Joint School Accountability Committee & Preschool Advisory Council Meeting

Minutes - Friday, September 17, 2021 <u>Meeting Location:</u> in-person & virtual   <u>Time:</u> 2:00 p.m. – 3:45 p.m.

This meeting was conducted in-person AND by videoconference. 6880 Holly Street or at the link below:
https://clacharter-org.highfive.com/sac-9-17-2021Phone:+1-848-227-7998,,7213105678#

<u>**1st Quarter SAC Meeting**</u>

Welcome / Introductions

SAC Overview – *discussed charge and responsibilities*

Board of Directors Vacancy – *provided information, application, and encouraged talking to other parents, families, community members*

Enrollment Update *CLA = 322   VPAMS = 176   VPAHS = 112   TOTAL = 622*

In-Person primary instruction & Remote Learning for COVID impacts *Average Daily Attendance is 98%*

Emergency Operating Plan – for crisis and any major incidents

Administrators distributed and reviewed the plans. Also, explained the National Incident Management System policies and protocols. Attendees discussed each school's plan – shared they look good and were grateful for the preparation and partnership with police, fire, and first responders in the community.

CDE Pause on 2020-2021 and 2021-22 State Accountability System due to COVID

Discussed lack of CDE School Performance Framework for 2020 or 2021.

UIP – CSI biannual flexibility 2021-2022 for performance/distinction schools:

No NEW UIP 21-22; 2020-2021 UIP executive summaries; attendees agreed with the focus on COVID supports and remote learning resources (1:1 technology)

Budget Priorities from 2020-2021 for 2021-2022: *the committee discussed new math program PK-5 Reveal Math; potential new reading program Into Reading/Into Literature; outreach/enrollment; reinstate bus service and PreK; remote-learning capabilities*

October – School Annual Report distributed *committee feedback was positive, no suggestions for future reports*

Review CEO evaluation tool *feedback was that the tool was thorough, and the board should decide what works best for the information they need*

Application to Adams 14 for Charter Authorization *(input) and upcoming community meetings; committee expressed mixed thoughts – mostly concerned with the loss of accreditation and how Adams 14's standing with CDE would impact the schools*

Planning/Open Discussion: *committee requested picture day for students to dress down; admin said they thought they could schedule one in early May; committee asked about yearbooks – admin said all students would get a free yearbook this year. Committee expressed gratitude for mask incentives and how well students and staff are following health protocols. Agreed on-site testing [for all family members] was really helpful for families to get information quickly when not feeling well or when household members were sick.*

<u>**CPP/PreK Advisory Meeting:**</u> **Quality of Program, Staff Development, Family Involvement and Support, Program Evaluation**

Colorado Shines Rating: *the committee discussed the continued rating from 2019 "4"; review in 2022*

CDHS Licensing: *anticipate visit anytime, inspection is unannounced*

Quarterly Family Meetings 2021-2022: *committee discussed COVID concerns and family meetings; virtual options, meeting ideas: food/health, home safety, hygiene, literacy*

Family Support Services: *admin shared list of services, local resources, and school referral opportunities*

Planning/Open Discussion: *TS Gold, New teacher update, no class October 14 due to K-5 Parent Teacher Conferences and Book Fair*

Adjourn

Next Meeting: JANUARY 2022

District Accountability Committees are responsible for making recommendations to their local school boards concerning priorities for spending district and federal funds, making recommendations concerning the preparation of the district's Performance, Improvement, Priority Improvement, or Turnaround plan (whichever is applicable), and cooperatively determining other areas and issues to address and make recommendations upon. The Educator Evaluation and Support Bill of 2010 (S.B. 10-191) also authorized District Accountability Committees to provide input and recommendations to principals, on an advisory basis, concerning the development and use of assessment tools to measure and evaluate student academic growth as it relates to teacher evaluations.

MEMBERSHIP:
- An administrator of the school or the administrator's designee
- At least one teacher who provides instruction in the school
- At least three parents (or legal guardians) of students enrolled in the school
- Additional parent or teacher since the school does not have an "internal" parent organization
- At least one person from the community
- In addition, a member of the Board of Directors shall serve on the SAC in a non-voting ex officio

Pause on 2020-21 and 2021-22 State Accountability System Due to COVID-19

A second year of Accountability Pause (2021-2022) has been authorized by the Colorado legislature. The state's accountability system has been paused for 2020-21 and 2021-22.

School and District Accountability Committee (SAC and DAC) Networking Series
Starting in the 2021-22 school year, the Office of Family School Community Partnerships will be offering a series of virtual networking meetings for members of SACs and DACs across the state. These convenings will include content from CDE, promising practices, and an opportunity to network and learn from other committee members.

When
- August-May
- 2nd Tuesday of the Month (recurring invitation)
- 5:30-6:30pm

Audience:

SAC and DAC members, including school and district administration and staff

Spanish language interpretation will be available.

Interested?

Sign up here to receive calendar invitations and more information

Topics and Dates

- **August 10th:** Kickoff; Roles and Responsibilities
  - Recording
  - Slides
- **September 14th:** UIP/Stakeholder Engagement
- **October 12th:** Committee/Board/District Relations
- **November 9th:** FSCP Policy
- **December 14th:** Team Building
- **January 11th:** Local Data Usage
- **February 8th:** Budgets
- **March 8th:** Special Projects
- **April 12th:** Showcase/Celebrations
- **May 10th:** Prepare for Next Year

FAMILY
SCHOOL AND
COMMUNITY
PARTNERSHIPS

COLORADO
Department of Education

Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to goal(s).)	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	☐	☐	☐	☐

Performance Rating for Standard II: Management & Operations

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school policies, agreements, and ethical guidelines. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
II-E. Fiscal Systems: Develops a budget that supports the charter's vision, mission, and goals; allocates and manages expenditures consistent with organization goals and available resources. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	☐	☐	☐	☐

Performance Rating for Standard III: Family and Community Engagement

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to goal(s).)	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, and community. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the organization.	☐	☐	☐	☐

Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to goal(s).)	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a culture of reflective practice, high expectations, and continuous learning for staff.	☐	☐	☐	☐