

Orange County Educational Arts Academy
A California Public Charter School

BOARD OF DIRECTORS
MEETING MINUTES

Regular Meeting

September 17, 2018

6:00 p.m. – Closed Session

7:00 p.m. – Open Session

OCEAA School Library

825 N. Broadway, Santa Ana, CA 92701

MINUTES

I. Call to Order – 6:08 P.M.

A. Roll Call

Board Members

Dr. Kimberly Barraza Lyons, President

Present

X

Absent

Dr. Alfonso Bustamante

X

Valerie Sullivan, Vice Chair

X

Scott Overpeck, Chair

X

Ben Stanphill, Secretary

X

Janine McFarlin, Treasurer

X

Boris Molina

X

Staff/Other

Zoot Velasco, CEO

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 - 6:09 P.M.

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 – 7:09 P.M.

No Action

V. Public Comment

No Public Comment

VI. Board and Staff Reports

A. Staff Reports

1. CEO – Zoot Velasco - attached
2. School Director – Kristin Collins - attached

B. Operations Report – Josh Eng

C. Board of Directors Reports

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 August 2018 Board Meeting

B. Approval of Minutes from August 27, 2018 Special Board Meeting

C. Ratification of August Check Register

Action: Approve Consent Items Listed Above	Motion: KL Second: BM
	Vote: 5 for 0 against

VIII. Wellness Policy

Action: Approve Wellness Policy	Motion: VS Second: JM
	Vote: 5 for 0 against

IX. Kids are Powered First by Cherry Dale FSO Fundraising Outlay

Action: Authorize up to \$16,000 payment to Cherry Dale for fundraising payment.	Motion: KL Second: JM
	Vote: 5 for 0 against

X. ECOS Institute Contract

Action: Approve ECOS Institute Contract	Motion: KL Second: VS
	Vote: 5 for 0 against

XI. Special Education Policy

Action: Approve Special Education Policy	Motion: KL Second: VS
	Vote: 5 for 0 against

XII. English Learner Policy

Action: Approve English Learner Policy with the removal of Section 3.6.	Motion: KL Second: JM
	Vote: 5 for 0 against

XIII. Items for Future Meetings

The next regularly scheduled meeting is on October 15, 2018 at 6:00 P.M.

XIV. Adjournment

The meeting was adjourned at 8:49 p.m.



AUGUST 2018 BOARD REPORT

Zoot Velasco, CEO

MY SCHEDULE AT OCEAA

It has come to my attention that there was some concern as to my schedule, given my other contracts and teaching commitments before accepting OCEAA. This was compounded by my being absent the first week of school attending the conference I produced at Cal State Fullerton, an event cleared by the board. The time away at this event was time exchanged from my attendance at the Charter schools conference the week before my hire. To relieve these concerns, I have made a log of my activity for this report. This will also help the board see where we are in our development.

Monday- 1-6 PM/ or 2-7 PM- depending upon off-site meetings (5 Hours)
 Tuesday 8 AM-6 PM (10 Hours)
 Wednesday 12-2 PM- Offsite Networking Lunches (2 Hours)
 Thursday 8 AM- 6 PM (10 Hours)
 Friday 8 AM- 6 PM (10 Hours)
 Floating (3 Hours or more computer work done other times)
 (Non-OCEAA Teaching/other on Mon/Wed Mornings; Wed evenings and Saturdays)

In addition, my google calendar is shared with senior staff and reception staff.

ONGOING MEETINGS

WHO	NOTES	ACTION
Board Member Meetings	All but Boris	Boris scheduling
Parent Meetings	Ongoing	FSO, SSC, Individual
Senior Staff	Ongoing	Weekly
ORCA Days	Annual	Done
Malena	HR Consultant	Third meeting
Josh	Budget	Biweekly Fridays
All Contractors	Closed session doc	When needed
Brian Mauleon	Prop 39	Two meetings
Santa Ana School Board	By Agenda Item	Monthly
Monica and Erica	Tech/Arts Specialists	Ongoing meetings
Experience Team	Mirna, Eliz, Linda	Ongoing meetings

FUND DEVELOPMENT

Grant Funding (Most grants come out in mid-fall/mid-spring):

1. Title IV \$10,000 submitted in June by Josh
2. Working on a grant for Nutritional Services Equipment with Susan and one for KEDS with Kamil
3. Identifying grants for fall and spring funding cycles
4. Met with Bowers President Peter Keller and Education Director Emily Mahon. We have preliminarily agreed to work together on a pilot grant program for digital arts enrichment afterschool with upper grades 6-8 including cinema, music recording, music composition, play writing, dance and theatre. We need to identify the right grant.

Funder Relationship Building:

FUNDERS	NOTES	ACTION
John Phelps	Family Foundation	Dead end
Todd Hanson	OC Community Foundation	Fourth meeting upcoming
Mike Harah	Santa Ana Businessman	Waiting for response
Arturo Arellanes	Santa Ana Businessman	Waiting for response
Santa Ana Rotary	Lisa Scaglione	Third visit pending
Santa Ana -Tustin Rotary		Third visit pending
Santa Ana Kiwanis	Elizabeth Rivas	Visit pending
Samueli Foundation	Todd Introduction	Pending
Hector Elfante	Chevron	Pending
Gerald Solomon	Samueli Foundation	Waiting for right timing
Charlotte Duval	LULAC	Meeting pending
Norma Aguilar Andrade	Mexican Consulate	waiting for response

Strategic Partnerships

EDUCATION

Dr. Bob Pletka	FUSD Superintendent	Tour of Richman 9-25
Gloria Romero	CEO Scholarship Prep	Third meeting 9- 18
OCSA		Meeting on 10-2
El Sol		Initial meeting 9-4
Robert Santana	BGC-OCC	2nd meeting/Site visit 9-20
Ismael Soto	Magnolia Science Academy	2nd meeting 9-18

ARTS

Rick Stein		
Tram Le	Santa Ana City Arts Specialist	Met and networking
Robyn MacNair	SAUSD VAPA Specialist	Waiting for response
Stephannie Bobadilla	MUCK Education	Met and networking
Larry Rosenberg	Anaheim Ballet Director	Second meeting 10-9
Emily Mahon	Bowers Education	Meeting 9-13
Mike Andersen	Rytmo Director	Meeting 9-20

