



# Academy of Arts & Sciences

## Compass Charter Schools

### Academic Affairs Committee Meeting

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#### Date and Time

Thursday December 8, 2016 at 1:00 PM PST

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AAS Central Office: 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361  
2303 243rd Street, Lomita, CA 90717  
3901 Carpenter Court, Studio City, CA 91604

Please join my meeting from your computer, tablet or smartphone.

<https://www.gotomeeting.com/join/127374365>

You can also dial in using your phone: (571) 317-3112; Access Code: 127-374-365

Addressing the Committee – Committee meetings are meetings of the Board of Directors and will be held in a civil, orderly and respectful manner. All public comments or questions should be addressed to the Committee through the Chair of the Committee. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Committee must send a Speaker Request Message through the form of a text message or chat box message to Miguel Aguilar, Executive Assistant to the CEO (805-807-8199). Messages must contain speaker name, contact number or email, and subject matter and sent prior to the beginning of the Public Comment section of the meeting. Members of the public may address the Committee on any matter within the Committee's jurisdiction and have **three (3) minutes each** to do so. The total time of each subject will be fifteen (15) minutes, unless additional time is requested by a Committee Member and approved by the Committee.

The Committee may not deliberate or take action on items that are not on the agenda. However, the Committee may give direction to staff following a presentation. The Chair is in charge of the meeting and will maintain order, set the time limits for the speakers and the subject matter, and will have the prerogative to remove any person who is disruptive of the Committee meeting. The Academic Affairs Committee may place limitations on the total time to be devoted to each topic if it finds that the numbers of speakers would impede the Committee's ability to conduct its business in a timely manner. The Academic Affairs Committee may also allow for additional public comment and questions after reports and presentations if it deems necessary.

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For questions or requests regarding accessibility, please call Miguel Aguilar at (805) 807-8199.

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## **Agenda**

### **I. Opening Items**

Opening Items

- A.** Call the Meeting to Order
- B.** Record Attendance and Guests

### **II. CONSENT ITEMS**

Academic Affairs

- A.** Approval of December 8, 2016 Regular Meeting Agenda
- B.** Approval of the October 18, 2016 Regular Meeting Minutes

### **III. PUBLIC COMMENT**

- A.** Public Comment

### **IV. REPORTS**

- A.** Staff Report
- B.** Special Education Department Overview Presentation

### **V. UNFINISHED BUSINESS**

### **VI. NEW BUSINESS**

- A.** Review and Discussion of 9th Grade Math Placement Policy Check-Up

### **VII. Closing Items**

- A.** Adjourn Meeting

**Next Meeting:**

Thursday, February 9 at 1 pm

# Coversheet

## Approval of December 8, 2016 Regular Meeting Agenda

**Section:** II. CONSENT ITEMS  
**Item:** A. Approval of December 8, 2016 Regular Meeting Agenda  
**Purpose:** Vote  
**Submitted by:** J.J. Lewis

**RECOMMENDATION:**  
A motion to approve the consent items.

## Coversheet

### Approval of the October 18, 2016 Regular Meeting Minutes

**Section:** II. CONSENT ITEMS  
**Item:** B. Approval of the October 18, 2016 Regular Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:** Miguel Aguilar  
**Related Material:** Minutes for Academic Affairs Committee Meeting on October 13, 2016

**RECOMMENDATION:**

A motion to approve the October 18, 2016 regular meeting minutes.

APPROVED



# Academy of Arts & Sciences

Compass Charter Schools

## Minutes

### Academic Affairs Committee Meeting

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#### Date and Time

Thursday October 13, 2016 at 1:00 PM

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Board of Directors Academic Affairs Committee Regular Meeting Notice

Thursday, October 13, 2016

1:00 PM PST

Go to Meeting

<https://global.gotomeeting.com/join/265744141>

Locations:

AAS Central Office: 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361

3901 Carpenter Court, Studio City, CA 91604

#### Academic Affairs Committee Meeting

Thursday, October 13, 2016 1:00 PM - 2:00 PM Pacific Daylight Time

Please join my meeting from your computer, tablet or smartphone.

<https://global.gotomeeting.com/join/265744141>

You can also dial in using your phone.

