7,304.00
Schoolology	5864-09	-	6,393.33
Turn it in/i-Paradigms	5864-11	-	1,738.59
Bottled Water	5865	210.00	475.00
NP Abila Service	5873	-	4,636.20
NP Tech Service	5874	625.00	1,250.00
Shred-It Services	5875	-	448.14
Bond Cost	5879	-	3,000.00
SpEd Assessments	5887	-	237.22
Facility Lease-LLC	5897	344,358.25	594,341.25
Total Consult, Serv & Other Operation 5800		<u>377,818.47</u>	<u>921,207.48</u>
Total Consult, Serv & Operation Exp 5800		406,354.22	1,001,202.78
Communications 5900			
Postage & Delivery	5901	33.98	1,591.27
Telephone Expense	5902	2,565.41	16,887.49
Cell Phone Expense	5903	3,025.89	11,719.82
Internet Web Services	5904	5,324.67	16,524.93
Total Communications 5900		10,949.95	46,723.51
Capital Outlay 6000			
Depreciation Expense	6900	33,895.00	169,475.00
Total Capital Outlay 6000		<u>33,895.00</u>	<u>169,475.00</u>
Total Expense		1,045,304.77	4,377,255.05
Other Local Revenue 8600			
Interest Income	8660	0.37	1,193.32
Total Other Local Revenue 8600		<u>0.37</u>	<u>1,193.32</u>
Net Ordinary Income		(279,778.41)	(885,299.85)
Other Financing Uses 7600			
Bond Interest Expense	7699-01	628,330.02	972,688.27
Bond Principal Expense	7699-02	(36,750.00)	-
Total Other Financing Uses 7600		<u>591,580.02</u>	<u>972,688.27</u>
Other Financing Sources 8900			
LLC Rental Income from TCA	8979-02	594,341.25	595,241.25
LLC Rental Income CAHS	8979-03	420,727.50	420,727.50
Total Other Financing Sources 8900		<u>1,015,068.75</u>	<u>1,015,968.75</u>
Net Income (Loss)		<u>143,710.32</u>	<u>(842,019.37)</u>

See Accountant's Compilation Report



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760-317-9147

November 30, 2015

Dear Mr. Curry and Board,

Thank you for the opportunity to send the credentialed staff of Classical Academy Online to the iNACOL Symposium in Orlando, Florida. The staff learned a great deal and more importantly had an opportunity to get to know each other better. As the Director of Online Learning I have had the opportunity to attend this conference and many others like it (This one is the best!). I return full of ideas and things I want to change! However, without having everyone on the same page and understanding the importance of why we need to change, the process moves slowly. Attending this conference has sparked ideas; developed creative responses to issues we were having, and inspired the staff to want to work harder to meet the needs of ALL students. I can't put into words how program altering this experience has been!

To give you just a taste of what was learned at this conference, I have listed below the keynote speakers, breakout sessions, and preconference sessions that were attended, and major topics of conversation sparked by attending the conference. Additionally, I have shared our Spark Session Powerpoints with Mr. Curry. Spark Sessions are 5 minute quick snapshots of "what we learned" while in Orlando.

Once again, thank you so much for allowing the Classical Academy Online staff this opportunity. We are all incredibly grateful.

Gratefully,

Lesley Clifton

Lesley Clifton
Director of Online Learning

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Keynote Speakers:

- Mindset Works with Eduardo Briceño
- Craig Kielburger - WE Free the Children , "Minga", "Me to We Day"
- Susan Patrick – State of Online and Blended Learning, Design Innovation Shift, and Growth Mindset
- Bill & Melinda Gates Foundation Speaker, (Inspirational Greek guy talked about "Blueprint 2.0" and closing the achievement gap), The Power of Student Voices
- Eminence Education - "Doppelganger to the Arts" Guy (?) Barry Buddy, The Future of Personalized Learning: ReInventing Education
- Reimagining Education - Becky (?) and Giselle Huft Q & A - Award for Dr. Huft