DEADLINES

TIC	Action	Staff	
			<input checked="" type="checkbox"/>
8/28/2018	Interim Safety Plan	Kristin	<input checked="" type="checkbox"/>
8/30/2018	Epicenter: Monthly Enrollment/Attendance	Elizabeth/Zoot	<input checked="" type="checkbox"/>
8/30/2018	Finished Surveys go out to Stakeholders	Rosalinda	<input checked="" type="checkbox"/>
9/14/2018	Posted and registered NO TRESSPASSING Signs	Enrique	<input checked="" type="checkbox"/>
9/14/2018	Epicenter: Annual Appointment (P-Annual)	Elizabeth/Zoot	<input checked="" type="checkbox"/>
9/14/2018	Epicenter: Actual Enrollment/Attendance	Elizabeth/Zoot	<input checked="" type="checkbox"/>
9/14/2018	Evaluation Report for Board	Zoot	<input checked="" type="checkbox"/>
9/16/2018	Epicenter: Actual Enrollment with Student/Family Information	Elizabeth/Zoot	<input checked="" type="checkbox"/>
9/17/2018	Equipment Assistance Grant	Susan/Zoot/Josh	IP
9/17/2018	Epicenter: Final Unaudited Actuals	Zoot./Josh	<input checked="" type="checkbox"/>
9/17/2018	POS - Does PowerSchool do what is needed? /References	Susan	IP
9/21/2018	Safety Committee Meeting set	Zoot	IP
9/21/2018	Epicenter: LCAP & Charter Petition	Kristin	
9/21/2018	Epicenter: Adopted Annual Budget	Zoot/Josh	<input checked="" type="checkbox"/>
9/21/2018	Epicenter: Fire Marshal Inspection	Zoot/Enrique	<input checked="" type="checkbox"/>
9/24/2018	Epicenter: School Contact Information & Staff List with Credentials	Zoot/Elizabeth	
9/28/2018	Homework Club up and running?	Kamil	IP
9/28/2018	Gio Temp Hire?	Rosalinda	IP
9/28/2018	Buzzers installed on doors	Enrique	IP
9/28/2018	All Senior Staff Trained on Their Budgets	Zoot	
10/1/2018	Prop 39 Quotes are due	Enrique	
10/1/2018	HR Changes as /per Closed Session Report	Rosalinda	
10/1/2018	Temp Hire for Gio Maternity Leave	Rosalinda	
10/1/2018	Meet with Part-timers with FT Benes	Zoot/Rosalinda	
10/1/2018	Epicenter: English Learner Policy, 504 policy and Special Ed policy;	Kristin	
10/1/2018	Performance Evaluation Schedule for Senior Staff	Zoot	
10/22/2018	E-Rate: Identify any capital expenditures	Zoot/Brandon	
10/26/2018	Plan for Registration after Oct 1	Mirna/Rosalinda	IP
	KEDS Grant- 21 st Century Community Learning Centers and After School Safety and Enrichment for		
11/5/2018	Teens Programs	Kamil/Zoot/Josh	IP
9/31/2018	Epicenter: SARC	Kristin	

KEDS

1. Waitlist Issue: I was told at Orca Days that there would be a wait list for KEDS and that this was normal. Kamil mentioned that we could hire more staff, but I wasn't sure of the budget or numbers on the list to justify such a hire. There are conflicting reports of how much KEDS cost us. On August 20, Kamil alerted me that there was a large wait-list for KEDS and she wanted to start a "Homework Club" hiring a new teacher to alleviate the list. I asked for more details on what that would look like. By August 23, several families complained. That day, I met with Kamil and agreed hiring another position to do the Homework Club as Kamil suggested. The hiring process takes time. It should be done shortly. My hope is to better plan for next year and not have a wait list. We are also looking at changing the way we do the KEDS lottery and wait list.
2. Budget Issue: We have been working to get actual numbers on what KEDS program costs and what it brings in. This is important to make wise decisions about the program. It is made difficult by the fact that Kamil's supervision includes non-KEDS items like playground, field trips and traffic control. Also, some KEDS staff were being shared with other areas such as the kitchen. We are finally getting close to having a true working budget for the program.
3. Field trips are also hard to track. Some money comes from FSO; some from donations. School expenses pay for the musical, but the income from tickets goes to field trips. There are many pots of money here that are co-mingled and make the issue of funding trips complicated. Many teachers would like to increase field trips, but it is hard to find out what they actually cost. We are working on this.
4. Boys & Girls Club CEO, Robert Santana will be visiting on September 20 to see our program. We will follow this up with a visit to his sites. This is an effort to see if there might be some way in the future to partner with his organization on some level.

NUTRITIONAL POS SYSTEM

We are looking at the possibility of buying a POS software system for the lunch program. If we do this, it would be to help cut down on staff time and create better tracking and data. I should have a full report by the next board meeting with my quarterly report. If we did this, it would start after January 1.

E-RATE MEETING

Between October and December 2018, we will be re-bidding our e-rate contract (form 470) for the annex (currently with Cogent). We currently have a contract with Spectrum which is supposed to replace cogent. That contract has yet to start because of delays on Spectrum's end with the city and laying their fiber. Therefore, we are only doing this bidding process as a back-up should Spectrum not be installed by the end of the fiscal year.

Also, we have approximately \$7,000 left in our capital fund for e-rate to purchase any upgrades or equipment. This must be spent this year or it most likely will go way. We must identify the needs in capital purchases in the same timeframe (Oct- Dec) and do a 470 form-bidding process here as well.

These contracts need to be approved at the January meeting to be in place for start at the end of the fiscal year for next year.

Timeline:

October 22: Identify any capital expenditures needed for next year by this date

November 5: Post and certify 470 Bidding with e-rate consultant CSM on capital and Annex contract

December 5: Decision reached, e-rate awards goes in Board January Packet for approval

January 21: Board approves e-rate awards at board meeting

PLANNING

- Handled immediate HR issues that needed attention (as /per last month's board closed-session report)
- Finished evaluation:
 - Conducted 6 focus groups
 - Met with senior staff and board individually
 - Surveyed over 200 (a third of the school)
- Compiled report (**attached**)
- Stakeholder/Board retreat being planned

Looking forward to completing the planning process and having a roadmap to move forward!