United States: (312) 757-3121

Access Code: 265-744-141

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#### **Committee Members Present**

J. Lewis, J. Manwarren, M. Aguilar, M. Koblick (remote)

#### **Committee Members Absent**

M. Cohen

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### **I. Opening Items**

#### **A. Record Attendance and Guests**

#### **B. Call the Meeting to Order**

M. Koblick called a meeting of the Academic Affairs Committee of Compass Charter Schools to order on Thursday Oct 13, 2016 at 1:04 PM.

### **II. CONSENT ITEMS**

#### **A. Approval of October 13, 2016 Regular Meeting Agenda**

M. Koblick made a motion to approve consent items.

J. Manwarren seconded the motion.

The committee **VOTED** unanimously to approve the motion.

#### **Roll Call**

M. Cohen      Absent

M. Koblick    Aye

**Roll Call**

J. Manwarren Aye

**III. PUBLIC COMMENT**

**A. Public Comment**

No public comment.

**IV. REPORTS**

**A. Staff Report**

Lewis reported that AAS celebrated its first graduate last month. She is a junior who completed both the 11th and 12th grade curriculum and was able to graduate early. Our Counseling Services Department is hosting two (2) virtual presentations in October, in both English and Spanish. Teams from the Academic Affairs Division participated in a robust curriculum review process. A formal presentation and review is under New Business. AAS is hosting synchronous and asynchronous biology and chemistry labs the first Saturday of every month this school year. They are held at our San Diego and Thousand Oaks Learning Centers, and streamed for those scholars who are unable to attend in person.

**B. Summer Remediation Program Presentation**

Crystal Villegas, Scholar Intervention Coordinator, shared a presentation on our Summer Remediation Program. This was a 4 week, self-paced independent learning program where scholars used Internet-based instructional programs: Learn Bop and Study Island.

The purpose was to allow scholars the opportunity to master middle school content in order to move to next grade successfully.

**V. NEW BUSINESS**

**A. Review and Discussion of Committee Charge**

Lewis reviewed the Academic Affairs Committee charge, which was approved at the May 10, 2016 Special Board Meeting, with the committee.

**B. Review and Discussion of 9th Grade Math Placement Policy Check-Up**

Lewis reviewed the 9th grade math placement track A checkpoint update from the Counseling Services Department, who performed the 30-day checkpoint for our 9th grade scholars per our 9th Grade Math Placement Policy. The checkpoint resulted in one (1) scholar course level change from Honors Algebra to Comprehensive Algebra.

**C. Review and Approval of New Curriculum Provider**



Lewis reviewed the recommendations from the Admin Team and Curriculum Review Committee. AAS currently uses K12 and FuelEd (a division of K12) as our curriculum providers for Elementary (K12) and Middle and High (FuelEd) schools. Our contract with these providers is up for renewal at the conclusion of the 2016-17 school year. We have reviewed three (3) potential partners: FlipSwitch, K12/FuelEd, and Odysseyware. Based on feedback from our Leadership Team, the overwhelming recommendation is to select K12 for our elementary program, and FlipSwitch for our middle and high school program. Based on feedback from our Curriculum Review Committee, the unanimous recommendation is to select FlipSwitch for our middle and high school program. M. Koblick made a motion to recommend to the full Board of Directors the approval of K12 as the curriculum provider for Elementary School, and FlipSwitch as the curriculum provider for Middle and High School.

J. Manwarren seconded the motion.

The committee **VOTED** unanimously to approve the motion.

**Roll Call**

J. Manwarren Aye

M. Cohen Absent

M. Koblick Aye

**VI. Closing Items**

**A. Adjourn Meeting**

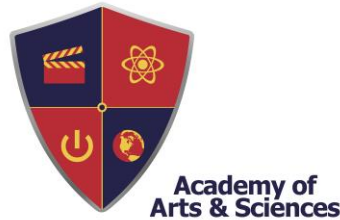
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:46 PM.

Respectfully Submitted,  
M. Aguilar

# Coversheet

## Staff Report

<b>Section:</b>	IV. REPORTS
<b>Item:</b>	A. Staff Report
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	J.J. Lewis
<b>Related Material:</b>	Staff Report - December.pdf



## Staff Report December 8, 2016

This report is meant to provide updates to the Board of Directors Academic Affairs Committee:

### Bullying and Safety Workshop Series

Our Counseling Services Department is hosting two (2) virtual presentations on January 11<sup>th</sup> and 12<sup>th</sup> for our 6-12<sup>th</sup> scholars to help them deal with online bullying and online safety.

