

**Orange County Educational Arts Academy**  
A California Public Charter School

**BOARD OF DIRECTORS**  
**MEETING MINUTES**

**Regular Meeting**

May 9, 2018

6:00 p.m. – Closed Session

7:00 p.m. – Open Session

OCEAA School Library

825 N. Broadway, Santa Ana, CA 92701

**I. Call to Order – 6:08 PM**

A. Roll Call

**Board Members**

Dr. Kimberly Barraza Lyons, President

Dr. Alfonso Bustamante

Valerie Sullivan, Vice Chair

Scott Overpeck, Chair

Ben Stanphill, Secretary

Janine McFarlin, Treasurer

Boris Molina

**Staff/Other**

Kristin Collins, School Director

**Present**

**Absent**

X	_____
_____	X
X	_____
X	_____
X	_____
X	_____
_____	X
_____	_____
X	_____

B. Approval of Agenda

**II. Public Comment on Closed Session Items, If Any**

Opportunity for members of the public to address the Board on closed session items

**III. Adjourn to Closed Session**

A. Staffing appointments/terminations/contracts/resignations (Gov. Code Section 54957)

B. Staff Evaluations/Privacy or Other Confidential Issues (Gov. Code Section 54957(b))

**IV. Reconvene to Open Session and Report of Action from Closed Session, If Any**

**7:11 PM, no Action**

**V. Public Comment**

Opportunity for members of the public to address the Board on agenda items and/or on non-agenda items during regular meetings only

**VI. Board and Staff Reports, If Any**

A. ELAC Report by Linda Gonzalez, Parliamentarian and Sarah Lopez, Vice President of ELAC Committee

B. School Director Report by Kristin Collins

1. LCAP Stakeholder Engagement

Reviewed survey results, concerns expressed regarding campus security

C. Operations Report

1. Budget Update

2. Student Data Services

Reviewed bids by contractors for Student Data Services, still looking into current contracts

3. Refinance and Benefits Brokerage Review

Directed staff to seek other bids for refinancing, and proceed with Internal Audit as long as no funds are required.

D. Board of Directors Reports

1. Executive Search Committee Report

2. Wellness Committee Report

**VII. Items for Consent**

Action on the items below will be made in one motion unless removed from Consent by a Board member. Items removed from Consent will be considered in the original agenda order immediately following action on Consent.

A. Approval of Minutes from December 2017 Board Meeting

B. Approval of Minutes from April 2018 Board Meeting

C. Ratification of January, February, March, and April 2018 Check Registers

D. Add Marissa Munoz and Janine McFarlin as signors on FSO Account

Action: Approve Consent Items Listed Above	No Action Taken
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**VIII. Discussion and possible action regarding Executive Director Search**

Action:	No Action Taken

**IX. Discussion and possible action regarding Student Data Services**

Action:	No Action Taken

**X. Discussion and possible action regarding potential refinancing**

Action:	No Action Taken

**XI.**

**XII. Items for Future Meetings**

The next regularly scheduled meeting is on June 13, 2018 at 6:00 P.M.

**XIII. Adjournment**

The meeting was adjourned at 10:51 p.m.

**NOTICES**

Unless otherwise indicated, all items on the Agenda are for the Board’s consideration and potential action.

The Orange County Educational Arts Academy’s open and public meetings meet the protections and prohibitions contained in Section 202 of the Americans with Disabilities Act of 1990 (42 USC § 12132), and the federal rules and regulations adopted in implementation thereof. Any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Board may request assistance. Please make any requests at least twenty-four (24) hours prior to the meeting.

## **OCEAA Board Update May 2, 2018**

### LCAP Goal 1: 100% Proficiency (literacy, math, science, social studies, arts)

#### ❖ **Instructional Program & Achievement Updates** (K. Collins)

- LCAP update, including
  - Stakeholder engagement
  - MTSS and SPED
  - LCAP Addendum for Title 1, 2, and 3 funding
  - EL Education Request for Partnership
- APRENDA was administered in grade 3-8 dual classes from April 16-26 (includes make-ups)
- Grade 5 CAST was administered; grade 8 CAST is scheduled for the week of May 21
- Student Led Conferences were held April 18th and 25th
- OCEAA was represented by grades 4-8 in SAUSD's Math Field Day on April 28th

#### ❖ **Literacy Team Report** (M. Carrera)

- Literacy intervention teachers and Literacy Coach held "check-in" meetings with parents and families to go over student progress and goals during student led conferences
- Quarter 4 goals were shared with students and sent home in writing
- Intervention groups continue to be pulled

#### ● **Looking ahead:**

- End of the year RTI conferences will be held over the span of two full days (June 5<sup>th</sup> and 6<sup>th</sup>)
- Intervention students will be assessed to monitor progress the week of May 21<sup>st</sup> in preparation for end of the year conferences
- With the data collected, the RTI committee will make adequate changes to the RTI tiers in order to set the stage for next school year
- Students who reach grade level (based on their DRA score) will be placed on watch

#### ❖ **Math Report** (N. Kubasek)

- Interventions continued for 4th and 5th graders as pull out groups
- Interventions for 6-8 are pushing into the classroom
- Math clubs from 1st-8th grade will have their final club date

#### ❖ **Arts Report** (Erica Vicario)

- *Arts Instruction*
  - Teachers continue to create and revise arts curriculum plans.

- Teachers are uploading evidence of arts instruction on the drive by grade level.
  - Students completed portfolio reflection for the arts and shared at conferences.
  - Student art displayed at main building and Annex for conferences.
  - 2nd Grade teachers attended 2 day of *Exploring Dance, Music, Theatre and Visual Arts Workshop* .This gives them a general understanding of the 4 art forms to encourage more arts integration.
- *Arts Fundraiser Dinner and Silent Auction* a success. We sold close to 70 tickets and held a silent auction. We raised approximately \$1,400.00. This is enough to provide at least 2 scholarships for students to participate in Jr. Conservatory. Besides raising money for the arts it was a great way to build community and buzz about OCEAA.
  - *Students, Parents & Community* TK and 3rd Grade will perform at the Kidseum and are encouraged to spend the day at the Kidseum and Bowers on May 20th. TK performs at 11 and 3rd at 12:30.
  - *Aladdin Musical May 25th*. Please let me know if you have any special guests that would like to attend. Approximately 180 students will be performing in one of Disney's only dual language musicals at Santa Ana High School.

#### ❖ **Professional Development**

- ILT met for 2 two-hour sessions on April 12th and 19th to do an intensive self-assessment using the SWIFT Fidelity Integrity Assessment tool. Rhonda Marriott from OCDE facilitated the first session. The MTSS lead team drafted priorities based on our scores, and will continue this work at the final training on May 22nd and 23rd.
- April 27 Student Free Day: Final session of our Multicultural Education series with Dr. Fernando Rodriguez-Valls; arts and unit planning.

#### LCAP Goal 2: 100% Biliterate/Bilingual (C. Sachs, N. Kubasek)

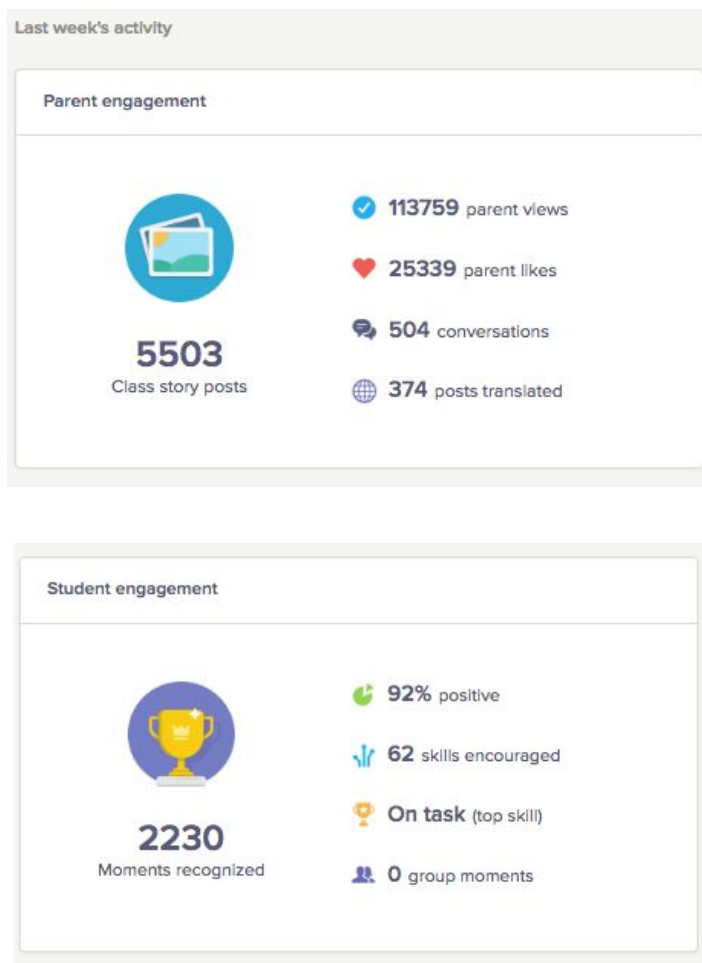
- ❖ RFEP check-in sessions began in the month of April with students in Year 1 and Year 2. Final data of RFEP student progress will be ready by next week.
- ❖ Thanks to the collaboration with Dr. Rodriguez-Valls, all 8th grade students were invited to attend a special celebration at CSUF, "World Languages and Careers Day" where students had the opportunity to learn about how to apply knowledge of a second language or culture in various professions around the globe.



- ❖ TWBI is continuing the dialogue between OCEAA school leadership and Dr. Rodríguez-Valls on what steps to take next in our path towards cultural competence.

LCAP Goal 3 – 100% Safe, Healthy and Positive School Climate

- ❖ PBIS Counselor report (G. Castrillon)
- ❖ Preliminary Healthy Kids Survey Data presented in LCAP update
- ❖ Class Dojo stats



#### LCAP Goal 4 – 100% Parent-School Partnerships

- ❖ ELAC Needs Assessment - The annual survey for families of English Learners went out on April 13. Ms. Sachs and the ELAC officers met on Monday April 30 and May 2 to analyze the data and prepare it for presentation at the May 9 Board meeting.
- ❖ School Site Council continuing with monthly meetings.
- ❖ School Parent Survey Results presented in LCAP update

#### Human Resources/Finances

#### Enrollment & Attendance Update

- ❖ Successful lottery drawing March 30, 2018
  - 20 Kinder applicants selected
  - 14 Transitional Kinder applicants selected
  - Recruitment continues to fill to capacity all grade levels
  - Parent tours continue after lottery month to maintain healthy waitlist in particular for older grades and TK
- ❖ Pre Registration appointments to be held in May 2018
  - Both existing and lottery-selected families to attend appointment
  - New hires, G. Lua and R. Aispuro to assist Registrar
  - Orientation for new families, May 30
- ❖ Intent to Return Forms
  - Distributed to all students on April 26
  - Forms due on Friday, May 4
- ❖ ORCA Registration
  - Scheduled for August 1 and August 2
  - Meet/Greet for TK, K and 1st grade families, August 10
  - Decision made to host ORCA at main building
- ❖ Attendance
  - March, 2018, purchase of Computer Logic software to aide with SARB process
  - April, 2018, successful completion of P2 reporting and attendance weekly reports
  - Attendance records are current with reporting month

#### Technology Update

- ❖ Educational Technologies:
  - OCEAA and NIXSYS held an End-of-Year meeting ([Agenda and notes](#))
    - Scott Overpeck was able to attend the first hour (of two)
  - The technology coordinator continues to develop standards trackers, assessments, and lessons to support teachers in strategically teaching our digital literacy standards.
- ❖ Devices:

- We are considering moving the middle school students to 1-to-1 during the school day (no take-home, but a single device used in all classes rather than a different device checked out in each class) in the coming school year. Current challenges are cases and where backpacks would be left during recess, lunch, and PE.
  - Scott Overpeck has a contact that may be able to provide discounted cases for student Chromebooks.
- NIXSYS has made recommendations for new teacher devices and agrees that a 3-year plan for replacing all staff devices is feasible and reasonable.
  - Scott Overpeck looked at pricing for these devices through Apple for Education.
  - The first phase of purchases should be made this summer.
- The Raspberry Pis and Pi-Tops purchased with the Western Digital grant are now in use in the Coding, Robotics and Makerspace class.