Pre Conference:

- The Role of the School Leader in New Learning Models
- Collaboration time: Lesley, Janine, and Sue

Sessions:

- More is Better! Using Extensive Wrap-Around Services to Support At-Risk Students
- The Role of Online Student Orientation to Support Students in Online Courses: Successes, Challenges, and an Invitation to Help Redesign
- Creating Collaborative Classrooms: Peer Buddies and Group Projects
- Mastery Models in NYC
- Ninja Strategies for Teaching Online: What Great Online Educators Do Differently
- Designing Innovative Blended High School Learning Models to Engage All Students
- Featured Session: Opportunity Culture: Teacher Leadership in Blended Learning
- Make Sure it Survives: Designing High-impact, Forward-Thinking Policies for Sustaining Personalized Learning
- Are You At the Intersection of Legal Responsibility for Design, Equity, Access and Learning?
- Personalized Learning: Meeting the Needs of Students with Disabilities
- Talk Less, Do More: How Prototyping Can Lead to Successful Competency-based Implementation
- 1-2-3-4 New Ways to Examine Blended Learning Outcomes
- Leading Your School Through the Transition From Traditional to Competency Education
- Growing New and Experienced Teachers to Highly Effective Teachers
- Building and Sustaining and Culture of Innovation

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- Meeting the Needs of All Learners – LearningAccelerator.org
- Personal and Professional Development – tlaeducator.org
- Reinventing Schools – Marzano Research, Q and A panel w/students
- Digging Deeper: identifying Blended Modifications for Evaluation Systems, TNTF
- Recruiting, Training, Supporting, and Evaluating Online Teachers: A Cross-Case Analysis of Teaching Infrastructure Across Virtual Schools
- The Science of Personalized Learning, Office Depot/Office Max/IBM
- Engineering Bone Tissue and Skin Guns: Swaying Online Anatomy and Physiology into the Structure and Function of Student Guided Classroom Blended Learning
- Blended Learning in Action
- Getting Honest, Getting Serious: Increasing Racial Diversity Among Staff and Boards in the Learning Revolution Movement
- Breaking Through Traditional School Rhythms to Educate Pregnant and Parenting Teens
- Creating Collaborative Classrooms: Peer Buddies and Group Projects
- An Open Source Competency-Based Model
- Mind-Blowing Crazy Awesome Tech Tools from a 12 Year Old
- Blended Learning in Action
- The Art Museum as an Online Classroom
- Flipped classrooms - Beyond the Hype
- Personalized Learning Gets Social
- Rethinking Assessments to Inform:
- Competency-Based and Personalized Education (Smarter Balanced)
- Supporting Personalized Learning Within a Collaborative Environment (Hands-On)
- Common (Measuring) Ends, Uncommon Means: The Key to Ensuring Equity and Rigor in Personalized Learning
- From the Hour, to the Day, to the Year of Code: Delivering Digital Age Curriculum
- Self Assess to See Where You Score as a Blended Instructor
- Teaching Teachers How to Blend in Classroom (Software Sale)
- How Can Technology Be Used to Maximize the Use of Authentic Assessments?
- The Benefits of Building Your Own Online Program
- 25 Online tools and apps for students to use
- Accessible docs and apps - Making a word doc more accessible for someone with a disability
- Competency-based learning - 2-hour workshop
- Components of a strong RTII program - 2-hour workshop