SEE ATTACHED REPORT...



Orange County Educational Arts Academy
(OCEAA)
Evaluation Report

Compiled and Presented by Zoot Velasco, CEO

Monday, October 22, 2018

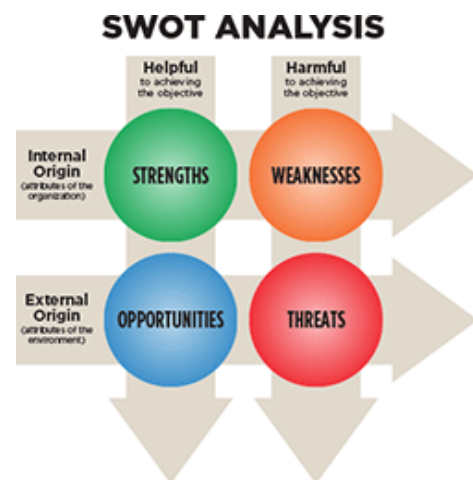
EXECUTIVE SUMMARY

The Key finding from this evaluation are as follows:

- There is consensus among all those surveyed that our Dual Language Immersion program, teachers/staff, nurturing culture and nutritional programs are the key to Orange County Educational Arts Academy's (OCEAA) past and present success, and the important element to future success. These are the great strengths of the organization. In addition, there is a consensus that we need to keep improving our programs; and that we should maintain our name and brand but change the logo.
- The key weaknesses center around things we can't easily control due to our facilities and location: better use of our facility and location to mitigate safety and security issues; and better providing physical education for our students.
- There were also areas where we could not get a consensus agreement. However, there is enough of a consensus to build upon a conversation in these areas to eventually reach consensus. Certainly, arts, technology and culture are important to OCEAA, but how they are defined and prioritized is not fully clear.

PURPOSE

The findings of this comprehensive evaluation of OCEAA's organization and programs is meant to provide a snapshot of where the organization is today to be used as a starting point for a strategic planning process that will help OCEAA set a vision for where it will go over the next three years. One cannot map out where to go without knowing the starting point. The evaluation will help in providing the first half of a SWOT analysis by identifying a consensus of the organization's strengths and weaknesses which are internal to the organization. SWOT is a tool to help an organization build on their strengths and overcome their weaknesses while taking advantage of opportunities and mitigating threats in the planning process. Opportunities and threats are external and best identified by OCEAA's external facing leaders, the board. That part of the process will be done during the board retreat.



METHODOLOGY

This evaluation report was compiled from the raw data of:

1. Focus groups Zoot conducted with all senior staff, teachers, KEDS staff, support staff, kitchen staff and parent groups.
2. Zoot interviewed individual board members, staff and parent leaders
3. Google Forms Survey were given to all stakeholders in English and Spanish on August 28, 2018 accepting responses for 15 days September 11, 2018) asking 10 questions about mission, goals, identity, strengths and weaknesses. 188 stakeholders took the English Language survey and 27 took the Spanish Language survey for a total of 215 responses giving us a sample rate of over **30%** which is considered very good for an internal survey.
4. Compared our statistics to our LCAP plan, our charter and external reports that put us in context of the broader community.



Focus groups, interviews and surveys often give different information that, together, make a more well-rounded picture than any one would alone.

From these sources, Zoot has compiled the information into this report generated for the purposes of strategic planning later this year.

FOCUS AREAS

We focused on strengths and weaknesses of the organization, so we could get a true sense of the internal half of our SWOT analysis and a true consensus of what were the areas of greatest concern and celebration.

FINDINGS

Survey for Stakeholders

1. The Quality of our School

“Our school is high quality” (on a scale from 1-10 with 1 being “strongly disagree and 10 being “strongly agree”

23% Disagree (1-4) meaning they thought our school is not of a high quality

33% were more neutral (5-7) meaning they thought we were somewhere in the middle.

44% strongly agreed (8-10) meaning they thought the school was of a high quality

Meaning 56% feel the school needs significant improvement to be of a very high standard. Focus groups would indicate this is correct in terms of perception.

2. What could we improve?

This question included 7 choices and the ability for participants to write in their own. They could check all that apply. The following were the highest rated improvements:

43% Physical Education

35% Math (This was a priority in the LCAP)

34% Science

33% Technology

32% Reading, writing and language (This was a priority in the LCAP)

31% Afterschool Enrichment

These topics came from responses in the focus groups. Arts was not listed separate from “enrichment” and yet **20% wrote it in as a response** showing that the arts are very important to a significant group. It was also interesting that no one item got more than 50% of responses.

3. What are OCEAA’s strengths (We gave a dozen choices that came out of focus groups with the same choices listed as potential weaknesses).

Strengths were listed as:

88% Dual Language Immersion Program

68% Our Teachers

70% Our School Culture

54% Our Culinary Program

Under 50% but still significant were items like Our Support Staff (48%), Arts & Technology (42%), and KEDs (40%). All other options were well below a third of respondents.

4. Weaknesses had less of a consensus and were listed as:

43% Inadequate Facilities

34% Lack of Focus on Arts & Technology

Both were under 50%. The only other weaknesses to score more than a few votes were “Our Location (24%) and KEDs (13%).

The only anomaly was that in the Spanish Language surveys “Culinary Programs” scored 44% as a weakness, but very low in the English surveys.

The mission of the OCEAA community is to nurture all learners to become creative, critical thinkers by providing high quality standards-based instruction through the arts, technology, language and culture.