### Nutritional Services



### Facilities:

- ❖ I need order some yards of carpet tile (435 Yards) and base board for install in few more classrooms and hallway in 2nd floor for this summer break, paint for classrooms, 2 faucets for sinks

### Marketing Communications

#### KEDS Report (Kamil Hazel)

- ❖ **Dia del niño-Kidchella:** On May 2<sup>nd</sup> KEDS celebrated Dia del niño. This year's theme was Kidchella (kids version of Coachella). KEDS staff organized a day of games, food, and dancing for the students enrolled in KEDS. TK and Kinder students spent the day at the main campus to take part in the planned activities. KEDS parents graciously donated their time and
- ❖ **Grant reduction:** KEDS ASES grant is being reduced for the 2018-2019 school year due to a reduction in students enrolled in the ASES program. In previous years, KEDS ASES numbers were a bit higher. As a result of the low ASES enrollment, our grant will be reduced by \$26,798.00. There will be an opportunity to once again increase the amount of money we receive next school year. KEDS will work with teachers and support staff to ensure that we meet and keep the number of students enrolled in the ASES program.
- ❖ **Playground:** We have made it the next step in the KABOOM grant which would allow for OCEAA to receive a \$50,000 playground makeover. Several staff members took part in a 90-minute phone interview in which the KABOOM staff was provided a clearer idea of



our current needs ( in regards to the playground) and staff was provided more information about the requirements of the grant. The project itself would be a huge undertaking that would involve a large number of OCEAA students, families and staff members.

- ❖ **Updating handbook:** KEDS admin is in the process of updating our handbook for the 2018-2019 school year.

Other



ELAC- Encuestas de necesidades  
Mayo 2018

ELAC Needs Assessment  
May 2018

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COMITÉ DE ELAC – ELAC COMMITTEE

# ¿Cómo se condujo la encuesta?

## How was the Needs Assessment conducted?

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Fueron enviadas a casa el 13 de abril de 2018 solo a familias de los aprendices del inglés

58 familias participaron; 1 encuesta por familia

Fecha de vencimiento fue el 26 de abril de 2018

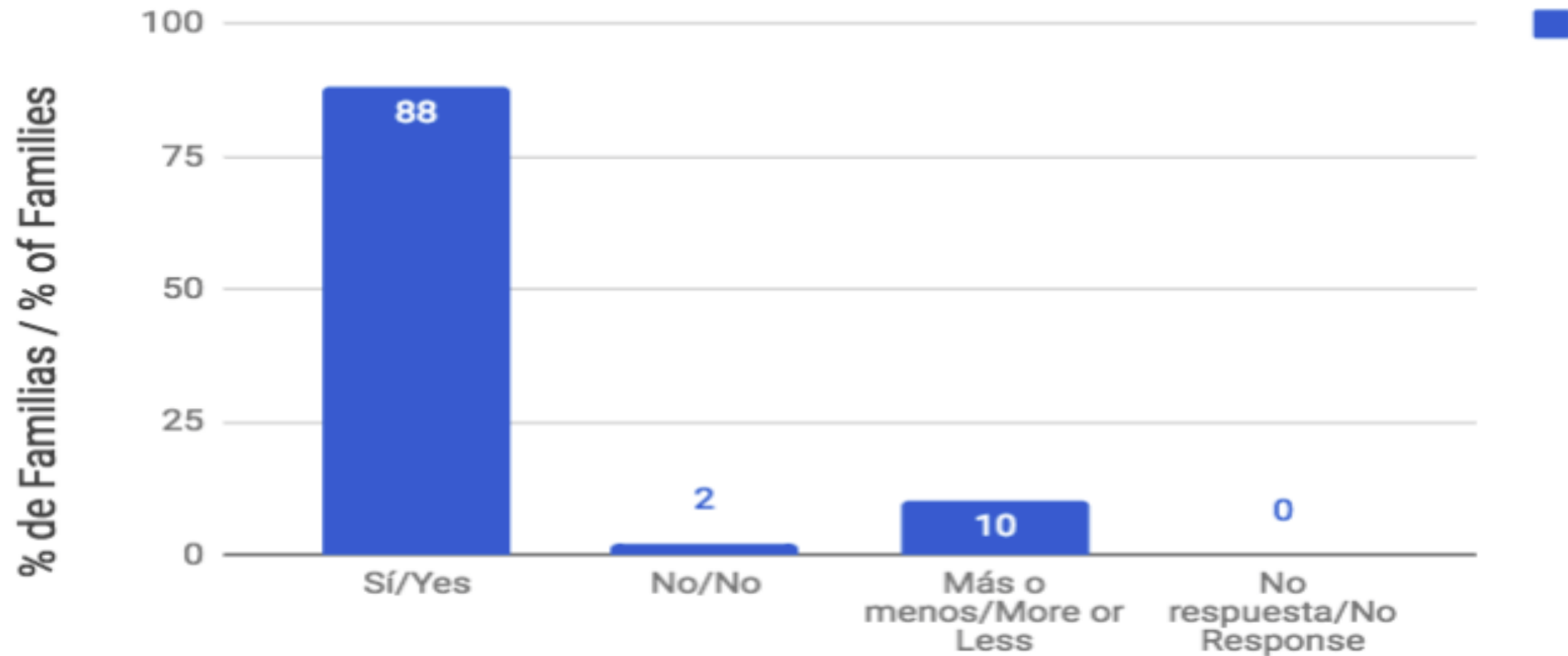
They were sent home only to English Learner families on April 13, 2018

58 parents participated; 1 survey per family

Deadline for the survey was April 26, 2018

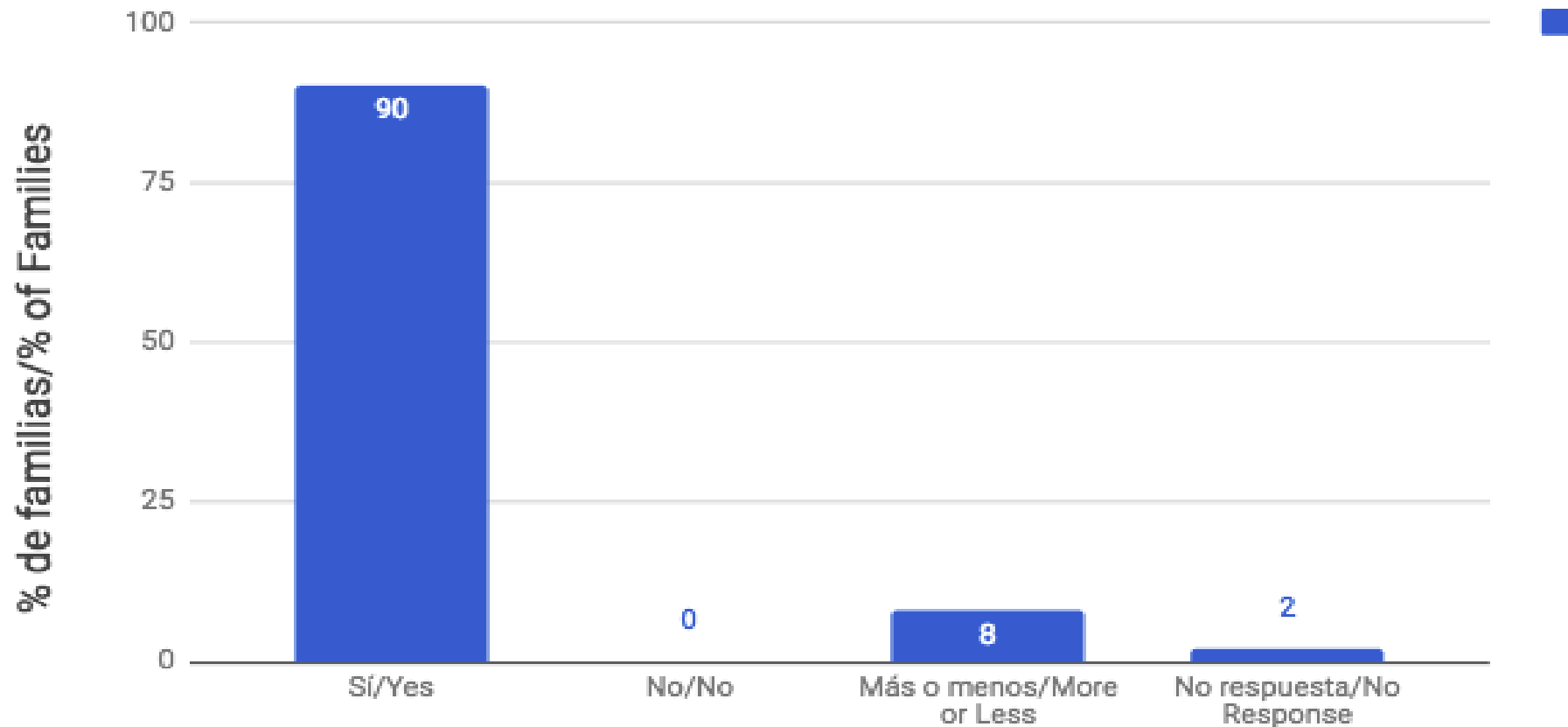
# Pregunta 1/Question 1

Opino que soy bien recibido en la oficina de la escuela/  
feel welcomed in the school's main office.