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- Creative technology tools (to convert a traditional course to online)
- Effective online orientation
- Liberate - a whole school model for teaching and learning
- Keeping Pace with K-12 Digital Learning: Seminar
- Make Sure it Survives: Designing High-Impact, Forward-Thinking Policies for Sustaining Personalized Learning
- Blended Learning in Action
- Fast -Cycle Learning to Solve Your Blended Teaching Challenges: TeachCycle Professional Learning Model in Action
- Creating Collaborative Classrooms: Peer Buddies and Group Projects
- Blended Learning Best Practices from Relay Graduate School of Education
- Personalizing PD: Creating a Competency-based Learning System for Teachers
- Moodle, Schoology, Edmodo: It's not the LMS, It's How you Use It!
- Rethinking Online Leaders of Learning
- How can I help? Tips to Engage Parents and Educators to Maximize Student Achievement in the Online Classroom
- Growing Pains & Gains: The Role of Accountability, Policy, & Data Driven Instruction on Cultivating a Positive Online School Culture
- There's More Than One Way to Design Personalized Learning
- Featured Session: The Bill & Melinda Gates Foundation and the Rand Corporation Present Interim Research Findings on Schools that are Pursuing Personalized Learning
- Soft Skills, Hard Data: Assessing Students' Habits of Success
- Mixed Methods Analysis of Online Charter Schools: A National Report
- An Open Source Competency-Based Model
- Students Tell the Story of Their Competency-Based School
- The Role of Online Orientation to Support Students in Online Courses: Successes, Challenges, and an Invitation to Help Us Redesign
- Being Honest, Getting Serious: Increasing Racial Diversity Among Staff and Boards in the Learning Revolution Movement
- Reclaiming the Promise of Charter School Innovation
- Car Talk Comes to iNACOL: Tune Up Your Move to Personalized Learning with NGLC's Inveterate Experts
- Creating Collaborative Classrooms: Peer Buddies and Group Projects
- Uberizing Time, Talent, and Technology for AP Teaching and Learning (Workshop)
- Sustaining an Innovative Education Ecosystem: A Chicago Story
- Using MOOCs to Support a Blended Learning Approach to Professional Development

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- Mind Blowing Crazy Awesome Tech Tools from a 12 Year Old
- Changing Mindsets, Getting Results
- Designing the Disney World of Schools
- In lieu of attending one of the session time slots, the other Spanish Teacher attendees and I scheduled and "hosted" our own grassroots workshop for Spanish teachers as a forum for an exchange of ideas, etc.
- The Benefits of Building Your Own Online Program
- Meeting the Needs of all Learners in a Cohort Model: Opportunities and Challenges
- Accessible Documents and Apps: Experience the Difference
- Go Blended: Lessons Learned about School, Teacher, and Classroom "Readiness" 2.0
- Designing Personalized Professional Development in Blended Learning Environments
- The Changing Role of the Online Blended Teacher: Featuring the 2015 iNACOL Online and Blended Learning Teacher of the Year
- The Art and Science of Teaching in a Competency Based System
- Flipped Classrooms: Cut Through the Hype
- Maximize Impact with At-Risk Learners in Blended and Online Models with the Resources you Already Have Available

Topics of Conversation:

- Establishing competencies
- Creating our own curriculum
- Redesigning schedules and classroom time
- Growth Mindset and Student Agency
- Truly personalizing the learning

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Board Report – January 2016

Classical Academy Online (CAO) High School Oceanside Cyber Café & Middle School Update

Background:

CAO is halfway through its third year. We started with MS and HS in Escondido. The MS broke off and those students are now being served at CAMS with Sue Lanz and her staff. They are following a very similar to program to OCCMS. It is hard to believe how far we have come in that short time. Staff, students, facilities, and course offerings have all grown.

Report:

Highlights:

	2013-2014	2015-2016
Staffing	19 staff members (9 PT)	41 staff members (12 PT)
Students	50 FT / 100 PT	350 FT / 250 PT
Facilities	Escondido Cyber Cafe	Escondido Cyber Café Oceanside Cyber Cafe
Courses	45	57
PD	Monthly Meetings	Weekly Meetings / iNACOL / Mind at Work

SUCCESS (See attached):

How is SUCCESS measured at CAO?

Scheduling – Flexible

Understanding Growth Mindset

Creating Accountability

Competency based

Emotional and Mental Health Support

Seeking Parent Involvement and Education

Showing our Passion - College, Career, and Citizenship

Many of our students came to us needing nurturing and social-emotional support. I informed Cam early on that I was focusing on student's social-emotional well being as a priority with the goal to be able to work on academics after the student's felt comfortable, welcome, and safe. This has worked!