### Class of 2017

Graduation dates have been secured for the Class of 2017. Save the Date!

Thursday, June 8: Sonoma State University, Rohnert Park

Friday, June 9: Fresno State University, Fresno

Monday, June 12: Sunset Hills Country Club, Thousand Oaks

Tuesday, June 13: San Diego State University, San Diego

### i-Ready Diagnostic Testing

Mid-year i-Ready testing is scheduled. Track A scholars in grades 6-12 will test January 26-29<sup>th</sup>; all K-5 scholars and Track B scholars in grades 6-12 will test February 7<sup>th</sup>-10<sup>th</sup>; and Track C scholars in grades 6-12 will test March 7<sup>th</sup>-10<sup>th</sup>.

### Naviance

The Counseling Services Department launched Naviance for our high school scholars. This is a resource to help increase scholar's college and career readiness. It provides college research tools, career planning, career research, exit surveys for seniors and can eventually be used for college applications. Our College and Career Counselor, Edith Cruz, will be hosting workshops starting 2<sup>nd</sup> semester to help scholars navigate the program.

### Project Based Learning

K-5 is currently doing three project based Learning Labs:

- Grades k-1- The Great Harvest
- Grades 2-3- Celebrating Community Heroes
- Grades 4-5- Designing a Dream Bedroom

Each grade level is attending live session and completing projects that cross curriculum, with an emphasis on language arts vocabulary and math order of operations.

“Success Academy” Celebration Ceremony

This virtual celebration will be held Friday December ,16<sup>th</sup> at 1 pm. 40 scholars have participated in this 6-week intervention program, designed for scholars categorized as Tier 2. Scholars will be rewarded and recognized based on their academic growth as measured through our i-Ready diagnostic tool. The next 6-week session will begin in January.

If there are any questions on this report, please feel free to contact:

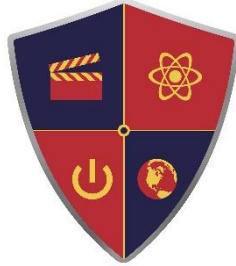
**Joel Manwarren** | Director of Academic Affairs  
(805) 369-3978 – direct  
[joel.manwarren@aascalifornia.org](mailto:joel.manwarren@aascalifornia.org)

**J.J. Lewis** | President & CEO  
(818) 824-6233 – direct  
[jj.lewis@aascalifornia.org](mailto:jj.lewis@aascalifornia.org)

# Coversheet

## Special Education Department Overview Presentation

<b>Section:</b>	IV. REPORTS
<b>Item:</b>	B. Special Education Department Overview Presentation
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	Ellie Watkins
<b>Related Material:</b>	SPED - December 2016 Academic Affairs Committee Presentation.pdf



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# SPED – December 2016

**SPECIAL EDUCATION – Academic Affairs**  
Academy of Arts and Sciences

# Special Education Staff

- **Ellie Watkins – Special Education Manager**
- **Danielle Hodge-Currently on Medical Leave**
- **Mark Holtebeck – Case Manager for High School and Middle School and SAI for Math**
- **Glen Johnson- Case Manager & SAI for Elementary and Middle School primarily Language Arts and Reading**
- **Leah Wall – Case Manager for Home Study**
- **All hold CA Education Specialist Instruction Credentials (Special Education Credentials)**



# AAS IEP SCHOLAR AT A GLANCE

- The AAS SPED department has created an individual document for each Scholar with an IEP that includes:
  - Scholar Goals (provides an idea of the scholars current academic level)
  - Supplementary Aids, Services and other supports for school personnel (Identifies the accommodations and or modifications that the teachers are REQUIRED to follow)
  - Services (Teachers are able to see how much time the SPED team is working with the scholar in dedicated SAI sessions)

Link to At A Glance

- <https://drive.google.com/a/aascalifornia.org/folderview?id=0B6JyP5e8kKWHNUhIdVBBVkpLZTg&usp=sharing>