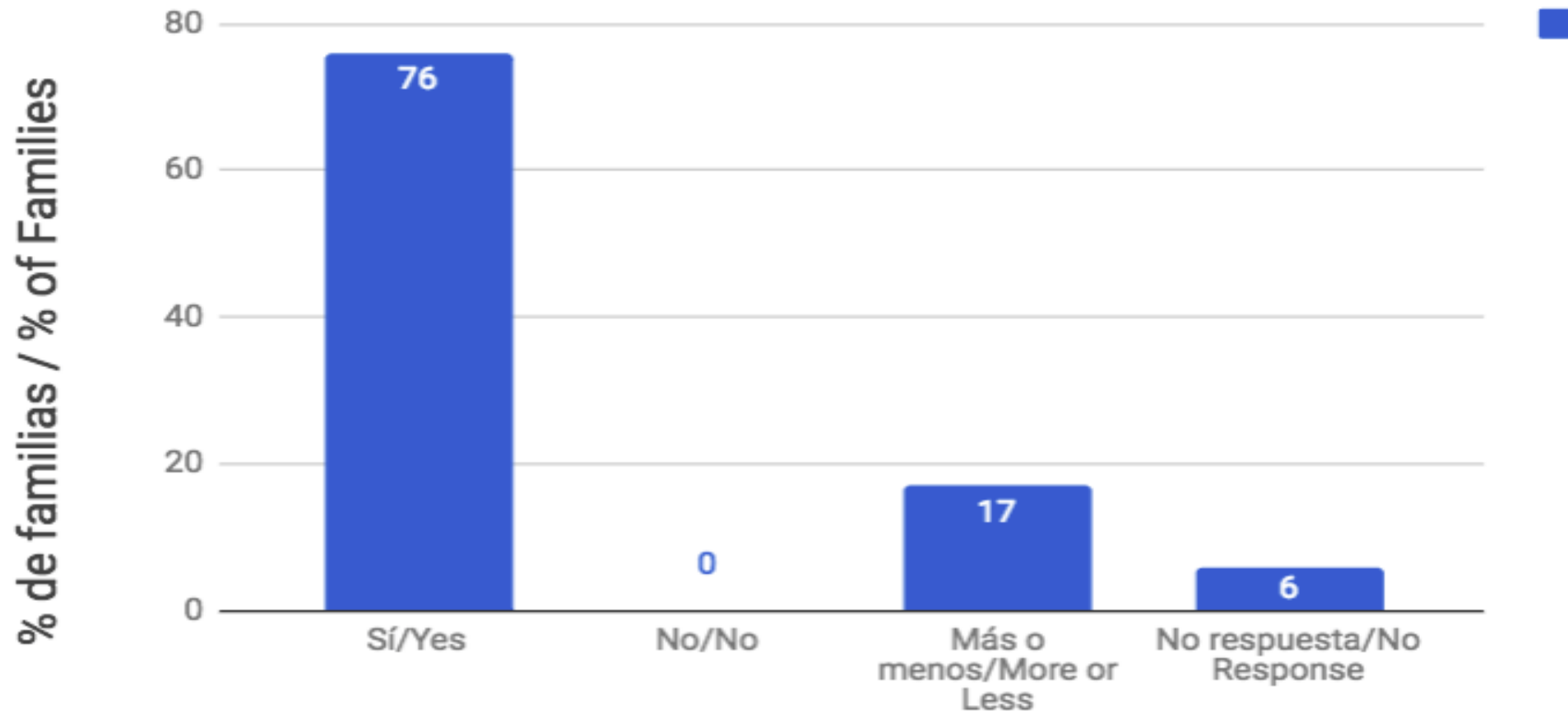
# Pregunta 2/Question 2

Opino que la comunicación entre la escuela y el hogar referente al progreso académico de mi hija(o) es suficiente y eficaz./ I feel that the home-school communication regarding my child's academic progress is



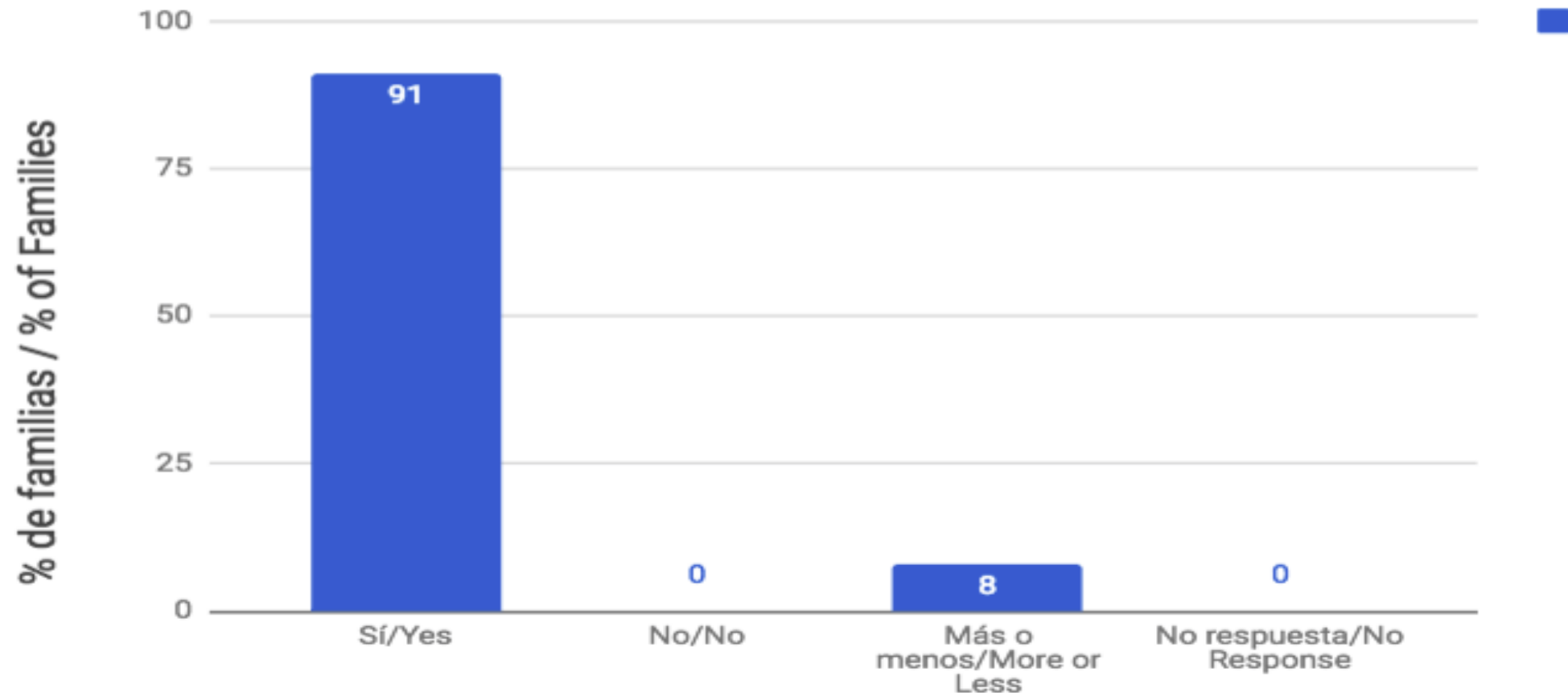
# Pregunta 3/Question 3

Opino que el programa de desarrollo del idioma inglés (ELD) está teniendo buen efecto para mi hija(o)./ I feel that the ELD...



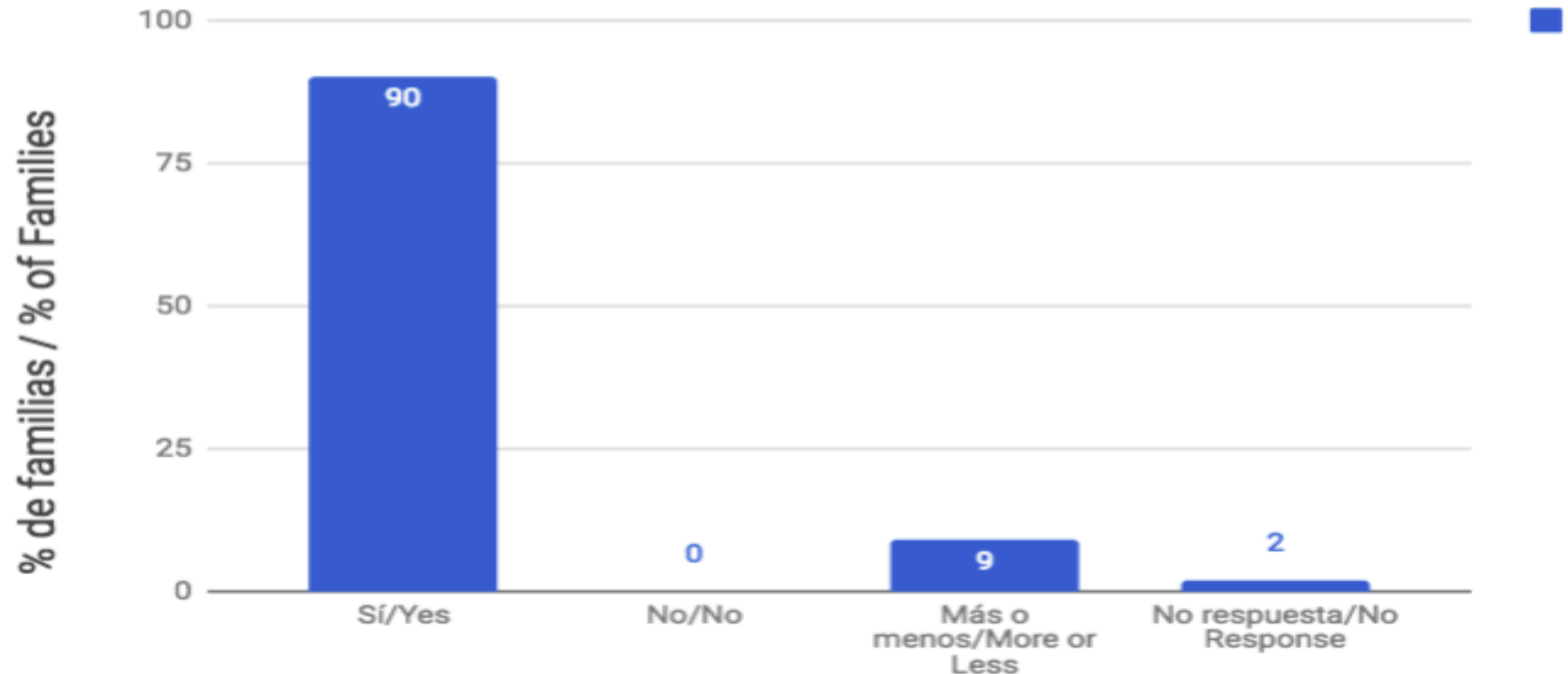
# Pregunta 4a/Question 4a

Opino que mi hija(o) recibe suficiente instrucción en las siguientes áreas: a. Matemáticas/I feel that my child receives enough instruction in the following areas: a. Math



# Pregunta 4b/Question 4b

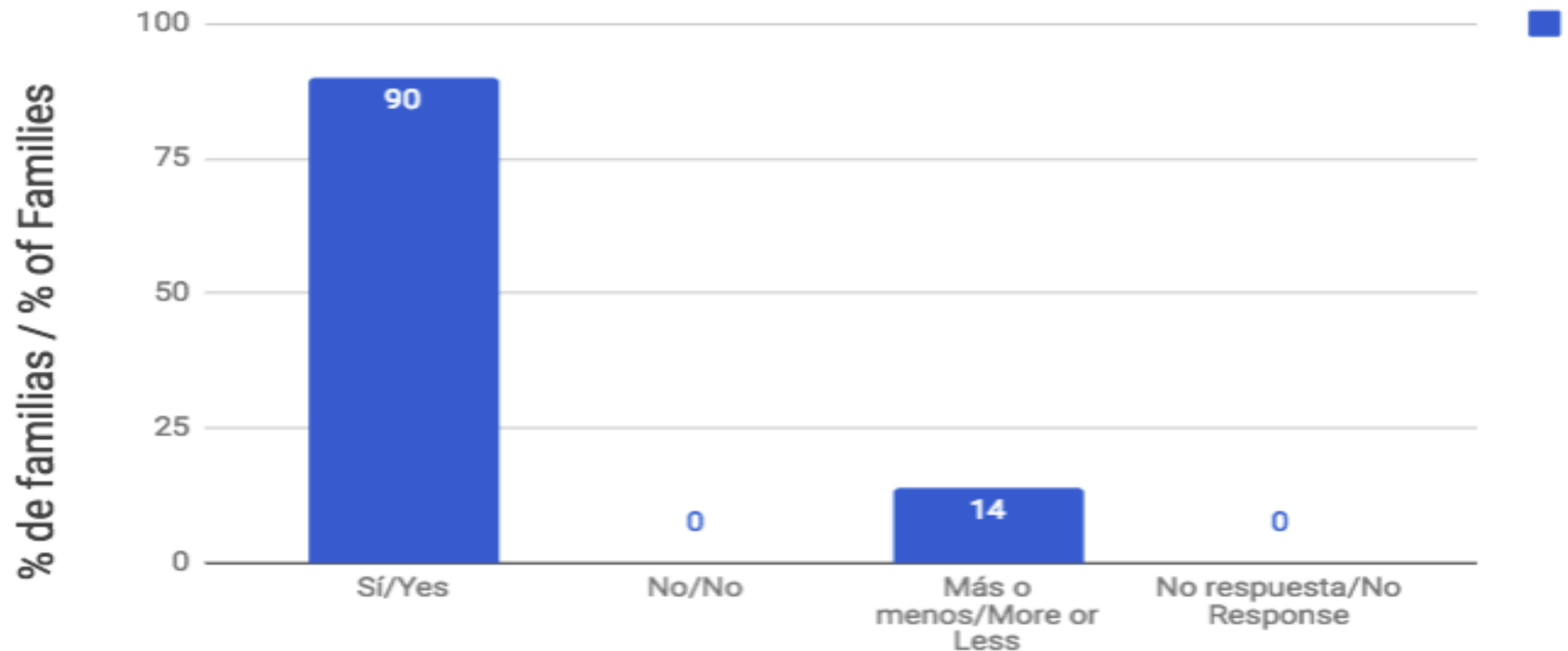
Opino que mi hija(o) recibe suficiente instrucción en las siguientes áreas: b. Artes de lenguaje/I feel that my child receives enough instruction in the following areas: b. Language Arts





