

November 14, 2024

School Accountability Committee Meeting Agenda

Location: Community Leadership Academy, 6880 Holly Street, Commerce City, CO 80022

Time: 9-10 AM

1. **Call to Order**
 - Roll Call and Establish Quorum
 - Approval of Agenda
 2. **Public Comments**
 - Open floor for three-minute public comments (sign-up required)
 3. **Policy Review: School Accountability Committee (SAC)**
 - Overview of SAC purpose, functions, and responsibilities
 - SAC roles, member recruitment, and accountability
 4. **Unified Improvement Plan (UIP) Update**
 - Review of academic goals and current progress
 - Discussion of SAC's input and recommendations
 5. **Budget Priorities Discussion**
 - SAC's recommendations on spending and resource allocation
 6. **Quarterly Update on SAC Discussions**
 - Overview of infrastructure, personnel, and safety assessments
 - Feedback gathered from community stakeholders
 7. **Best Practices for SAC Member Engagement**
 - Strategies for enhancing parent and community involvement
 - Discussion on information distribution and transparency
 8. **Committee Reports and Responsibilities**
 - Review SAC's annual goals and any adjustments needed
 - Update on roles, data collection, and performance monitoring
 9. **Upcoming SAC Meetings and Events**
 - Annual calendar and community event participation
 - Notification and public posting requirements
 10. **Adjournment**
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Handouts

1. **SAC Overview and Roles**
2. **Unified Improvement Plan Summary**
3. **Budget Priorities Recommendation Outline**
4. **Quarterly Update on Infrastructure and Safety**
5. **Parent and Community Engagement**
6. **Annual Calendar for SAC Events and Meetings**

School Accountability Committee (SAC) Overview and Roles

Purpose of SAC

The School Accountability Committee (SAC) is a standing committee of the Community Leadership Academy/Victory Preparatory Academy School Board. SAC's primary role is to engage parents, community members, and staff in meaningful discussions around the school's instructional quality, improvement processes, and accountability measures.

Key Functions of SAC

1. **Evaluation**
 - **Academic Progress:** Review and assess the school's academic performance.
 - **Stakeholder Satisfaction:** Gauge satisfaction among parents, students, and staff.
 - **School Safety:** Monitor safety conditions and protocols to ensure a secure environment.
 2. **Monitoring Progress**
 - **Strategic Goals:** Track progress toward annual strategic plan objectives.
 - **Unified Improvement Plan (UIP):** Oversee and support goals outlined in the school's UIP.
 3. **Reporting**
 - **Summary Data:** Provide summarized data for transparency.
 - **Survey Results:** Share feedback from parents, students, and staff.
 - **Goal Progress Reports:** Update the school board on progress toward goals.
 4. **Recommendations**
 - **Improvement Areas:** Suggest areas for school improvement.
 - **Resource Needs:** Identify and recommend resource allocation priorities.
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Responsibilities of SAC Members

- **Administrator (or Designee):** Serves as SAC Chair or Co-Chair, liaises with the school board, and coordinates data and training.
- **Teacher Representative:** Acts as a liaison to the school staff and provides insights from a teacher's perspective.
- **Parent Representatives:** Share parent perspectives and input on key issues affecting students and families.
- **Community Member:** Conveys community insights, promotes the school, and communicates school achievements.
- **Board Member (Ex Officio):** Serves in a non-voting advisory role unless appointed to a designated membership role.

What SAC Is Not

- **Not for Personnel Issues:** SAC members are prohibited from discussing specific staff performance, hiring decisions, or personnel evaluations.
- **Not for Discipline or Student-Specific Issues:** SAC does not handle individual student discipline, specific student issues, or cases involving personal information.
- **Not a Decision-Making Body:** SAC serves in an advisory capacity and provides input and recommendations, but final decisions are made by the school board.
- **Not Involved in Confidential Matters:** SAC operates under strict confidentiality guidelines and does not discuss information covered under privacy laws, such as FERPA.

Meeting Schedule and Community Engagement

- **Quarterly Meetings:** SAC meets at least four times per year, with additional meetings as needed.
- **Public Notice:** Meeting agendas are posted 24 hours in advance at the school's main entrance and on the school website.
- **Parent and Community Engagement:** SAC encourages parent involvement through events, surveys, and open discussions at meetings.

Commitment to Transparency and Accountability

SAC meetings are open to the public, following Colorado Sunshine Laws. By facilitating stakeholder input and providing data-driven recommendations, SAC helps guide school improvements and fosters a collaborative school environment.