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Future Plans:

Next year both Cyber Cafes will be offering even more options for scheduling for students. The course-scheduling catalog will look like a college catalog (see attached). We have listened to the parent's request for more flexibility, less time on campus for some classes, and more time on campus for others.

Action Required by the Board:

This is an informational update and no action is required at this time with the Board.

Lesley Clifton
Director of Online Learning

Cameron Curry
Executive Director

SUCCESS

at CAO

Scheduling - Flexible

Classical Academy Online (CAO) offers flexible scheduling of courses and when and where students complete their coursework. With two Cyber Cafes, conveniently located in Escondido and Oceanside, families can pick the location that meets the families needs and busy schedule. Cyber Cafes provide students access to credentialed teachers, tutors, Academic Coaches, and other support staff to help them successfully navigate through their courses. The Oceanside Cyber Cafe offers a hybrid of in-class time and online time to best meet student's personalized academic and social-emotional needs. *For more information visit www.classicalacademy.com and select Classical Academy Online's Escondido or Oceanside location.*

Understanding Growth Mindset

Classical Academy Online (CAO) strives to teach students to have a growth mindset by encouraging students to be flexible, resilient, to persevere and understand that growth happens outside of one's comfort zone. Having a growth mindset is believing that abilities and qualities can be developed over time. Someone with a growth mindset, typically has a more positive and productive response to setbacks and criticism, tends to be more resilient, are more accepting of challenges and are able to persevere and solve problems. CAO encourages productive struggle as students work through challenges and praises the process and effort students put into thinking and solving problems as opposed to simply telling a student they are smart. *For more information visit www.classicalacademy.com and select Classical Academy Online's Escondido or Oceanside location.*

Creating Accountability

Classical Academy Online (CAO) has built a program of excellence by partnering with parents and sharing the passion of academic achievement through personalized education. At the Cyber Cafés, credentialed teachers, qualified staff and tutors, as well as administrators help students with accountability. The personalized approach looks different for every student in the program. However, deadlines, guidelines, and conferences are in place to help guide a student to successful completion, including comprehension and mastery, of each course. *For more information visit www.classicalacademy.com and select Classical Academy Online's Escondido or Oceanside location.*

Competency based

Competency education, also referred to as mastery-based, is designed to ensure students are learning and demonstrating that learning before advancing to the next lesson or unit. Competency education requires learning at a high and consistent level, 80% at CAO. By making the time and method of receiving the learning more flexible, we are able to meet students where they are and help them progress to the next level. Often this is accomplished by helping

students plug the holes in their education. CAO offers college prep, AP, and foundational level courses to meet students academic needs. *For more information visit www.classicalacademy.com and select Classical Academy Online's Escondido or Oceanside location.*

Emotional and Mental Health Support

Classical Academy Online (CAO) has a counseling department to partner with students, staff and parents to provide personal, social and emotional support to all students at CAO. Our counselors are proactive in anticipating the needs and services for our population. In addition to individual support, our counselors provide group counseling, monthly parent seminars, student mediation and conflict resolution. Our counselors are eager to partner with the parents of CAO students to provide the very best services. CAO also has a Student Development Coach who makes sure that all students feel they are a part of the CAO community. Our Student Development Coach plans monthly activities and lunches, helps students to connect with their peers, and connect students with activities that interest them. *For more information visit www.classicalacademy.com and select Classical Academy Online's Escondido or Oceanside location.*

Seeking Parent Involvement and Education

Classical Academy Online (CAO) maintains an online program partnership agreement that outlines the school, parent, and student involvement. Parents are an integral part of student success, including supervising, communicating, and aiding in daily progress. Parents are provided with login and parent portal information to ensure that their student is staying on track and working towards mastery of each subject. Parent workshops and student, parent, teacher conference are held monthly. *For more information visit www.classicalacademy.com and select Classical Academy Online's Escondido or Oceanside location.*