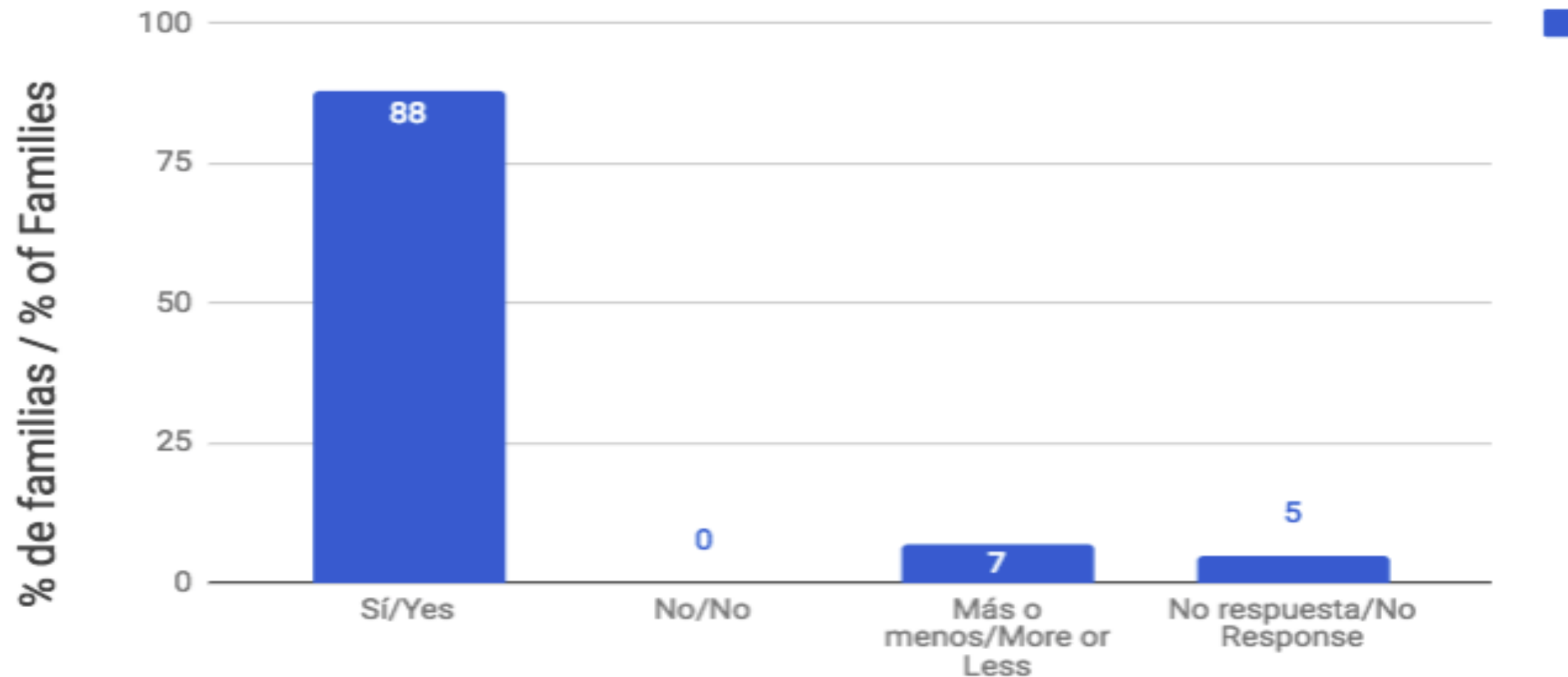
# Pregunta 4c/Question 4c

Opino que mi hija(o) recibe suficiente instrucción en las siguientes áreas: c. Ciencias/I feel that my child receives enough instruction in the following areas: c. Science



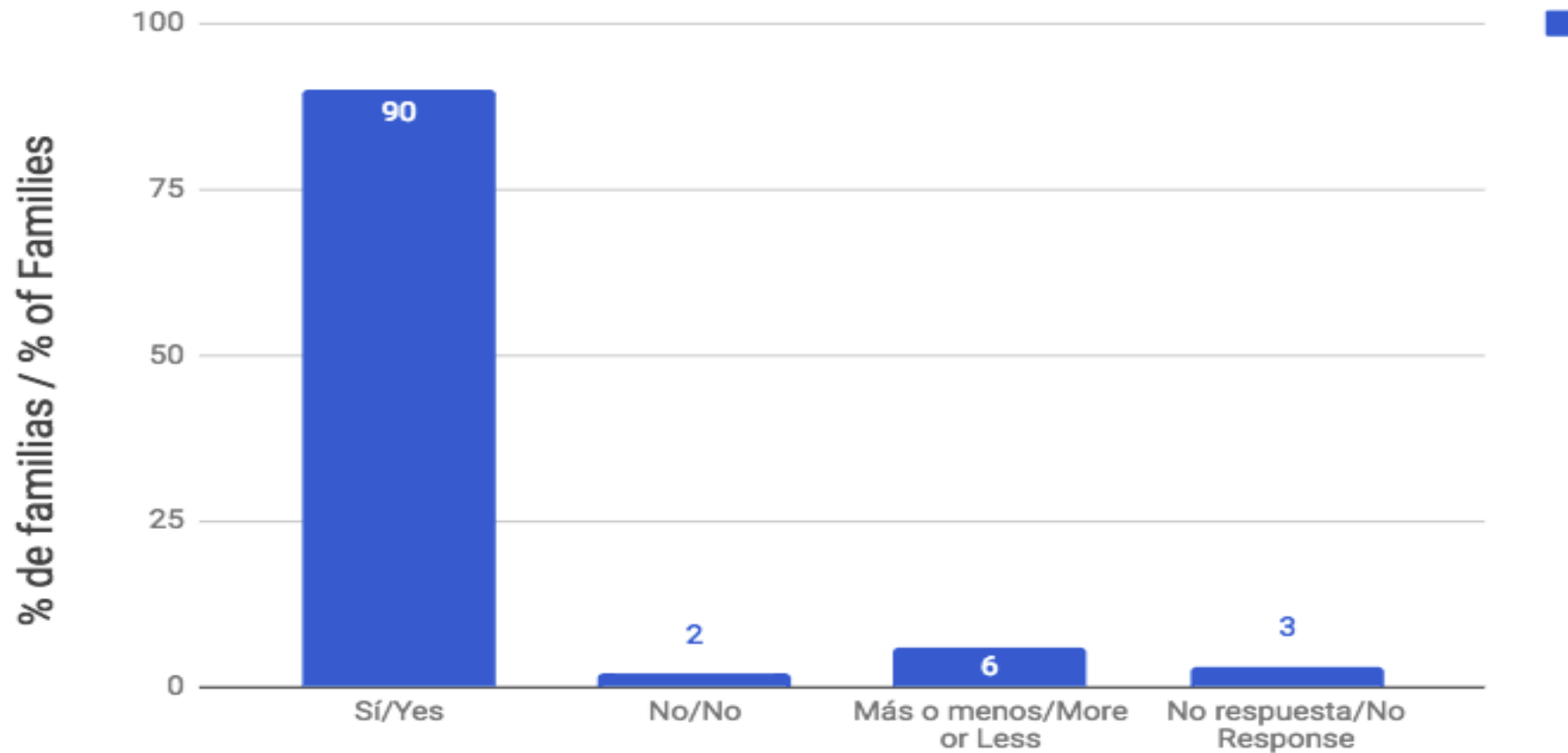
# Pregunta 4d/Question 4d

Opino que mi hija(o) recibe suficiente instrucción en las siguientes áreas: d. Ciencias sociales/I feel that my child receives enough instruction in the following areas: d. Social Studies



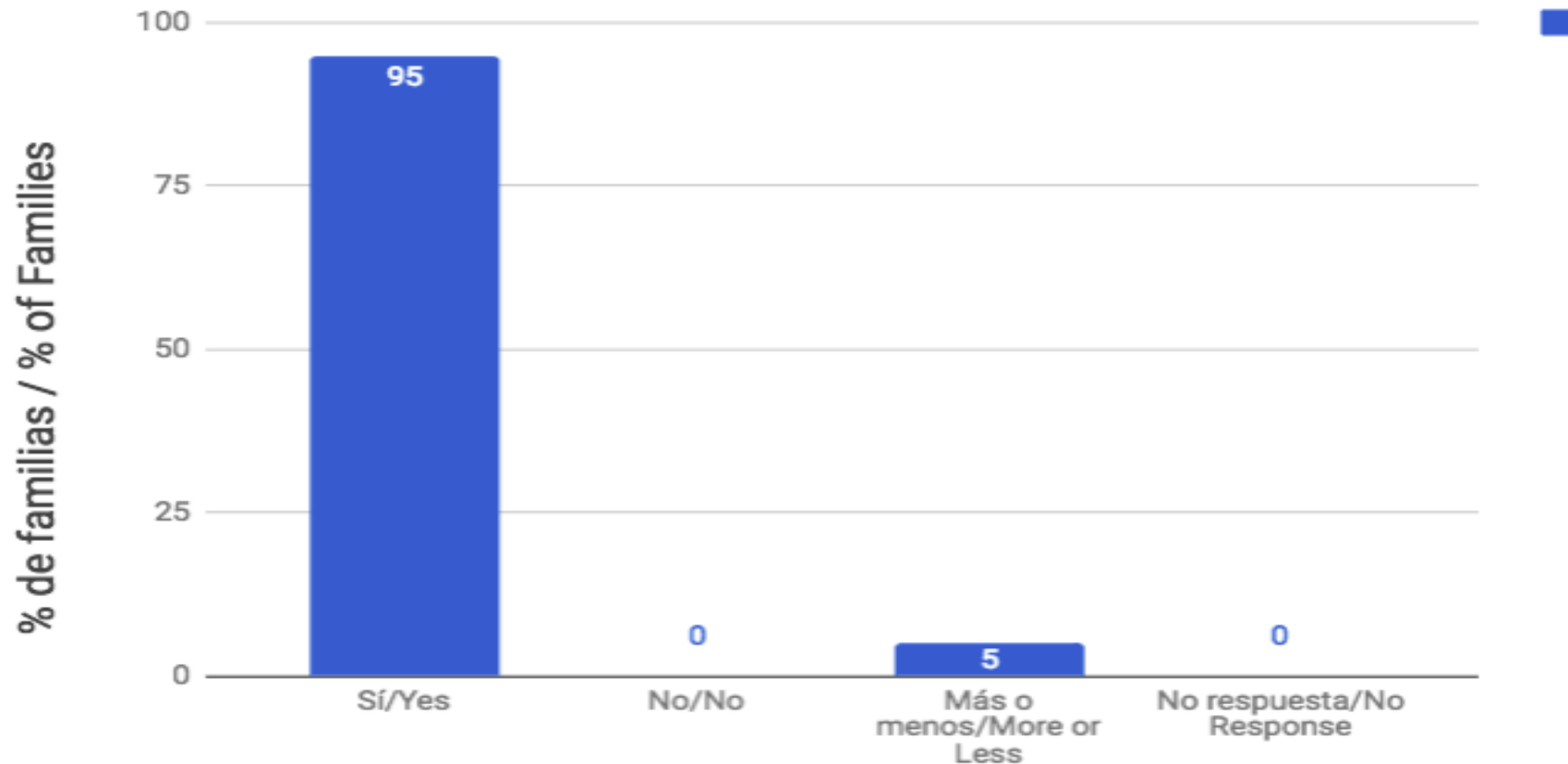
# Pregunta 5/Question 5

Opino que la comunicación entre la escuela y el hogar referente a las actividades y programas están disponibles en los dos idiomas y son suficientes y eficaces./I feel that the communication between the school and the home regarding various school activities and programs are available in both languages.