# AAS PLOP Folder

**The AAS SPED Team has created a PLOP folder for each scholar:**

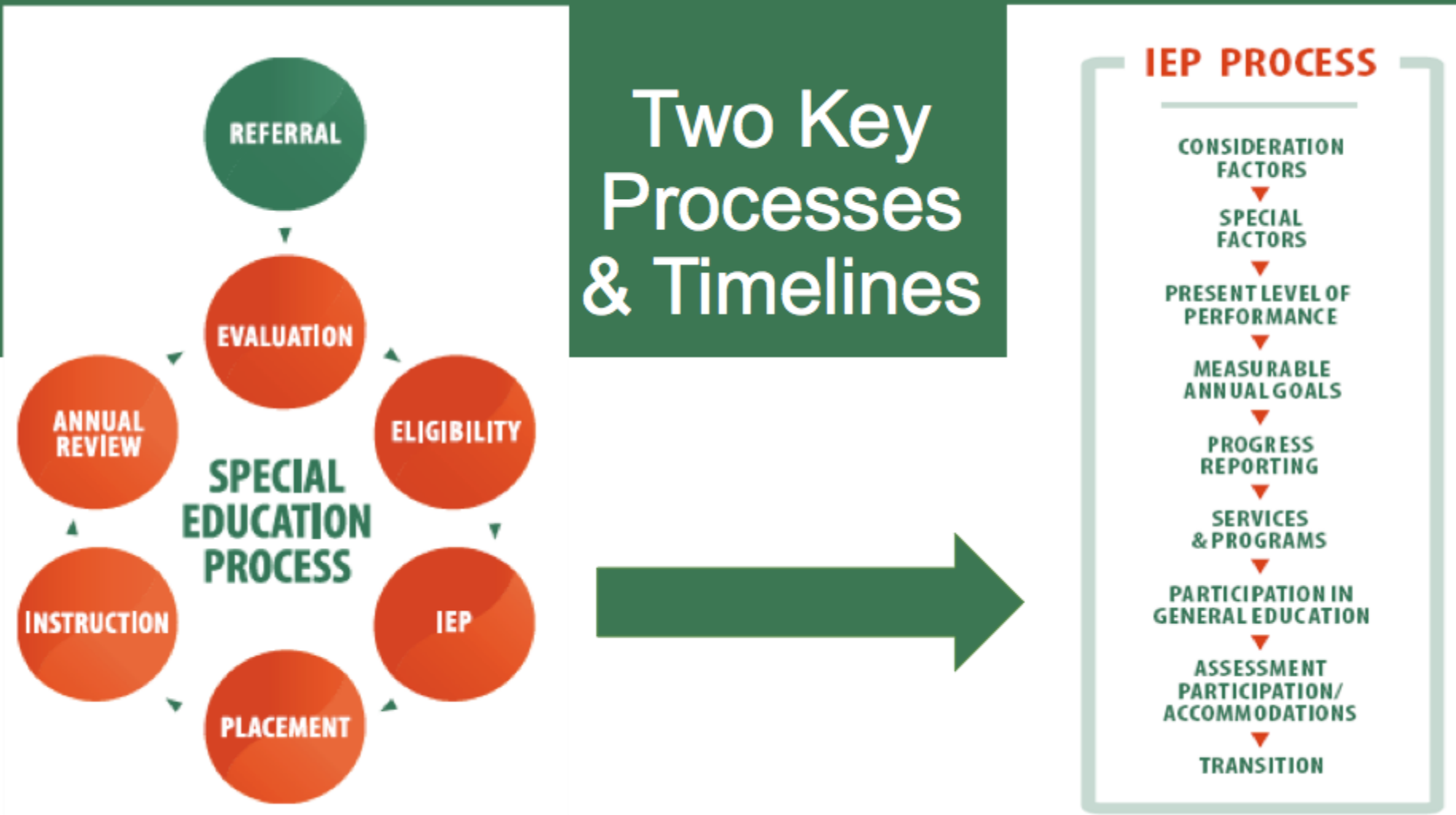
- The PLOP is revised each quarter by GE Teachers and SPED
- GE Teachers need to review and update the form prior to ALL Annual and Triennial IEP meetings
- GE teachers need to give an overview on scholar course progress and participation---please be specific
- GE teachers will provide 5 strengths for the scholar in their courses
- GE teachers will provide 5 weaknesses for each scholar
- GE teachers will provide suggested goals
- GE teachers will identify any concerns they have for scholar's academic, social/emotional, and/or personal needs.
- GE teachers will be asked by the School Psychologist to complete a Social Emotional Inventory prior to Triennial IEP meeting