5. When asked about our current mission statement:

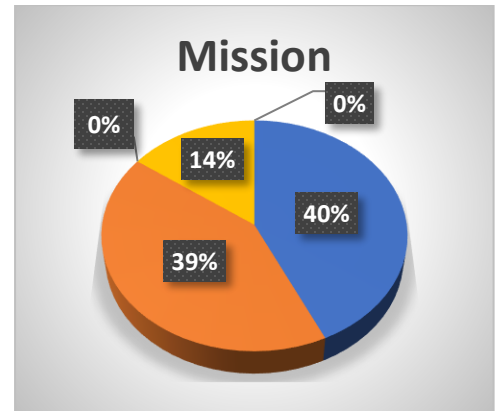
40% This is the best statement of mission for us that we currently follow

39% This is the best statement of mission for us but we are only following part of it

0% This is the best statement of mission for us but we are not following it

14% Only some elements of this are our true mission

0% This should not be our mission



79% thought the mission statement was good, however

39% of all surveyed thought that, even though it was a good statement of mission, we do not follow part of it or all of it.

Only 14% felt that our mission should be changed in some way. However, when considering the people who believe we do not currently follow the mission, 53% would like us to better adhere to our mission.

This doesn't quite line up with focus groups that expressed that some of our current mission doesn't apply. Most of focus groups participants did not think technology should be a pillar in our mission (contradicted somewhat by the survey) and there was much debate about the other pillars. Focus groups were divided on whether the arts should be a pillar of mission with strong feelings on both sides.

We drilled down into this question further.

6. Key Elements of Mission should be:

74% Language

61% Equipping students to be competitive for future success

58% Arts

48% Culture integrated into the Curriculum

46% Technology

Again, language programs are the top reason people come to OCEAA. There is certainly more support for both arts and technology than the focus groups would suggest.

7. Brand

When asked about “Orange County Educational Arts Academy” as a well-respected brand:

50% said Yes, it is well respected in the community.

19% disagreed

The rest were neutral on the issue. Some did not respond.

8. When asked about “OCEAA” as a well-respected brand:

39% said Yes, it is well respected in the community.

22% disagreed

The rest were neutral on the issue. Some did not respond. In focus groups neither the full name or OCEAA did very well. Many people thought that OCEAA was easily confused with the OC Employees Association (OCEA) a block away from us. Most focus group participants thought the names did not have much cache in the community.

When asked about our logo:

45% Thought it should be changed and updated with something new

37% thought it should stay the same and represents us well

The rest were neutral on the issue. Some did not respond.

FOCUS GROUPS

Support Staff: Staff felt many of our past issues were from a lack of focus, leadership, training and communication. Staff also feel they have not had the authority or agency given to them to make necessary decisions for OCEAA and have often made decisions without knowing their budgets or parameters. Support staff have not been privy to the same training and high standards afforded the teaching staff and do amazing work without always having proper training for it.

Teachers: Teachers put a great deal of effort into their work. They feel they do a great job but need more resources and support. The main consensus with teachers on the mission are that technology should be important but not a pillar of our mission; and dual language programs go beyond language to making socio-culturally aware citizens. The arts have an important place in the school, but there wasn't interest in STEAM.

Parents: While most parents with whom I spoke felt the school was a great place for their kids, I did hear complaints:

- Several expressed unhappiness with the way they were treated when they volunteered to help the school. In some cases, they just never got a response. In others, the response was inadequate and slow.

- Several parents expressed concern that as an “arts school” much of the arts that are exciting happens after school and for a fee. When I discussed this with teachers they could see how that might be perceived but assured me it is a misperception and the arts are very infused in learning here. At the least, there is a disconnect between perceptions of parents and teachers. Our highest visibility programs are the junior conservancy and art classes by outside groups, both of which are fee-based. This may be why this perception exists.
- Many parents noted that the food has not been as high quality as in past years. At least, that is their perception. Food quality was a big issue on surveys with the Spanish-speaking participants.
- Most parents expressed concern for safety and security issues.
- Parents really want more direction from the school as to how they can help. I saw a real willingness on their part to be involved.
- **Our facilities (and lack of facilities) is a weakness** which affects the perception of physical education that students get. We need to look at strategic partnerships to improve both physical education and the way we use facilities near us. Even with our space constraints, we can also improve our facilities in some ways.
- One thing that was not on the survey but came up consistently in focus groups was the need for more strict **safety and security**. In focus groups this showed to be the largest weakness. Safety issues came up in many comments on the survey as well.

WHERE THERE WAS CONSENSUS

- Most of our stakeholders **love our dual language immersion** program and find this to be our greatest strength.
- Most also love our teachers, staff and close-knit culture. **Teachers**, close culture, curricula and training is part of the magic here
- **Our unique nutrition programs** with food we cook ourselves makes us stand out and is a key factor why many parents come
- The majority feel that **OCEAA must work to improve** to be a school of high quality.
- The majority love our **name and mission**.



WHERE THERE IS DISAGREEMENT

Technology

When many participants in the survey mentioned wanting more arts & technology, in focus groups it would seem the arts was more important in that sentence. Focus groups downplayed technology as being important but not a priority. Yet:

- While 34% said a lack of focus on Arts & Technology was an issue
- 33% specifically mentioned Technology by itself as needing improvement
- 42% Arts & Technology is a strength
- And 34% Lack of Focus on Arts & Technology

This would indicate that at least a third of people feel technology is crucial to creating a great school and should not be discounted.

Arts

One of the biggest questions, not really answered is the **importance of the arts** in a school named as an “arts academy.”

From the original focus groups there emerged a lack of consensus over what OCEAA should be and even what it currently does. Many parents, for example see OCEAA as having a lack of arts, while for others, arts are very prevalent. Some see the arts as less important, while others see it as crucial. Teachers showed how well the arts are incorporated, particularly at the upper grades. But that message does not seem to reach many of the parents with whom I spoke.

There is not a consensus here. I estimate from all our evaluation that for a third of our stakeholders it is incredibly important, and for another third it is an element they really like about the school, if not key. It would be fair to say that **there is a consensus that arts play an important role** at the school. My estimate is that there is another third of parents and teachers for whom the arts are not key. In focus groups it would seem the arts are viewed by many more as a part of cultural education than a desire to move towards a more robust arts curriculum. The emphasis from teachers to parents would seem to be geared towards language and cultural literacy in a holistic context.