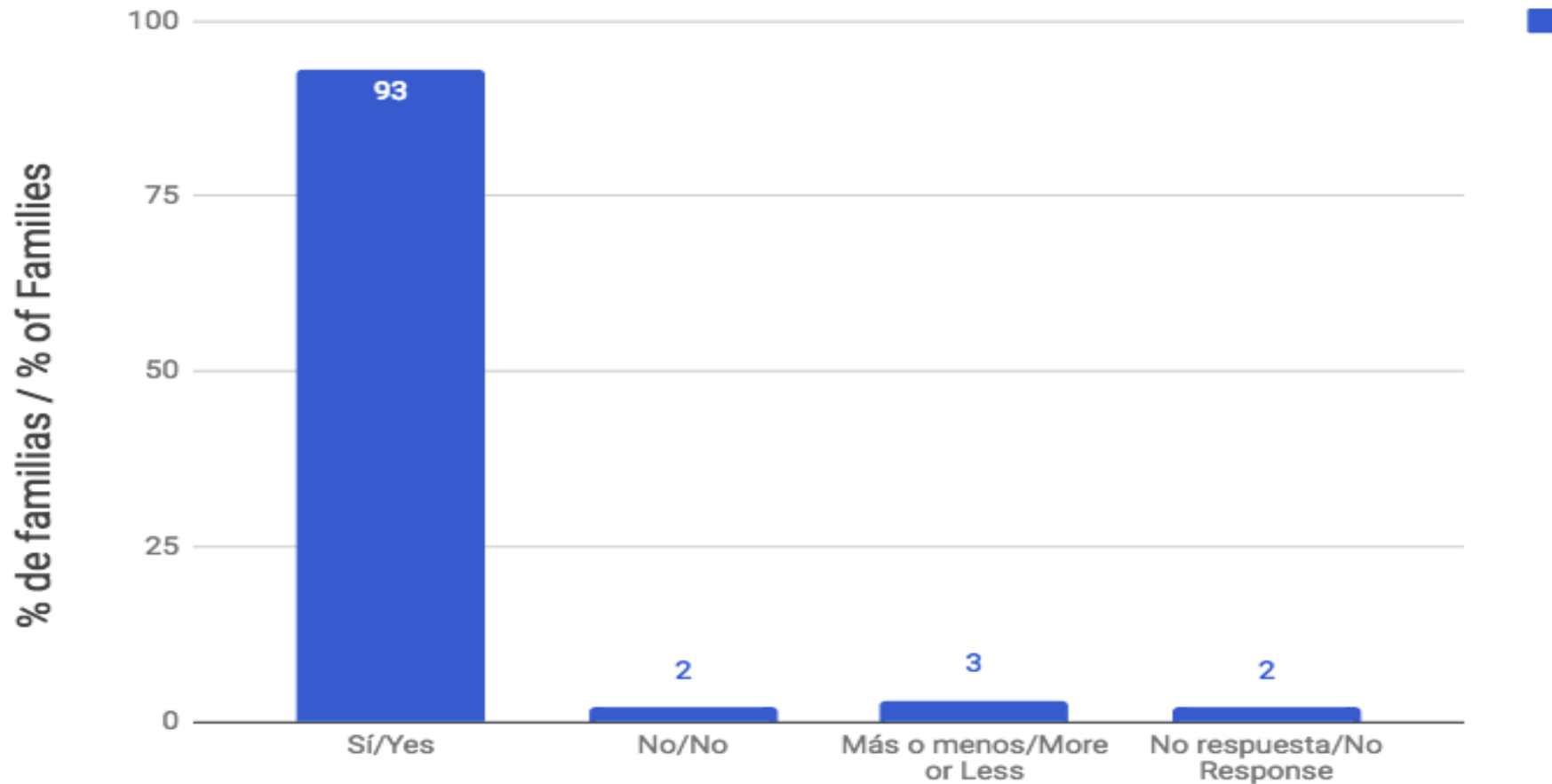
# Pregunta 6/Question 6

Utilizo el sistema de Class Dojo para mantenerme comunicado con las maestras./I use Class Dojo to communicate with my child's teachers.



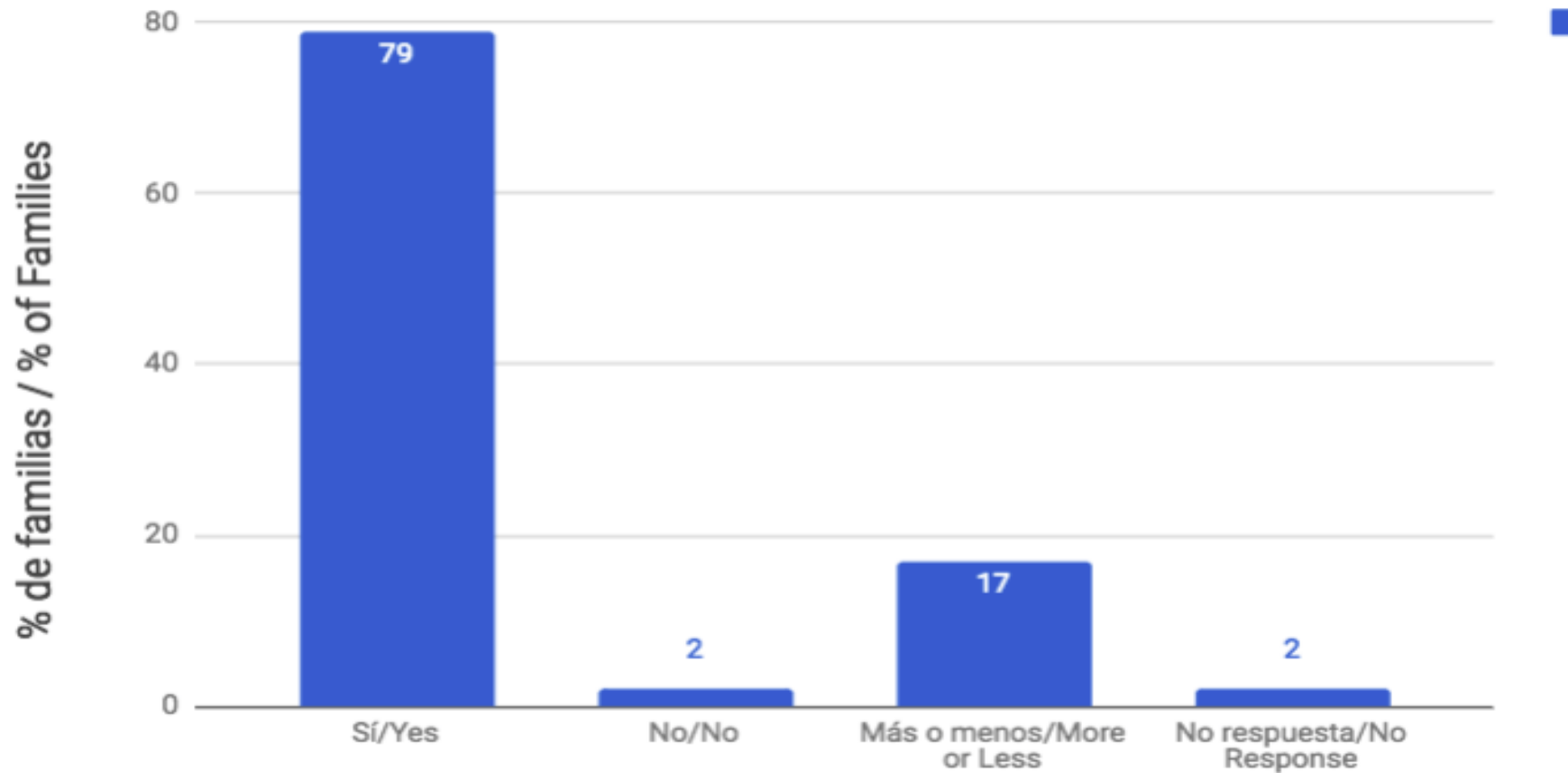
# Pregunta 7/Question 7

Opino que Class Dojo es un método eficaz y suficiente para la comunicación entre padres y personal escolar./I feel that Class Dojo is an effective method of communication that provides enough communication between parents and school staff.