Showing our Passion - College, Career, and Citizenship

Classical Academy Online (CAO) believes that all students are capable of achieving their dreams and fulfilling their goals. In an effort to help students realize their dreams we offer college prep curriculum, AP courses, and career tech education courses. Additionally, Online Plus students are enrolled in a Leadership course as well as a Middle School or High School Success Skills course. These courses are meant to help students identify their goals and place them on a path to achieving the goals. CAO Academic Coaches, and the CAHS Academic Counseling staff are available for college and career counseling. *For more information visit www.classicalacademy.com and select Classical Academy Online's Escondido or Oceanside location.*

16-17

HOW TO READ

THE COURSE SCHEDULE

Subject Area: Listed by subject alphabetically

Notes: This section provides information on whether or not the course is college prep/A-G, Advanced Placement/AP, Prerequisites, corequisites/must be taken with another course and number of times it may be taken for credit.

Class#	Days	Time	Teacher	Credits per term	Room#
--------	------	------	---------	------------------	-------

English Foundations – This class covers content from English Foundations. nvjaobvniwIBDV/BNw/obvniwIDINVDNV Notes: May be taken up to two times for English credit. Non-A-G					
1000	T, W, Th, F	8:00 – 9:10am	M. Mouse	5	200
1001	T, W, Th, F	9:15 – 11:30am	M. Mouse	5	200

Course Description Summary: Complete description can be found in the course catalog

Class#	Days	Time	Teacher	Credits per term	Room#
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HUMANITIES BLOCK I – This class covers content from English 1 and Geography. nvjaobvniwIBDV/BNw/obvniwIDINVDNV Notes: A-G, Prereq – MAP score of _____ or higher					
1000	M, W, F	8:00 – 9:30am	D. Duck	5	100
1001	T, Th	9:15 – 11:30am	D. Duck	5	202
1002	W, F	1:45- 3:00pm	D. Duck	5	210
1003	ONL	Weekly Appt.	D. Duck	5	ONLINE

Make sure you add
Classical Academy
Online on Facebook and
Instagram for the most
up-to-date information.

16-17

Class#	Days	Time	Teacher	Credits per term	Room#
English Foundations –					
This class covers content from English Foundations. nvjaobvniwIBDV.BNW/obvniwIDJNV.DNV/ This class has 5 days of work assigned per week.					
Notes: May be taken up to two times for English credit, Non-A-G					
1000	T, W, Th, F	8:00 – 9:10am	M. Mouse	5	200
1001	T, W, Th, F	9:15 – 11:30am	M. Mouse	5	200

Class#	Days	Time	Teacher	Credits per term	Room#
HUMANITIES BLOCK II –					
This class covers content from English I and Geography. nvjaobvniwIBDV.BNW/obvniwIDJNV.DNV/ This class has 5 days of work assigned per week.					
Notes: A-G, Prereq – MAP score of _____ or higher					
1000	M, W, F	8:00 – 9:30am	D. Duck	5	100
1001	T, Th	9:15 – 11:30am	D. Duck	5	202
1002	W, F	1:45-3:00pm	D. Duck	5	210
1003	ONL	Weekly Appt.	D. Duck	5	ONLINE

Class#	Days	Time	Teacher	Credits per term	Room#
English I –					
This class covers content from English I. nvjaobvniwIBDV.BNW/obvniwIDJNV.DNV/ This class has 5 days of work assigned per week.					
Notes: A-G, Prereq – MAP score of _____ or higher					
1000	M, W, F	8:00 – 9:30am	D. Duck	5	100
1001	T, Th	9:15 – 11:30am	D. Duck	5	202
1002	W, F	1:45-3:00pm	D. Duck	5	210
1003	ONL	Weekly Appt.	D. Duck	5	ONLINE

Class#	Days	Time	Teacher	Credits per term	Room#
English I –					
This class covers content from English I. nvjaobvniwIBDV.BNW/obvniwIDJNV.DNV/ This class has 5 days of work assigned per week.					
Notes: Non-A-G, Prereq – MAP score of _____ or higher					
1004	5 Day IS	Weekly Appt.	S. McDuck	5	5 Day IS



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Board Report

Curriculum Update: CAHS Mathematics, K-6 History

Background:

During the 2014/15 school year, discussion began on aligning the high school mathematics program with state standards and college readiness expectations.