**Link to the PLOP Link to At A Glance**

•[https://drive.google.com/open?id=0B\\_LDY4mm\\_4lbMHJ1Q2FTQnZsZ2s](https://drive.google.com/open?id=0B_LDY4mm_4lbMHJ1Q2FTQnZsZ2s)



# SPECIAL EDUCATION PROCESS



# AAS SPED Scholars

Currently AAS serves over 100 scholars with IEPs

- Scholars enroll with IEPs from their previous district
- During the enrollment process, Ellie Watkins (SPED Manager) contacts the Parent/LC to described the AAS SPED program
- AAS accepts their current IEP and schedules a 30 day IEP to review goals and services and change the IEP to reflect the AAS programs and services



# Accommodations

An accommodation allows a scholar to complete the same assignment or test as other scholars, but with a change in the timing, formatting, setting, scheduling, response and/or presentation. Accommodations do not alter in any significant way what the test or assignment measures.



# Examples of Accommodations

- Time: extend the time allotted to take a test, finish an assignment, learn a concept, or complete an activity
- Setting: Scholars can take tests in a distraction free space so it is easier for them to focus
- Level of support : Paraprofessional or peer support
- Reduce Response Effort: Use of a calculator, scribe, or word processor to assist the scholar. The scholar must still understand the concept
- Sensory Items: Fidgets to help scholars focus
- Visual Schedules



# Modifications

- Modifications are adjustments to an assignment or test that changes the standard of what the test or assignment is supposed to measure.



# Examples of Modifications

- Quantity: Modify the number of items the scholar is expected to learn or complete that has them doing only the easier items not the more difficult items
- Output: How the scholar responds to instruction can be modified by choosing an easier response method. Multiple choice questions instead of an essay. Instead of open-ended questions, scholars may be given a yes/no strategy option
- Alternate goals: Use the General Education curriculum while adapting the outcome or expectation



# The CHIME Institute

- The CHIME Institute was attended by the AAS CHIME TEAM - Ellie Watkins (SPED Manager), Janae Smith (GEN ED Teacher), and Mark Holtebeck (SPED Teacher)
- The purpose of the CHIME Institute was to introduce school teams to the concept of Inclusive Education
- AAS will begin to implement the Inclusion concepts from the CHIME Institute this year 2016-17 beginning with staff education on Universal Design for Learning (UDL)





INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



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**CLEARING A PATH  
FOR PEOPLE WITH SPECIAL NEEDS  
CLEARS THE PATH FOR EVERYONE!**



# The CHIME Institute

What is an Inclusive Learning Environment?

"Inclusive schools welcome students of all ability levels. Educators are committed to ensuring that students with mild to severe disabilities, and students from diverse backgrounds are full members of the classroom community. Evidence-based and promising practices drive instruction. Important academic, social, and ethical skills and attitudes are developed when students with various strengths, needs and backgrounds learn together" (CHIME Institute).



# The CHIME Institute

UNIVERSAL DESIGN FOR LEARNING (UDL) is a scientifically valid framework for guiding educational practice that:

A) Provides flexibility in the ways information is presented, in ways students respond or demonstrate knowledge or skills, and the ways students are engaged

B) Reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient



# AAS Inclusion

1. AAS has recently chosen a new curriculum that will better support our AAS Mission “to inspire and develop innovative, creative, self-directed learners, one scholar at a time”
2. AAS has created positions to help support scholars (i.e. Special Education Manager, Intervention coordinator, hiring more Special Education teachers, department chairs, Instructional Services Manager, Counseling Services manager and Academic Affairs director)
3. The Scholars with IEPs and other learning needs already have access to the standard based, grade level curriculum



# CHIME Action Plan

## **First:**

CHIME team will share out our plan with Admin

## **Then:**

CHIME Inclusion team will work together to plan and develop a professional development on Universal Design for Learning (UDL) and be prepared to present this training for the All Staff Professional Development at either the January 2017 AAS PD and/or the AAS school wide Retreat in August 2017.

## **Lastly:**

CHIME team will work with staff and teachers to implement UDL and complete a UDL form to help guide additional trainings.



# CHIME Action Plan

Universal Design for Learning aligns with the AAS Mission “to inspire and develop innovative, creative, self-directed learners, one scholar at a time.”