Unified Improvement Plan Summary CLA

Following the learning disruptions caused by COVID-19, CLA identified several priorities for improvement in both Math and English Language Arts (ELA), based on data indicating a need to strengthen early reading skills and accelerate math growth. These goals align with CLA's commitment to ensuring that all students develop the foundational skills they need to thrive:

1. **Reducing Significant Reading Deficiencies (SRD):** Data shows that early literacy development requires attention, with current SRD rates at 19% in Kindergarten, 15% in 1st grade, and as high as 34% in 2nd grade. The primary root cause is the inconsistent application of evidence-based reading practices. CLA's strategy involves reinforcing early reading skills through targeted, data-driven instruction to reduce SRD rates to 10% or less across grades K-3 by 2025.
2. **Increasing Math Achievement Growth:** The data reveals that math proficiency remains below pre-pandemic levels, with the median growth percentile (MGP) for grades 3 to 5 ranging from 44 to 49. Teacher competencies in delivering effective math instruction are a contributing factor. CLA aims to strengthen these skills through professional development and coaching, with a target of achieving a median growth percentile of 50 across all grades by 2025.
3. **Enhancing Reading Proficiency in Upper Elementary:** With mean scale scores of 733, 732, and 734 in grades 3 through 5, CLA aims to elevate reading proficiency by emphasizing consistent, evidence-based literacy strategies that include ample time in text and rigorous adherence to the Science of Reading principles. The goal is to reach an average mean scale score of 739.5 across these grades by 2025.

VPA MS

In recent years, VPA's students have shown impressive academic growth, particularly in English Language Arts (ELA) and Math. VPA's instructional strategies have effectively elevated student proficiency and growth, leading to strong results in ELA with a mean scale score of 746.2 and an "Exceeds" rating in Math growth. However, recent data also highlight areas for growth in ELA, specifically in 7th and 8th grades, where growth has slowed, with the Median Growth Percentile (MGP) dropping to 27.5 for 8th graders. To address these challenges, VPA is prioritizing targeted improvement strategies to ensure that students consistently meet and exceed academic expectations as they transition to high school.

Key Priorities and Improvement Strategies

1. **Increasing ELA Growth and Proficiency:**
VPA is focusing on raising ELA growth and proficiency, especially in 7th and 8th grades, where growth data indicates a need for additional support. The school's improvement strategies emphasize:
 - **Curriculum Fidelity and Rigor:** Teachers will engage in targeted professional development to strengthen curriculum fidelity and instructional rigor, with a

particular focus on maximizing the impact of 50-minute class periods. This approach aims to balance writing and reading practices, ensuring that all students build critical literacy skills as they progress through grades. To address vertical articulation between grade levels, VPA is enhancing collaborative planning to align instruction and skill development across grades, helping students build seamlessly on prior knowledge.

- **Differentiated Instruction:** Recognizing the diverse learning needs of VPA's students, differentiated instruction is a central strategy to support ELA growth. Teachers will use formative assessments to tailor lessons, providing both support and challenges to meet students' individual needs. Regular collaborative meetings will allow teachers to share resources and best practices, ensuring a consistent application of differentiation across classrooms.

VPA HS

The commitment to academic excellence is evident in VPA's performance in Math, where students regularly meet or exceed state expectations. However, recent data reveals an area of growth in Evidence-Based Reading and Writing (EBRW), with students' growth rates falling below desired levels on the PSAT and SAT assessments. While overall proficiency in EBRW is meeting state expectations, the median growth percentile is at 46.0, suggesting a need for targeted strategies to enhance literacy growth, particularly to keep pace with Math, which has a higher growth percentile of 51.0.

Key Priorities and Improvement Strategies

1. Increasing EBRW Growth and Proficiency:

VPA is prioritizing improvement in EBRW to ensure students acquire the literacy skills necessary for academic success and postsecondary readiness. This will be achieved through:

- **Strengthening Curriculum Fidelity and Instructional Rigor:** Teachers will receive professional development to enhance the consistent implementation of the EBRW curriculum and increase instructional rigor. This strategy focuses on maximizing the effectiveness of instructional time, challenging students with deeper engagement, and systematically applying reading interventions across classrooms. Collaborative planning and classroom observations will support teachers in maintaining a high standard of curriculum fidelity and rigor.
- **Enhanced Reading Interventions:** Recognizing the diverse learning needs within the student body, VPA will implement structured reading interventions tailored to students who require additional literacy support. Formative assessments will guide these interventions, ensuring timely, individualized support that reinforces literacy skills and prepares students for academic success.

2. Fostering Postsecondary Readiness and Workforce Skills:

VPA takes pride in its exceptional postsecondary readiness indicators, including a six-year 100% graduation rate and a low dropout rate of 0.6%. These achievements reflect VPA's success in retaining and graduating students, particularly those from historically

underrepresented backgrounds. The school is committed to building on this success by further strengthening its college preparation resources, expanding career exploration opportunities, and promoting a wide array of postsecondary options for all students.