At the beginning of the 2015/2016 school year, concern was raised by a community member about the alleged religious content of the *Story of the World* curriculum used in grades K – 6. The curriculum team began to investigate other possible curriculum to replace this option.

Report:

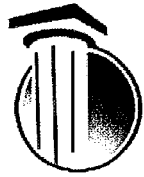
Integrated Math:

After research and continued discussion, it was decided to adopt an integrated math approach at the high school level. Critical contributors to the decision were High School Principal, Dana Moen, Director of Online Learning, Lesley Clifton, Math Chair and Teacher, Andrew Shields, High School Assistant Principal, Debbie Lieber, and Director of Curriculum, Dr. Nancy Beeman.

The integrated math approach blends all of the math skills of Algebra 1 and Geometry into a two-year sequence that covers all of the math skills of both of these courses – just blended together more continuously for better understanding and pacing. These two *new* math courses are called Math I and Math II. Math III is equivalent to Algebra 2 and Math IV is equivalent to PreCalculus. The integrated math sequence is: Math I, Math II, Math III, Math IV, then AP Calculus or AP Statistics.

Why choose integrated math?

At CAHS, we have found that many students have difficulty transitioning from Algebra 1 to Geometry and then back to Algebra 2. It is the transition back to Algebra 2 that creates the most angst and many students each year struggle to adjust to Algebra 2 due to their poor retention of Algebra 1 skills. With an Integrated Math approach, students will learn algebra and geometry skills more gradually – over two years. This will help students to understand the concepts more deeply and give them time to process how math concepts relate to each other.



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Story of the World:

After thoroughly reviewing 6 other well-known and highly thought of history curricula, we found that none met the needs of our community better than Story of the World. Story of the World is a chronological, secular world history text. The content is delivered in narrative form and history is generally presented as a story, with tales of great men and women interspersed throughout the text.

Action Required by the Board:

This is an information only report and the Board requires no action at this time.

Dr. Nancy Beeman
Director of Curriculum

Cameron Curry
Executive Director



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Board Report

2016-2017 Instructional Calendar

Background:

The 2016-2017 instructional calendar was developed by a committee of team members from various campuses, and reviewed by the administrative team in the spring of 2015.

Report:

The 2016-2017 calendar highlights:

- School start August 29, 2016
- Thanksgiving Break – November 21 – 25, 2016
- Two weeks at Christmas - December 19-30, 2016
- Spring Break – April 10-14, 2017
- Last day June 9, 2017
- 180 school days
- 25 holidays

Action Required by the Board:

The Board needs to approve the 2016-2017 instructional school calendar.