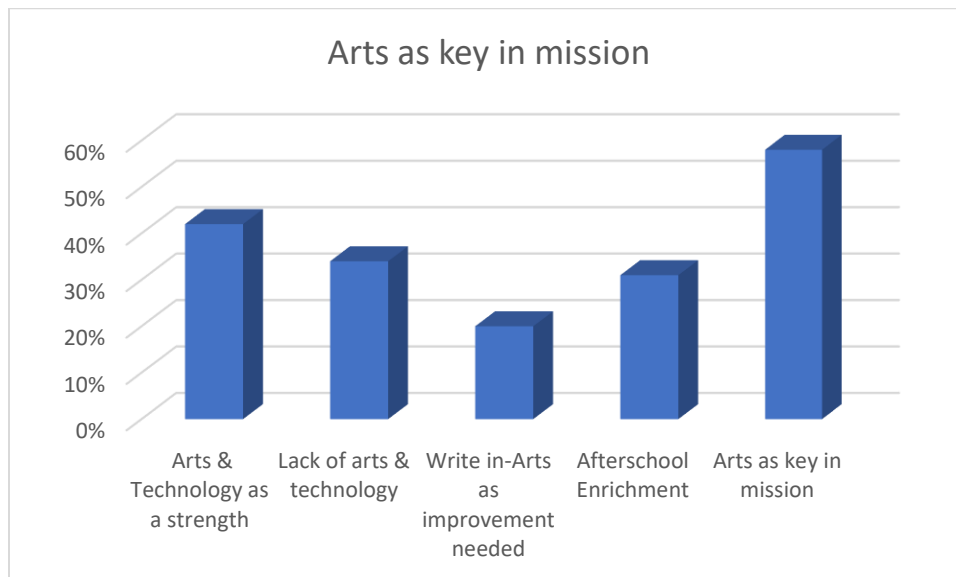


Chart shows that at least 30% of those surveyed are passionate about the arts and more than half think it is important to our mission.

Keep in mind that our school hosts 2 hours of arts/week in each class. An arts focused school like OCSA hosts 3 hours of arts/day in each class. There is a big difference between arts being important; and being an “arts school.” We need to decide where we fall in that spectrum.

Culture

Culture is extremely important to OCEAA’s mission. Many in focus groups put it first in priority of our mission. For some this means language; for others, arts. For some this means raising “global citizens of the world” as one teacher put it. For others it means concentrating on American and Latino Culture and making youth active in their communities. Another teacher mentioned our job as creating a liberal arts education. Another said we should represent the cultures of Orange County which would include Vietnam, Korea and the Middle East. There is no consensus on what culture means but it is important.

Nutrition Programs

For many our **nutrition programs** are highly regarded part of why they come. While others feel they need improvement, especially among the Spanish-speaking population. In focus groups, there was a sense that the food services have fallen off the high standard they were a few years ago. This is something to watch.

KEDS

KEDS program came with an equal amount of positive and negative comments in both surveys and focus groups. From the focus groups it seems that people like the program but wish it were available to all without costs to low-income students.

SWOT ANALYSIS

Key Strengths:

1. Our Dual Language Immersion Program
2. Our Teachers and Staff
3. Our Nurturing Culture



Weaknesses:

1. Safety and Security
2. Our Facility and its shortcomings in being a great school campus



Opportunities & Threats

From the October Board Retreat, we will know what the board (who are closest to seeing externally into the community) consider our opportunities and threats to be.

BRANDING

Online Perception:

Most people's first perception of the school, and ability to find us, rests with our online presence and branding.

According to our web analytics, we had just over 10,000 unique users view our site in July and August, the time when people are looking at schools. We had a bounce rate of 44%. That means that 44% of people who visited left almost immediately after only viewing the home page. excellent is 26-40%. This would be considered average. Less than 7% of users accessed our admissions and forms online. Nothing here is out of the ordinary- neither good nor bad.

When searching "Charter Schools Santa Ana" or "Charter Schools Orange County" we don't come up in the first page of web results, meaning we need to work on our SEO (Search Engine Optimization).

You will see a list of Charter Schools from the state and Yelp reviews for best charter schools as the first results. We only have two Yelp reviews and need to request parents to write more.

Next is a review service called GreatSchools.org where we have a rating of 5 out of 10 because of test scores, even though we have high user reviews here. I'm guessing this is old data and needs updating.

Under Noodle.com we have a higher rating of 78 for quality.

On Niche.com, we ranked a B-

The OCDE website hosts reports that are unreadable and not user friendly.

If one were to look at us through the lens of these sites, one would get the idea we are an above average charter. All these sites could be improved with a little effort, which would improve our SEO and wait list.

Brand Management:

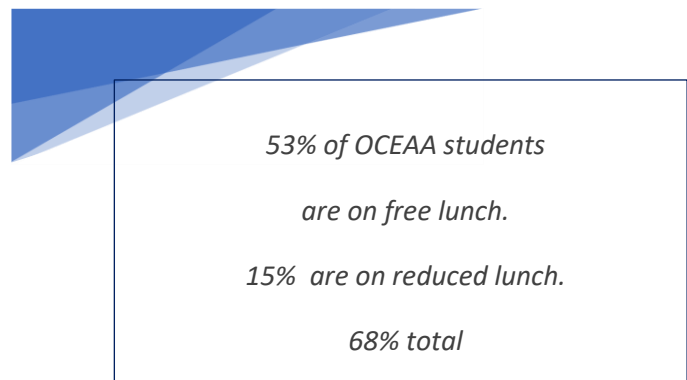
While the majority of our stakeholders like the name and mission, the majority also agree that our logo should be updated. There is a question as to whether our mission statement should be streamlined. Effective mission statements are memorable and drive passion.