Budget Priorities Recommendation Outline for SAC (2024-25)

Overview:

- **Student Enrollment:** 599 students, lower than the initial projection of 725.
- **Financial Context:** Adjustments are essential due to the actual enrollment impacting revenue projections.
- **Net Position Change:** Improved net position by \$673,838 from the prior year, reflecting optimized revenues and controlled expenses.

Key Financial Adjustments:

- **Per Pupil Funding:** Set at \$12,070 per student, representing a \$245 increase per student. However, the lower student count has reduced overall revenue.
 - **Revenue Shortfall Due to Enrollment:** Originally budgeted based on 725 students, the actual enrollment of 599 results in a shortfall, particularly in School Finance Funding.
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Revenue Summary:

- **School Finance Funding:** Adjusted from an initial \$8,750,700 projection to approximately \$7,226,930, resulting in a decrease of \$1,523,770.
- **UPK Preschool Funding:** Expected to increase by \$21,000 due to state support for early education.
- **Other Revenue Adjustments:**
 - *Capital Construction Funding:* Decrease of \$32,600, requiring consideration for reallocation.
 - *Other State and Federal Revenues:* Minor decreases in specific categories, e.g., Other State Revenue (-\$16,800) and Other Federal Revenue (-\$8,300).
- **Total Expected Revenue:** Reduced to approximately \$10,000,830, creating a shortfall from the initially projected \$11,520,600.

Expenditure Overview:

- **Core Operational Costs:** No change in significant categories, such as salaries and benefits, totaling \$5,613,500.
- **Fixed Costs Remain Stable:** Facility lease payments, technology services, maintenance, and other core expenses are maintained.

- **Variable Spending Adjustments:** To mitigate the shortfall, reductions in discretionary areas like supplies, curriculum materials, and temporary services are recommended where possible.
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Reserve Use and Fiscal Stability:

- **Adjusted Reserve Use:** The revenue shortfall increases reliance on reserves, now projected at \$645,000 or higher, depending on further adjustments in spending.
 - **Long-Term Focus on Debt Management:** Continued commitment to lease and debt payments (\$1.9M total) to maintain creditworthiness while balancing immediate financial needs.
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Strategic Priorities:

- **1. Academic Investment:**
 - Allocate resources to literacy and math interventions and early literacy initiatives.
 - Sustain grant funding initiatives to support underserved students and improve learning outcomes.
 - **2. Staff Retention & Recruitment:**
 - Maintain competitive salary schedules and benefits to attract and retain quality staff despite enrollment fluctuations.
 - **3. Facility and Capital Needs:**
 - Ensure adequate funds for essential facility repairs, security upgrades, and transportation needs to promote safety and operational continuity.
 - **4. Financial Stability:**
 - Carefully manage cash flow and reserve use to cover enrollment-related revenue decreases and prioritize essential services without compromising financial health.
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Conclusion:

The 2024-25 budget reflects a need to recalibrate due to actual enrollment figures. The focus remains on maintaining core services, supporting academic growth, and ensuring financial stability through careful expenditure management and strategic reserve allocation.

Quarterly Update on Infrastructure and Safety

1. Facility Maintenance & Improvements:

- **Routine Maintenance Completed:** Regular servicing of HVAC, plumbing, and electrical systems was performed to ensure safe and optimal functionality across the campus.
- **Security Enhancements:** Added security fencing and verified the functionality of all alarm systems as part of the ongoing commitment to campus safety.
- **Bus Safety Inspections:** Completed routine inspections for all buses, adding emergency kits and updated safety signage to meet the latest standards.

2. Safety Protocols & Emergency Preparedness:

- **Staff Training on “I Love You Guys” Protocols:** Staff have undergone training on the "I Love You Guys" Standard Response Protocol, which focuses on clear and coordinated responses in various emergency scenarios, including lockdowns and evacuations.
- **Lockdown Drill Planning:** Preparations are underway for the first lockdown drill of the year, expected in the upcoming quarter to ensure readiness and confidence in emergency procedures.

3. Health and Sanitation:

- **Enhanced Cleaning and Sanitation:** Continued emphasis on high-frequency cleaning in classrooms and high-traffic areas to maintain a healthy environment, particularly as flu season approaches.
- **Air Quality and Ventilation Checks:** Quarterly maintenance of air purifiers and HVAC filters has been completed, with air quality assessments to support a safe indoor environment.
- **Food Safety Compliance:** Kitchen and food service areas passed routine inspections, with updated safety practices aligned with health standards.

4. Upcoming Projects:

- **Playground Safety Upgrades:** Improvements needed at CLA.

Summary:

This quarter's focus has been on comprehensive facility upkeep, staff emergency training, and preparations for the lockdown drill. The academy remains committed to a safe and secure learning environment, with further improvements planned for infrastructure and emergency readiness.