Cameron Curry
Executive Director

DRAFT**Calendar for 2016-2017****180 School Days**

	Mon	Tues	Wed	Thurs	Fri	CAHS		K-8		Mon	Tues	Wed	Thurs	Fri					
Aug	15	16	17	18	19	QUARTER 1 (44 days) Aug 29 – Oct 28		Unit 1 (29 days) Aug 29 – Oct 7	Aug	15	16	17	18	19					
	22	23	24	25	26						22	23	24	25	26				
Sept	29	30	31	1	2						Sept 5 - Labor Day		Sept	29	30	31	1	2	
	5	6	7	8	9										5	6	7	8	9
	12	13	14	15	16		12	13	14					15	16				
	19	20	21	22	23		19	20	21					22	23				
	26	27	28	29	30		26	27	28					29	30				
Oct	3	4	5	6	7	QUARTER 2 (43 days) Oct 31 – Jan 20		Unit 2 (29 days) Oct 10 – Nov 18	Oct					3	4	5	6	7	
	10	11	12	13	14										10	11	12	13	14
	17	18	19	20	21										17	18	19	20	21
	24	25	26	27	28										24	25	26	27	28
Nov	31	1	2	3	4		Nov 11 - Veteran's Day		Nov					31	1	2	3	4	
	7	8	9	10	11										7	8	9	10	11
	14	15	16	17	18										14	15	16	17	18
	21	22	23	24	25						21	22	23	24	25				
Dec	28	29	30	1	2		Nov 21-25 Thanksgiving Break	Unit 3 (34 days) Nov 28 – Jan 27	Dec	28	29	30	1	2					
	5	6	7	8	9						5	6	7	8	9				
	12	13	14	15	16						12	13	14	15	16				
	19	20	21	22	23						19	20	21	22	23				
	26	27	28	29	30	QUARTER 3 (44 days) Jan 23 – Mar 24	Dec 19 – Dec 30 Christmas Break		Jan	26	27	28	29	30					
Jan	2	3	4	5	6						2	3	4	5	6				
	9	10	11	12	13						9	10	11	12	13				
	16	17	18	19	20						16	17	18	19	20				
	23	24	25	26	27		Jan 16 - MLK Day		Feb	23	24	25	26	27					
Feb	30	31	1	2	3						30	31	1	2	3				
	6	7	8	9	10						6	7	8	9	10				
	13	14	15	16	17						13	14	15	16	17				
	20	21	22	23	24		Feb 20 – President's Day		Mar	20	21	22	23	24					
Mar	27	28	1	2	3						27	28	1	2	3				
	6	7	8	9	10						6	7	8	9	10				
	13	14	15	16	17						13	14	15	16	17				
	20	21	22	23	24	QUARTER 4 (49 days) Mar 27 – Jun 9		Unit 5 (30 days) Mar 13 – Apr 28		20	21	22	23	24					
	27	28	29	30	31						27	28	29	30	31				
Apr	3	4	5	6	7						3	4	5	6	7				
	10	11	12	13	14						10	11	12	13	14				
	17	18	19	20	21		Apr 10-14 - Easter Break Easter = April 16		Apr	17	18	19	20	21					
	24	25	26	27	28						24	25	26	27	28				
May	1	2	3	4	5						1	2	3	4	5				
	8	9	10	11	12						8	9	10	11	12				
	15	16	17	18	19			Unit 6 (29 days) May 1 – Jun 9	May	15	16	17	18	19					
	22	23	24	25	26						22	23	24	25	26				
June	29	30	31	1	2						29	30	31	1	2				
	5	6	7	8	9						5	6	7	8	9				
							May 29 - Memorial Day												



THE CLASSICAL ACADEMIES

- ESCONDIDO | VISTA | OCEANSIDE | ONLINE -

Enrollment Period-		4-Jan-2016							
Grades	TCA	CAMS	Coastal	Coastal Online	TCA Vista	CAHS	CAHS Online	TOTAL	
TK	13	0	27	0	8	0	0	48	
0	102	0	113	0	38	0	0	253	
1	122	0	122	0	41	0	0	285	
2	124	0	128	0	42	0	0	294	
3	148	0	129	0	47	0	0	324	
4	154	0	124	0	57	0	0	335	
5	151	0	147	0	52	0	0	350	
6	169	0	144	0	51	0	0	364	
7	61	115	123	33	38	0	0	370	
8	47	114	131	19	35	0	0	346	
9	0	0	0	0	0	224	103	327	
10	0	0	0	0	0	207	70	277	
11	0	0	0	0	0	188	74	262	
12	0	0	0	0	0	185	38	223	
Total	1,091	229	1,188	52	409	804	285	4,058	
Adopted Budget	1,060	230	1,150	0	335	800	260	3,835	
Variance	31	-1	38	52	74	4	25	223	