NEED

The *Orange County Community Indicators* report, and *OC Health Condition of Children* report shows that:

Poverty:

- In Orange County the medium household income is \$78,428/year but is \$39,348/annually in downtown Santa Ana and \$54,062 annually for the city.
- Per capita income in Orange County is \$35,939 but only \$13,231 in Downtown Santa Ana and \$17,040 city-wide.
- Orange County's cost of living is almost double the U.S. average (87% higher)
- Median incomes have not increased in 10 years
- 13% of residents live in poverty but that is 25% for Latinos
- 16% of adults over 25 have less than a high school diploma. For families in poverty that is 26%.
- 39% of adults over 25 have a bachelor's degree or more but for families in poverty that is 3%.
- Average Home price is \$750,000. It takes an income of \$92,000/annually to afford home ownership in this county. It takes \$43,000/year to afford a one-bedroom apartment in the county (average \$1436/month).
- 60,000 families are on a wait list for rental assistance support
- K-12 students living doubled- or tripled up due to economic hardship has grown 119% in 10 years
- 47% of students in Orange County qualify for free or reduced lunch programs. 21% of children live in poverty in the county, 31.5% in Santa Ana
- 19% of county children receive CalFresh, but in Santa Ana that number is 36%
- 6% of OC kids are in insecure housing. In Santa Ana that number is 13%

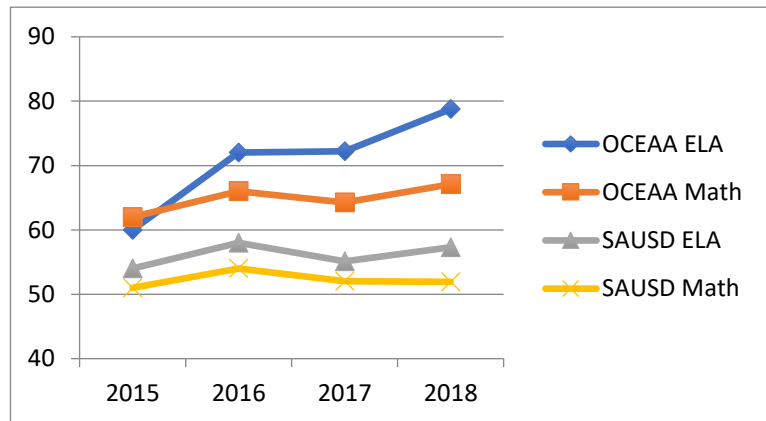


Diversity

- 46% of residents over 5 speak a language other than English
- 31% are foreign born

Education

- Even though jobs have increased for the first time to pre-recession levels, 45% of employers can't find the skilled workers needed to fill vacancies
- 52% of children were developmentally ready for kindergarten, but in downtown Santa Ana that is 38% or less.
- While test scores improved across the board in Orange County, they are very low for English Learners. Less than 1/3 of economically disadvantaged students meet or exceed standards.
- Percentage of HS students that are CSU/UC eligible: 75% Asians; 59% White; 36% Latino. 47% of Santa Ana students are eligible.
- 78% of Santa Ana Unified students have not met standards



Health & Special Needs

- 13-20% of children are living with a mental health condition. 49% of Santa Ana children who need mental health care or counseling at school are not currently being treated
- 17% of OC kids suffer trauma from Adverse Childhood Experiences
- 25% of OC children with special needs have not received any intervention services
- \$69.8 million is the cost of absenteeism in school due to depression in OC
- 18% of fifth graders are classified as obese, 27% for Latino children

Our demographics: 92.4% Hispanic/Latino, 3.6% White, 1.1% Other, 1% Two or More Races, and less than 1% each of other identified federal categories; 9% declined to state. 64.8% Socioeconomically Disadvantaged, 52.6% English Learners, 7.1% Students with Disabilities, (2016-17 SARC)

PREVIOUS OCEAA BOARD WORK

Proposed new mission statement:

Nurturing and challenging students to be creative, critical thinkers through rigorous dual-language instruction, arts, and culture.

New vision statement:

Inspiring and preparing students to succeed in a diverse world.

The guiding principles or beliefs that dictate behavior and action. Its helps people know right from wrong and create an unwavering and unchanging guide.

Core Values

Inclusion:

- Equality
- Cultural Competency and Empowerment
- Empathy
- Perspective and Experience

Community:

- Open Communication
- Trust
- Common Goals
- Collaboration and Teamwork

Creativity:

- Innovation
- Imagination
- Risk Taking
- Inquiry

Excellence:

- Critical Thinking
- Leadership
- High-quality Work Ambitious Goal Setting and Continuous Improvement

FROM LCAP: OCEAA will take steps to support high quality math instruction, improve systems for measuring progress towards achievement goals, and improve coordination of academic, behavioral and social emotional supports (MTSS). In addition, OCEAA will continue partnering with Cal State Fullerton and EL Education to increase opportunities for students to engage in authentic, meaningful and culturally relevant learning.

ACTION ITEMS

Within our goals and objectives, we need to be vigilant to:

1. Make safety and security a priority
2. Update our facility and make it as useful as possible
3. Strengthen physical education programs and available facilities
4. Build on our cultural focus to achieve more
5. Strengthen our brand, logo, exterior, and online image

During our board retreat we should:

1. Discuss our Opportunities & Threats
2. Discuss our mission statement and the work the board did previously. We should consider our identity in terms of preparing our children for the future, culture, arts, technology and language
3. Define a few key three-year goals in for the program, staff and board/leadership

CONCLUSION

Some of the things listed here may seem obvious. However, it is important that they are identified, and a consensus is reached showing the positives and negatives and making an obvious course forward. Remember that this report was compiled by a consensus of your thoughts, ideas, and priorities. Moving forward it will not be the plan of the Board President or CEO. It will be the plan of everyone who has a stake in this organization. Success only has one enemy and that is apathy.



OCEAA WELLNESS POLICY

WHAT IS THE OCEAA WELLNESS POLICY/Purpose?

Click on the supporting links for specific information:

A local wellness policy in compliance with Senate Bill 12 (SB12) is an essential tool for parents, local educational agencies (LEAs) and school districts in promoting student wellness, preventing and reducing childhood obesity and providing assurance that school meal nutrition guidelines meet the minimum federal school meal standards. In compliance with the National School lunch program (NSLP).

SB12 Compliance, (Senate approved guidelines)

Existing law prohibits the sale of certain beverages and food items at elementary schools, and at middle and high schools participating in a pilot program.

http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=200520060SB12

Student Wellness

OCEAA aims to help students achieve and maintain a sense of well-being as they strive to reach their personal and academic goals while living a healthy fulfilling life while cultivating awareness for themselves and fellow students and the community.

www.fns.usda.gov/tn/local-school-wellness-policy

<https://www.fns.usda.gov/nslp/national-school-lunch-program-nslp>

Physical Activity

OCEAA utilizes an Active Play approach to daily recess and weekly physical education periods. Students will spend at least 50 percent of weekly physical education periods participating in moderate to vigorous physical activity.