UDL also aligns with the AAS vision to “create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.”

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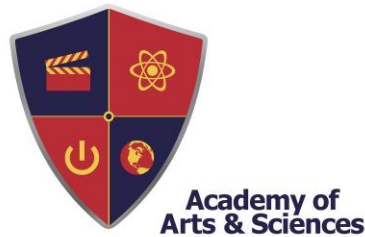


## Coversheet

### Review and Discussion of 9th Grade Math Placement Policy Check-Up

<b>Section:</b>	VI. NEW BUSINESS
<b>Item:</b>	A. Review and Discussion of 9th Grade Math Placement Policy Check-Up
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	Debra Stephan
<b>Related Material:</b>	AAS Committee Memo - 9th Grade Math Placement Policy Check-Up.pdf





## Memorandum

**To:** Academic Affairs Committee  
**From:** Debra Stephan, Counseling Services Manager  
**Date:** December 8<sup>th</sup>, 2016  
**RE:** 9<sup>th</sup> Grade Math Placement Track B Checkpoint Update

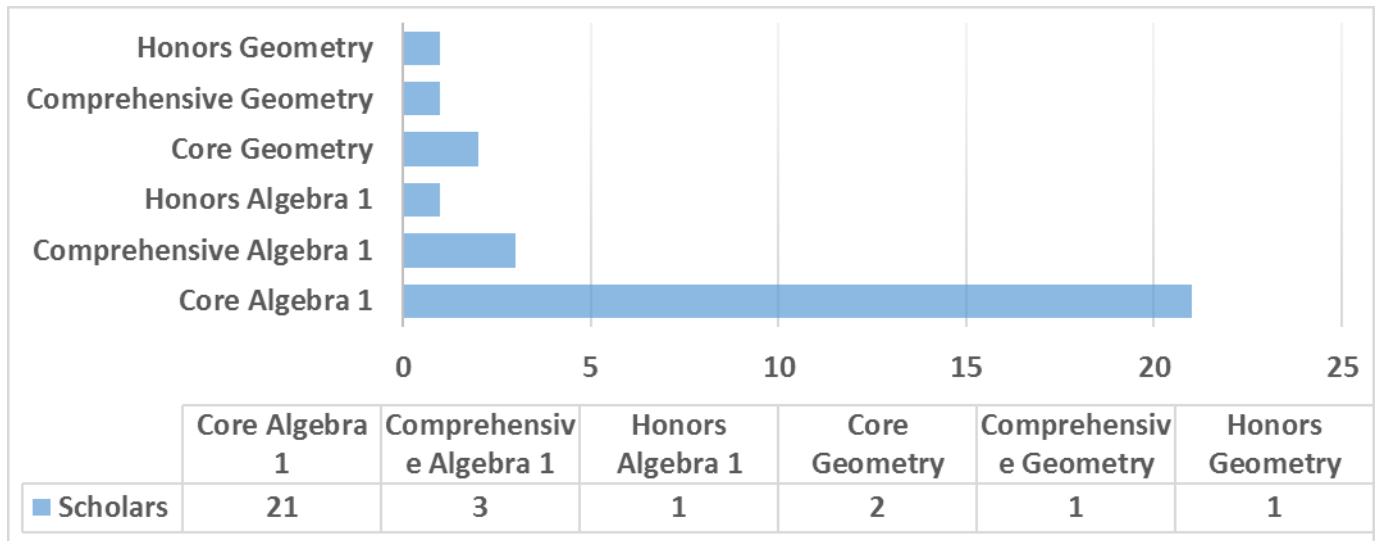
The Counseling Services Department performed the 30-day checkpoint for our 9<sup>th</sup> grade scholars per our 9<sup>th</sup> Grade Math Placement Policy, based on the following indicators:

- I-Ready math diagnostic test
- Course progress/performance evaluation
- Teacher recommendation

The checkpoint resulted in zero scholar course level changes.

Scholar placement data will continually be tracked throughout the school year and a final report will be provided to the Academic Affairs Committee at the conclusion of the school year.

### Course Placement of Scholars Across Course Content and Levels – 29 Scholars



### Action Requested:

None. Informational only.

### Reviewed and Approved for Submission:

J.J. Lewis  
President & CEO