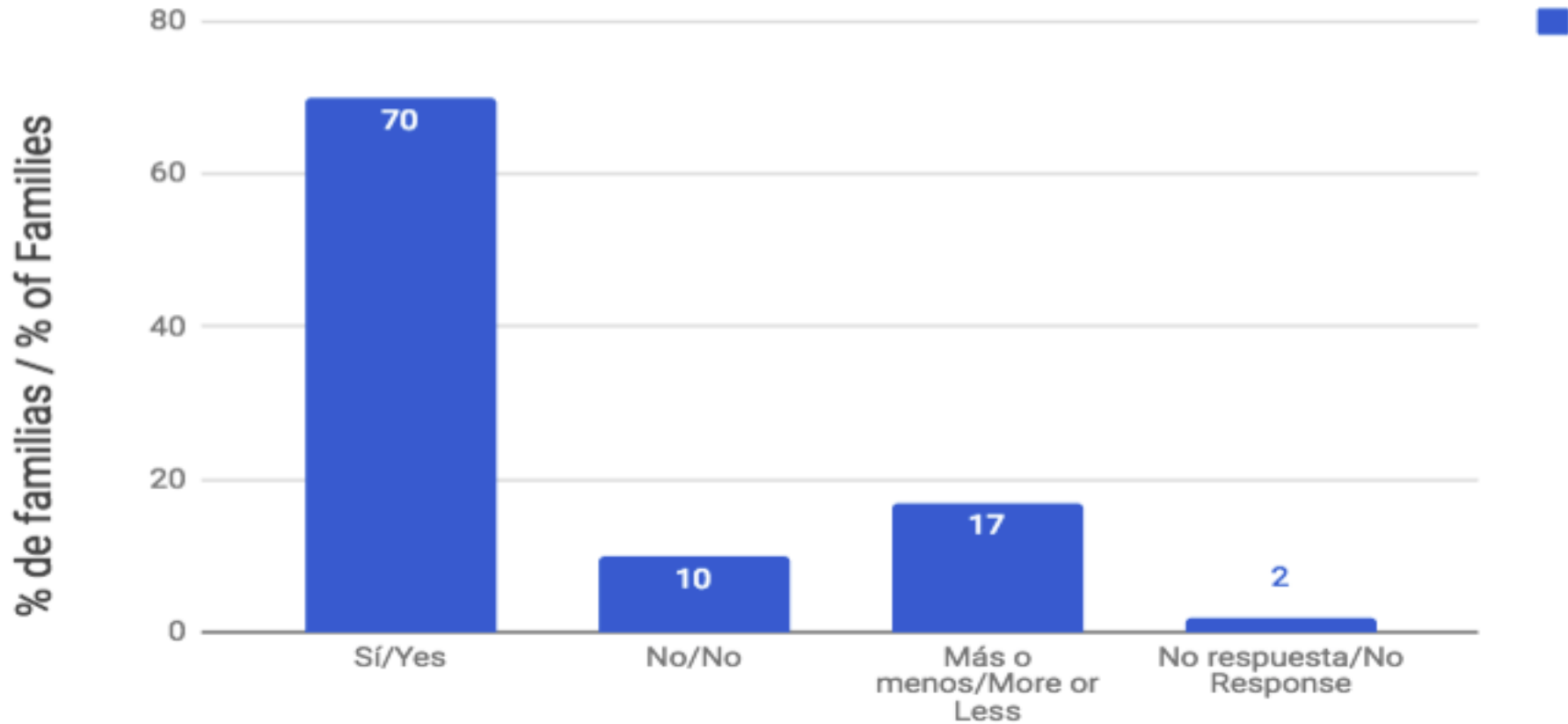
# Pregunta 8/Question 8

Los recursos y fuentes de información de OCEAA son fáciles de ingresar y navegar (como Powerschool, el sitio web de OCEAA, Jiji, Class Dojo, etc.)./The school's informational resources and sites are easy to access and navigate (e.g., Powerschool, OCEAA website, Jiji, Class Dojo, etc.).



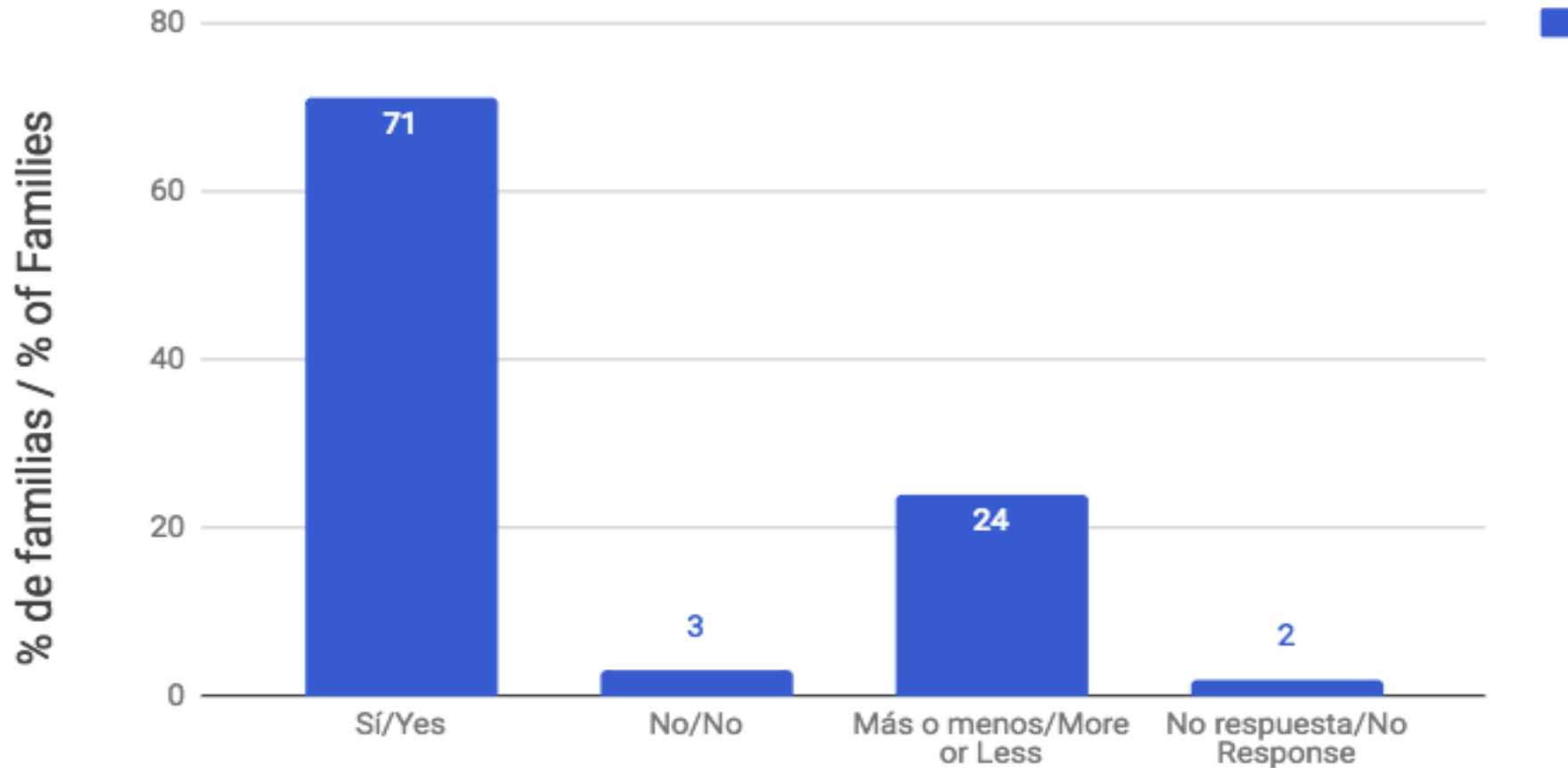
# Pregunta 9/Question 9

Opino que la escuela ofrece suficientes talleres sobre cómo ingresar sitios web pertenecientes a OCEAA (Powerschool, Jiji, Class Dojo, etc.)./I feel that the school provides enough workshops on how to access the OCEAA websites (Powerschool, Jiji, Class Dojo, etc.).



# Pregunta 10/Question 10

Opino que la escuela ofrece suficientes talleres sobre cómo apoyar y ayudar a mi hija(o) a tener éxito académico./I feel that the school provides enough workshops on how to support and help my child achieve academic success.