<http://www.actionforhealthykids.org/tools-for-schools/find-challenges/on-the-playground-challenges/1234-recess-in-action>

www.choosemyplate.gov/physical-activity-why

Whenever possible, recess is scheduled before lunch to ensure students have access to physical activity.

<http://www.actionforhealthykids.org/tools-for-schools/find-challenges/cafeteria-challenges/1232-recess-before-lunch>

OCEAA is also committed to utilizing brain breaks and mindfulness strategies to break up extended periods of inactivity due to academic programming. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, OCEAA gives students periodic breaks during which they are encouraged to stand and be moderately active.

<http://www.actionforhealthykids.org/tools-for-schools/1252-brain-breaks-instant-recess-and-energizers>

Competitive Foods

All foods sold outside of the National School Lunch Program (NSLP), must not compete with Garden Grill breakfast or lunch sales.

Only three competitive events are allowed on campus per organization, per year.

https://schoolnutrition.org/uploadedFiles/Legislation_and_Policy/State_and_Local_Legislation_and_Regulations/4-Sept2013StateCompetitiveFoodPolicies.pdf

Food Service/Child Nutrition (Includes A La Carte, Class Parties, and Fundraisers)

Child Nutrition Services Supervisor must approve all competitive foods. The Supervisor will provide guidelines and guidance will be offered to teachers, staff, and parents.

Food as Rewards: OCEAA will not use foods and beverages as rewards and foods will not be withheld as a punishment. The school has made a guidebook available titled *Healthy Food Guide for School Activities and Other Special Occasions* that details a list of alternatives to using food as a reward.

Celebrations & Events: OCEAA limits celebrations that involve food during the school day to no more than twice per month, including the celebrations of birthdays on the last Friday of the month. Each party should aim to include no more than one food or beverage that does not meet nutrition standards or from the “empty calories” list. All celebrations and events will be held after the classes scheduled lunch period. The school will disseminate a guidebook titled *Healthy Food Guide for School Activities and Other Special Occasions* which details a list of healthy party ideas and recipes for parents and teachers.

https://healthymeals.fns.usda.gov/hsmrs/Connecticut/CT%20healthy_celebrationsd.pdf

www.actionforhealthykids.org/storage/documents/parent-toolkit/partner-resource-pdfs/healthypartyguide-cando.pdf

www.actionforhealthykids.org/storage/documents/parent-toolkit/celebrationsf3b.pdf

WHY WE HAVE CHOSEN TO BE A SCRATCH SCHOOL

Our Garden Grill cooks from scratch. Scratch cooking means that all meals are made by adding fresh ingredients and not ingredients that are already prepared. The Garden Grill has cooks that prepare nutritious meals daily. The Nutrition Supervisor selects all the items on the menu. Menu items must follow the CDE standards as well as USDA Wellness Policy Guidelines.

OCEAA is unique because we are a public charter school with a kitchen that cooks using *local fresh food from scratch. Cooking from scratch means cooks add healthier ingredients into our meals. Data supports the adage “that you are what you eat.” Educating children and our community to make healthy eating choices can help you physically as well as mentally.

<https://traytalk.org/2017/10/11/scratch-cooking-in-schools-just-like-mom-used-to-make/>

www.fns.usda.gov/tn/local-school-wellness-policy

<https://www.fns.usda.gov/get-involved/provide-nutrition-education>

* Local is food grown within 200 miles

FOODS AND BEVERAGES PROVIDED AT SCHOOL ACCORDING TO THE NATIONAL SCHOOL LUNCH PROGRAM (NSLP)

The NSLP is a federally assisted meal program operating in public and non-profit private schools and residential child care institutions. It provides nutritionally balanced low cost or free lunches to children each school day.

<https://healthymeals.fns.usda.gov/topics-z> www.californiaprojectlean.org/calculator/

Allergies POLICY

Nuts and Seeds

Sunflower or pumpkin seeds can be offered as an extra during breakfast and lunch in a plastic container as well as at the Salad Bar.

“Peanut Free” table will be provided.

All Other Allergies

The school nurse must be informed of all school allergies. For meal accommodations, a signed doctor's note must be provided.

<http://www.ironkidsnutrition.ca/nut-free-alternatives-seeds-okay-kids-tree-nut-peanut-allergy/>

Filing a Program Discrimination Complaint as a USDA Customer

USDA prohibits discrimination against its customers. If you believe you experienced discrimination when obtaining services from USDA, participating in a USDA program, or a program that receives financial assistance from USDA, you may file a complaint with USDA. OASCR, through the Office of Adjudication, will investigate and resolve complaints of discrimination in programs operated or assisted by USDA.

USDA prohibits discrimination on the bases of race, color, religion, sex, age, national origin, marital status, sexual orientation, familial status, disability, limited English proficiency, or because all or a part of an individual's income is derived from a public assistance program. In programs that receive Federal financial assistance from USDA, discrimination is prohibited on the bases of race, color, religious creed, sex, political beliefs, age, disability, national origin, or limited English proficiency. (Not all bases apply to all programs.) Reprisal is prohibited based on prior civil rights activity.

To file a program discrimination complaint, you may obtain a complaint form by sending an email to Cr-info@ascr.usda.gov. You or your authorized representative must sign the complaint form. You are not required to use the complaint form. You may write a letter instead. If you write a letter, it must contain all of the information requested in the form and be signed by you or your authorized representative. Incomplete information will delay the processing of your complaint. Employment civil rights complaints will not be accepted through this email address.

Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.), should contact USDA's TARGET Center at (202) 720-2600 (voice and TDD).

Send your completed complaint form or letter to us by mail, fax, or email.

Here are our addresses and fax number:

Mail

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

Fax (202) 690-7442

E-mail: program.intake@usda.gov

For help filling out the form, you may call any of these telephone numbers:

(202 260-1026 (Local))

(866) 632-9992 (Toll-free Customer Service)

(800) 877-8339 (Local or Federal relay)

(866) 377-8642 (Relay voice users)

A waiver may be granted for the following reasons: (1) the discriminatory act could not reasonably be expected to be known within the 180-day period; (2) illness or incapacitation; (3) the same complaint was filed with another Federal, state, or local agency; and (4) any other basis determined by the Director of the Office of Adjudication.