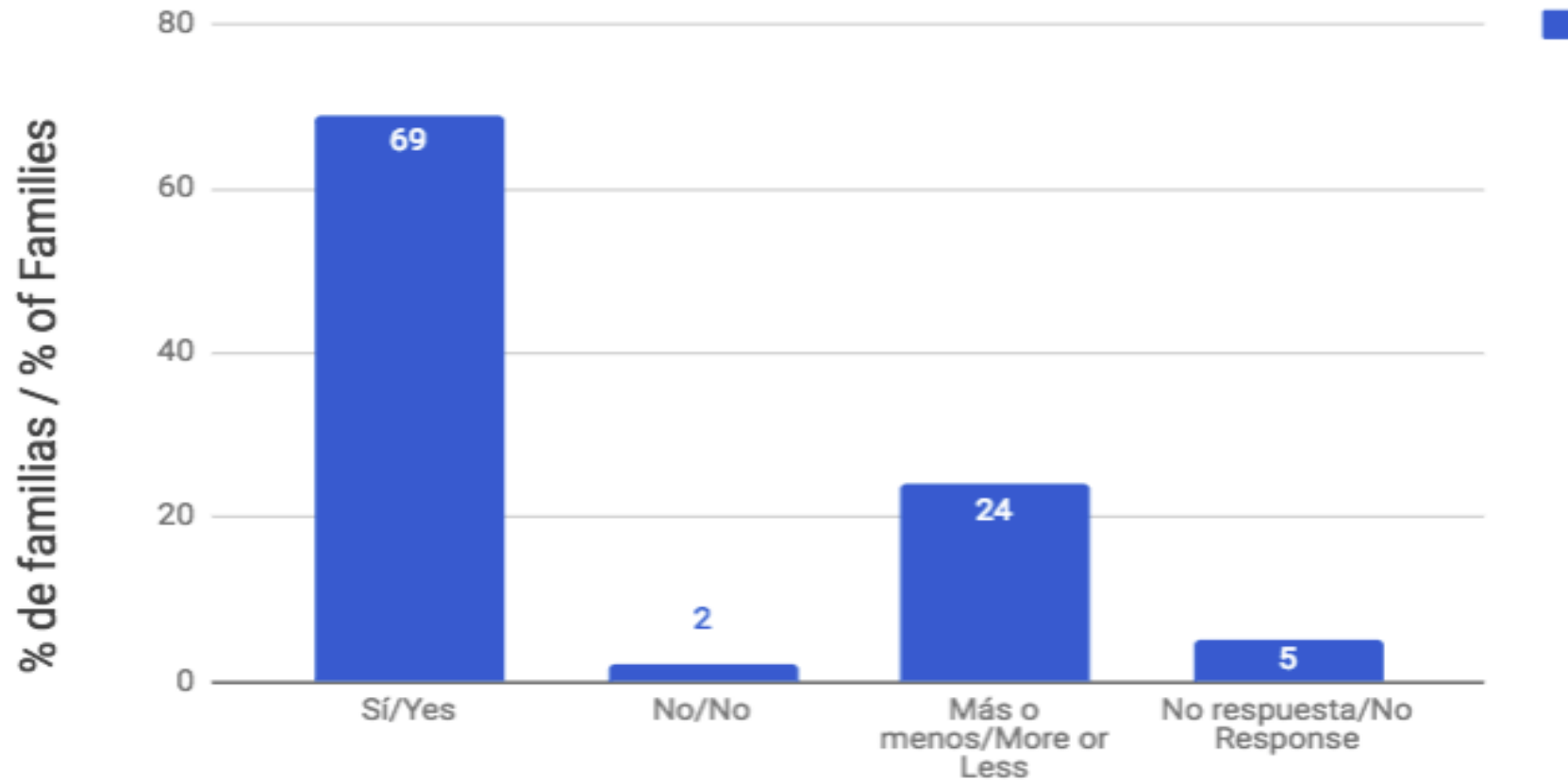




# Pregunta 11/Question 11

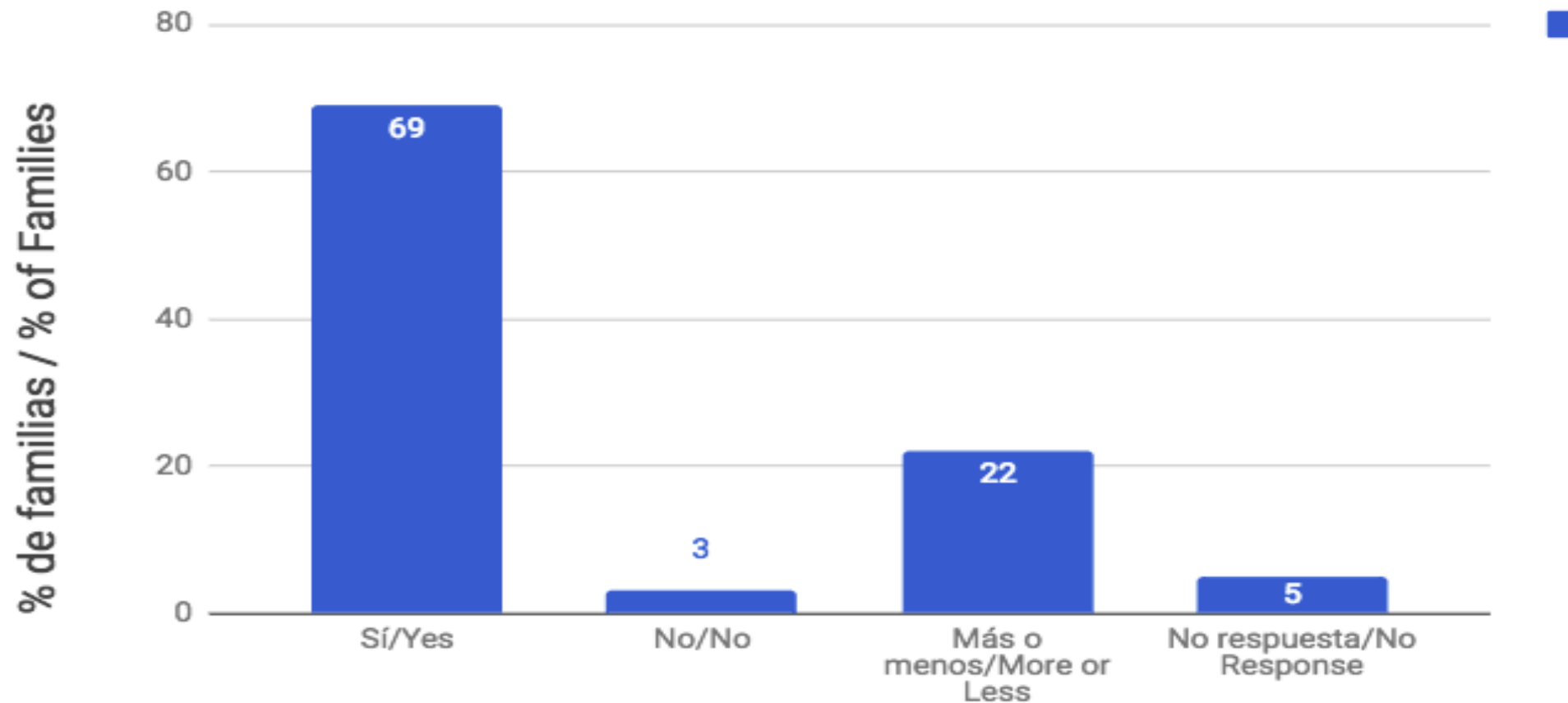
Opino que la escuela ofrece suficientes talleres sobre cómo apoyar y ayudar a mi hija(o) a tener éxito en conducta./I feel that the school provides enough workshops on how to help my child succeed in his/her behavior.

vs. Opino que la escuela ofrece suficientes talleres sobre cómo apoyar y ayudar a



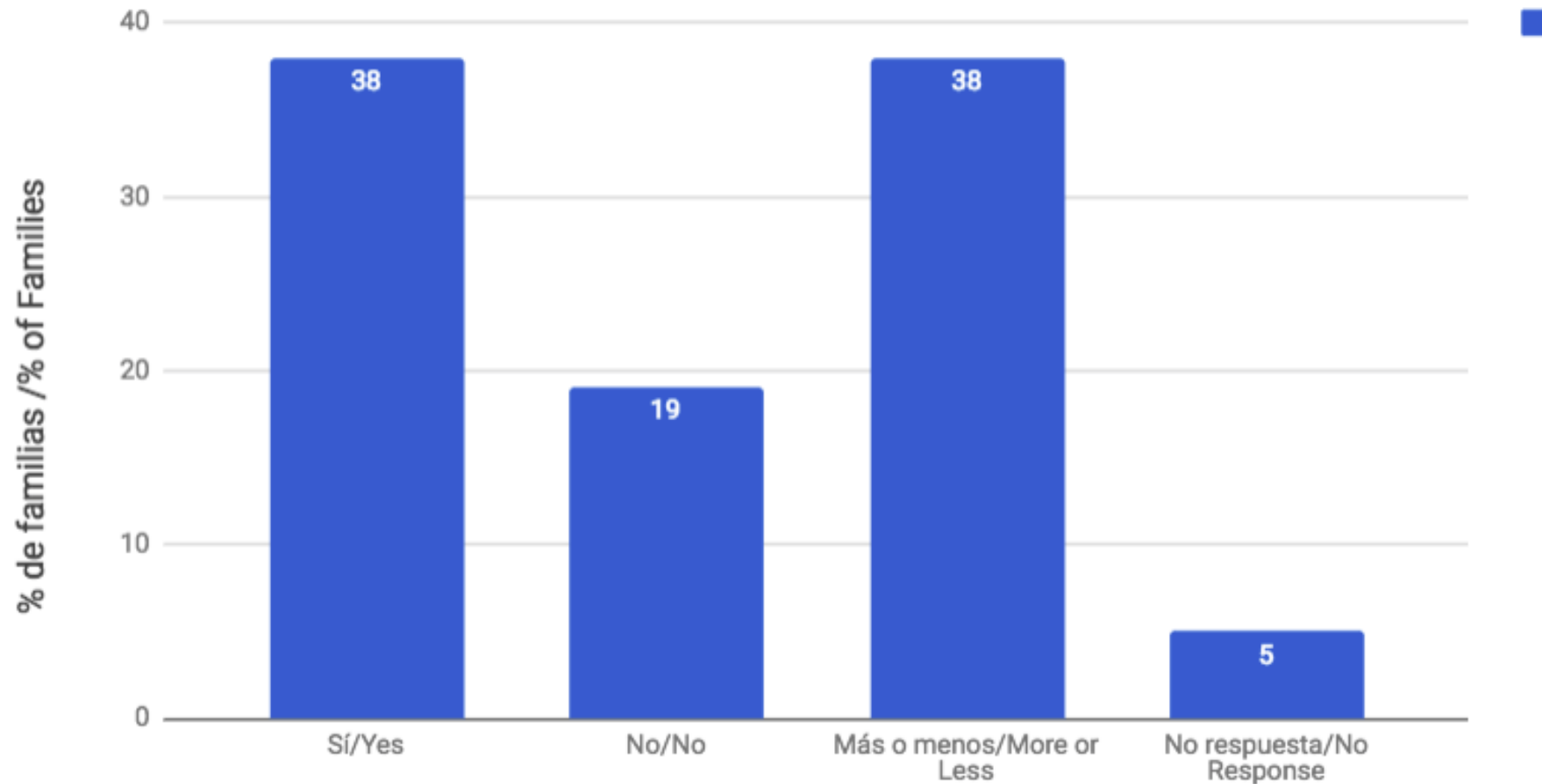
# Pregunta 12/Question 12

Opino que la escuela ofrece suficientes talleres sobre cómo ser mejor madre/padre de familia./I feel that the school provides enough workshops on how to be a better parent for my child.



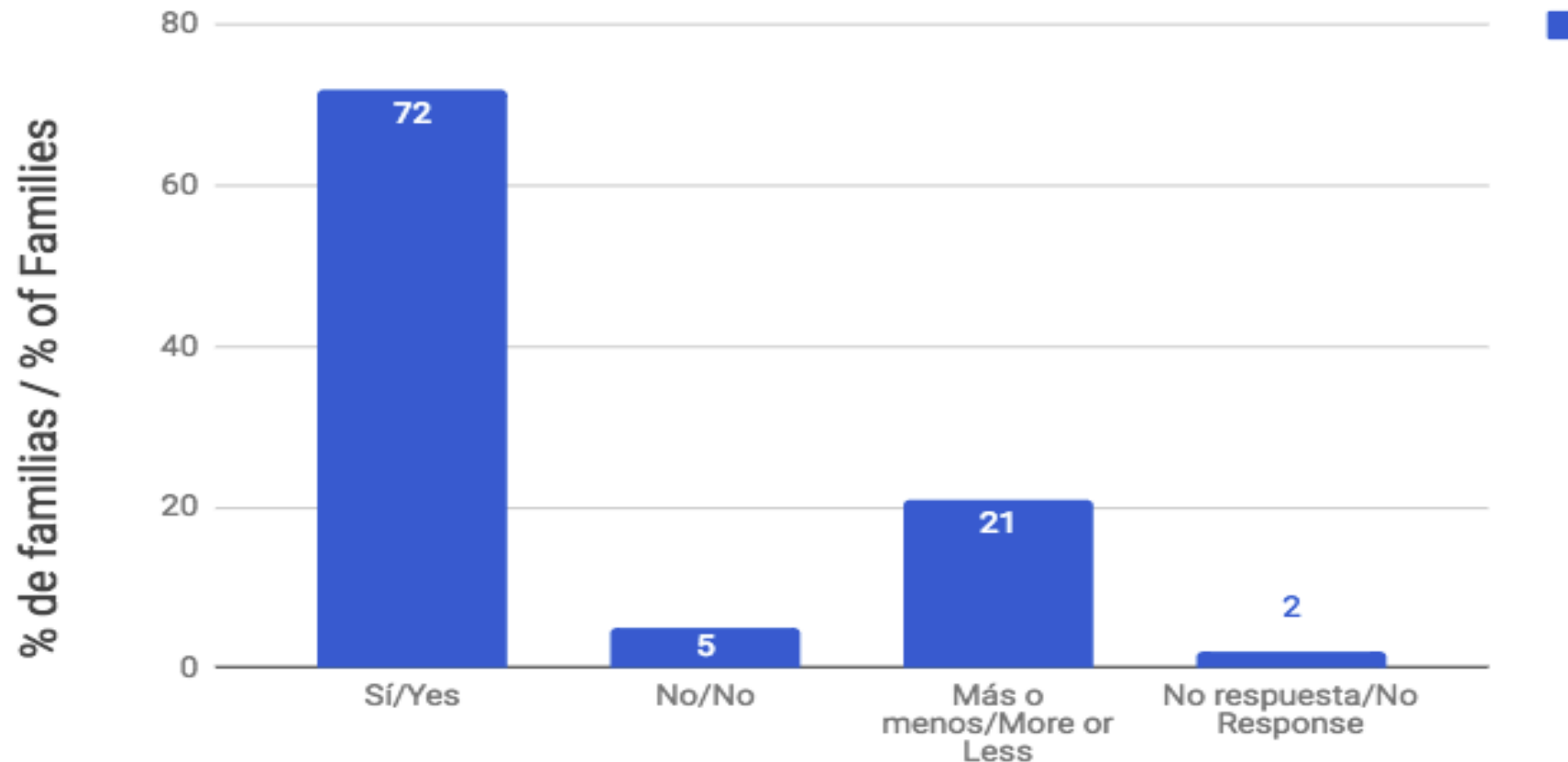
# Pregunta 13/Question 13

Estoy familiarizado con lo que son los comités de padres de OCEAA como ELAC, FSO y SSC./I am familiar with OCEAA's parent committees like ELAC, FSO, and SSC.



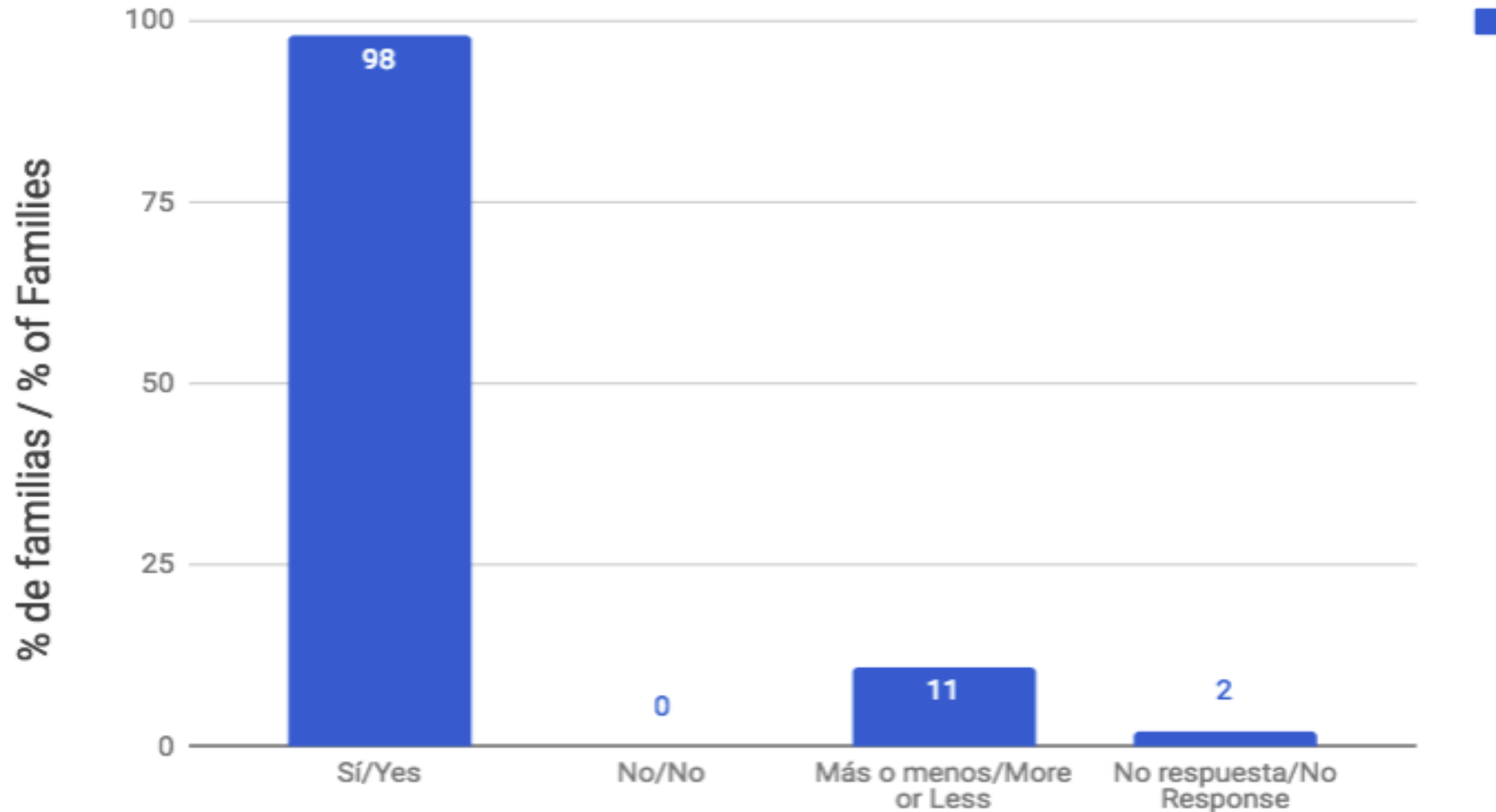
# Pregunta 14/Question 14

Opino que la escuela ofrece varias oportunidades para que los alumnos reciban ciertos reconocimientos o certificados durante el año escolar./I feel that the school offers students several opportunities to be recognized with certificates throughout the school year.



# Pregunta 15/Question 15

Opino que los maestros y administradores trabajan arduamente en disminuir las barreras entre la escuela y los padres de familia así mismo ofrecen diferentes oportunidades para participar de una forma efectiva./I feel that the teachers and administrators work arduously to decrease the barriers that can exist between the school and the home while also allowing for a variety of opportunities for parents to participate in school effectively.



# Las necesidades más grandes/Greatest needs

## Las necesidades más grandes/Greatest needs

### **Pregunta 11/Question 11**

Opino que la escuela ofrece suficientes talleres sobre cómo apoyar y ayudar a mi hija(o) a tener éxito en conducta./ I feel that the school provides enough workshops on how to help my child succeed in his/her behavior.

### **Pregunta 12/Question 12**

Opino que la escuela ofrece suficientes talleres sobre cómo ser mejor madre/padre de familia./I feel that the school provides enough workshops on how to be a better parent for my child.

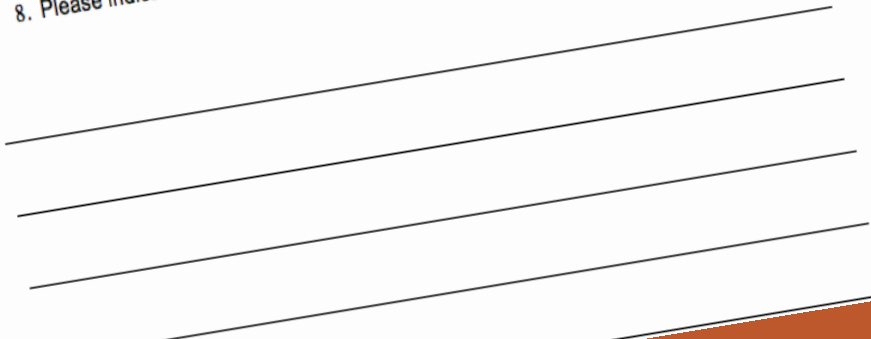
### **Pregunta 13/Question 13**

Estoy familiarizado con lo que son los comités de padres de OCEAA como ELAC, FSO y SSC./I am familiar with OCEAA's parent committees like ELAC, FSO, and SSC.

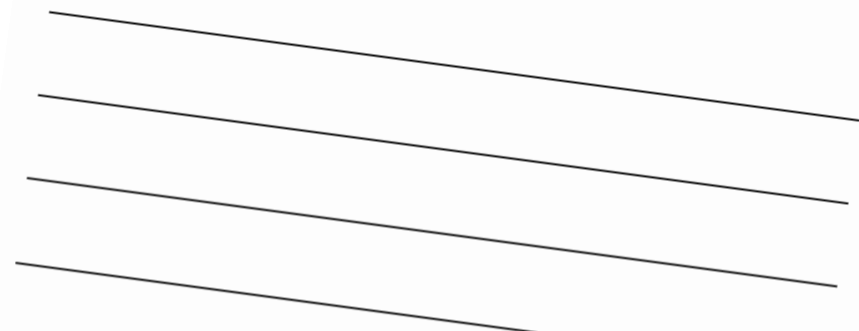
Las siguiente diapositiva demuestra la cantidad de comentarios que los padres incluyeron para la pregunta #16 después de haberlos categorizados por fortaleza/necesidad.

The next slide shows the amount of comments parents wrote for question #16. The comments were categorized by need/strength.

8. Please indicate other needs or concerns

A white rectangular form with four horizontal lines for writing, tilted slightly to the right. The lines are evenly spaced and extend across most of the width of the form.

8. Favor de indicar alguna otra necesidad o preocupación.

A white rectangular form with four horizontal lines for writing, tilted slightly to the right. The lines are evenly spaced and extend across most of the width of the form.

# Necesidades y fortalezas

## Needs & Strengths

<b>Comentarios/Comments</b>	<b>Positivo/ Positivo</b>	<b>Preocupación /Concern</b>
<b>Seguridad/Security</b>	<b>1</b>	<b>6</b>
<b>Proceso inscripción/Registration Process</b>	<b>0</b>	<b>2</b>
<b>Comunicación/Communication</b>	<b>1</b>	<b>5</b>
<b>Tutoría/Tutoring</b>	<b>0</b>	<b>2</b>
<b>Tamaño de clases/Class Size</b>	<b>0</b>	<b>1</b>
<b>Elogios/General Praise</b>	<b>10</b>	<b>0</b>
<b>Menos tarea/Less homework</b>	<b>0</b>	<b>1</b>
<b>Mas deportes/More sports</b>	<b>0</b>	<b>1</b>
<b>Talleres para alumnos/Workshops for students (bullying, drugs, kindness, friendship)</b>	<b>0</b>	<b>2</b>
<b>Mejoría para el personal escolar/Office personnel- improvement</b>	<b>6</b>	<b>0</b>
<b>KEDS, programas de después de escuela/KEDS, after school programs</b>	<b>0</b>	<b>1 (pricey)</b>
<b>Uniformes escolares/School Uniforms</b>	<b>0</b>	<b>1</b>
<b>Horario de juntas para padres/Parent meeting hours</b>	<b>0</b>	<b>1</b>
<b>Talleres para padres/Parent workshops</b>	<b>0</b>	<b>1</b>
<b>Oportunidades para alumnos de todo tipo de capacidades/Equal opportunities for students with all types of abilities to receive recognitions</b>	<b>0</b>	<b>2</b>



# Algunos comentarios/Some of the Comments

...diferentes oportunidades para participar de una forma efectiva.

16. Favor de indicar alguna otra necesidad, preocupación o elogio.

Me gustaria que OCEAA ofreciera  
clases de computacion para los  
padres ya que toda registracion  
es por medio de compuccion y hay  
muchos padre que poco saben y  
algun curso de ingles y tener  
en cuenta en poner las camaras de  
vigilancia por fuera de la escuela

# Algunos comentarios/Some of the Comments

16. Favor de indicar alguna otra necesidad, preocupación o elogio.

- Me encantó la escuela por que es pequeña y todos desde el de limpieza hasta la directora. Suven el nombre de mi hijo.
- Me gustaría mas seguridad a la salida por que entra cualquier persona muy facilmente y eso me preocupa.

# Algunos comentarios/Some of the Comments

16. Please let us know of any other need, concern, or compliment you may have.

I'm concern with the huge increase in class size.

My daughter went from being in an 18:1 class to a

31:1 class size. One of the reasons why I choose OCEAA

was because of the small class size + was disappointed

+ felt cheated that class size went up. This lead to an

increase in discipline measures. There were moments when

students were given MDR's without any 1st or 2nd

warning, which I believe was a direct reaction to the

increase in class size. I would like for the school to

hire another teacher to aliviate the class size.

# Algunos comentarios/Some of the Comments

16. Favor de indicar alguna otra necesidad, preocupación o elogio.

Yo opino que estoy muy  
contenta con lo que mi niño ha  
aprendido todo este tiempo.  
gracias a sus maestras por el apoyo  
que le han dado.

\* En la inscripción más organización  
\* más fácil el proceso para nuevos  
y regresos — más amabilidad de parte de la  
persona que se encargó de la registración.

# Algunos comentarios/Some of the Comments

...nerentes oportunidades para participar de una forma efectiva.

16. Favor de indicar alguna otra necesidad, preocupación o elogio.

En general varias cosas estan bien pero quisiera  
que algunas maestras contestaran los mensajes  
que se les envian x class dogio. Tambien  
quisiera que hubiera más tutorias para los  
alumnos que van bajos pero al principio del  
año y que los maestros comunicaran más  
temprano si es que el alumno necesita ayuda.

# Los siguientes pasos :: Next Steps

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Presentar los resultados a la Mesa Directiva de OCEAA

Present data to the OCEAA Board of Directors

El liderazgo de la escuela (Mesa Directiva, la directora) presentará una respuesta de cómo serán utilizados estos datos para la planificación del próximo año escolar

The school leadership (Board, school director) will provide a response as to how this data will be used to develop plans for the following school year

¡Gracias por su atención!  
Thank you for your attention!

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