Whom may I contact for further information on filing a program discrimination complaint?

You may contact the Office of Assistant Secretary for Civil Rights, Information Research Service, on (866) 632-9992 (toll free) or (202) 260-1026 or send an email to the Office of the Assistant Secretary for Civil Rights at CR-INFO@ascr.usda.gov. Individuals who are deaf, hard of hearing, or have speech disabilities, may contact us through the Federal Relay Service on (800) 877-8339 or (800) 845-6136 (Spanish).

How is my discrimination complaint processed?

Filing a USDA program discrimination complaint does not waive or toll requirements for filing a lawsuit. Complainants are advised that they may wish to consult a lawyer at their earliest convenience to ensure that their rights are protected and preserved.

Intake Stage

The first stage of the program discrimination complaint process is the intake stage. At this stage, the Office of Adjudication determines whether your complaint meets the legal requirements to be accepted for processing. Prior to making this determination, the Office of Adjudication may request clarification or additional information about the complaint from you. For more information about what must be included in your complaint, read *How to File a Program Discrimination Complaint*. If your complaint is not accepted for processing, the Office of Adjudication will send you a letter notifying you why your complaint was not accepted and your complaint will be dismissed. If appropriate, your dismissed complaint may be referred to an agency or forum that may assist in resolving the issues. In this case, you will also be notified of the referral.

If your complaint is accepted for processing, the Office of Adjudication will send you a letter to notifying you of the acceptance and inform you of the issues that will be investigated. The USDA agency that your complaint is against will be required to prepare a written statement giving their position regarding your complaint. After the

agency's position statement is received, the case will be sent to the next stage, investigation.

Investigation Stage

During the investigation stage, the Office of Adjudication will assign an investigator to the complaint. The investigator will contact you, any agency employees involved, and any other appropriate individual, to obtain sworn statements and documents relating to the issues in the complaint. After the complaint is investigated, a Report of Investigation is prepared and the complaint is sent to the next stage, adjudication. The complainant may obtain a copy of the Report of Investigation, after the complaint is closed, by making a request under the Freedom of Information Act.

Adjudication Stage

During the adjudication stage, the Office of Adjudication will review the Report of Investigation and perform a legal and factual analysis of the complaint to determine whether discrimination occurred. Based on this analysis, the Office of Adjudication will issue a Final Agency Decision. The Final Agency Decision will contain an analysis of the claims in the complaint and the Office of Adjudication conclusions and findings, including whether discrimination was found. If discrimination is found, the Office of Adjudication may attempt to settle the complaint or take other corrective action, as appropriate. If no discrimination is found, the complaint is closed. A copy of the Final Agency Decision will be mailed to the complainant after it is signed by the Director of the Office of Adjudication. If your complaint alleges discrimination based on disability, you may appeal the Final Agency Decision to the Assistant Secretary for Civil Rights within 90 days of receipt of the Final Agency Decision. This opportunity for appeal applies only to complaints alleging discrimination based on disability.

NOTE

In complaints alleging discrimination in certain USDA programs or those falling under the authority of other government agencies or departments, the complaint may be processed in accordance with a Memorandum of Understanding. In those instances, the procedure used to process your complaint may be different from the procedure described above. The procedure used will be determined by the Memorandum of Understanding.

USDA Nondiscrimination Statement

SNAP and FDPIR State or local agencies, and their subrecipients, must post the following Nondiscrimination Statement:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: How to File a Complaint, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

USDA Nondiscrimination Statement (Continued)

For all other FNS nutrition assistance programs, State or local agencies, and their subrecipients, must post the following Nondiscrimination Statement:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: How to File a Complaint, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (4) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (5) fax: (202) 690-7442; or
- (6) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

USDA Nondiscrimination Statement (Continued)

Joint Application Form (HHS)

This institution is prohibited from discriminating on the basis of race, color, national origin, disability, age, sex and in some cases religion or political beliefs.

The U.S. Department of Agriculture also prohibits discrimination based on race, color, national origin, sex, religious creed, disability, age, political beliefs or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027), found online at: How to File a Complaint, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

For any other information dealing with Supplemental Nutrition Assistance Program (SNAP) issues, persons should either contact the USDA SNAP Hotline Number at (800) 221-5689, which is also in Spanish or call the State Information/Hotline Numbers (click the link for a listing of hotline numbers by State); found online at: SNAP Hotline.

To file a complaint of discrimination regarding a program receiving Federal financial assistance through the U.S. Department of Health and Human Services (HHS), write: HHS Director, Office for Civil Rights, Room 515-F, 200 Independence Avenue, S.W., Washington, D.C. 20201 or call (202) 619-0403 (voice) or (800) 537-7697 (TTY)

This institution is an equal opportunity provider.



ENGLISH LEARNER POLICY

OCEAA's Board of Directors recognizes its fundamental public education obligations to all students, to provide equal access and appropriate services to English learners, and its legal responsibility to ensure that English learners rights are protected under the California Education Code 305-306; 310; 313-131.5; 60640 and Title 5, California Code of Regulations.

OCEAA shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

OCEAA shall develop and implement a program that is sufficiently staffed and resourced to allow students to become proficient in the English language, fully participate in opportunities provided by the school, and encourage parent/guardian involvement in making informed decisions about the students' English language development.

OCEAA will develop and implement a language acquisition program. OCEAA's language acquisition program procedures will be stated in OCEAA's English Learner Plan. OCEAA's English Learner Plan will ensure students' English acquisition as rapidly and effectively as possible.

OCEAA's Principal shall ensure that this policy and OCEAA's English Learner Plan is implemented and enforced. OCEAA employees are expected to adhere to the provisions of OCEAA's English Learner Plan.

Plan for English Learners

1. English Learners Equal Access to Core Instruction

- 1.1. English learners shall have full access to OCEAA's state-adopted academic content standards, including the English Language ("ELD") standards.
- 1.2. OCEAA students shall be taught according to the program of their parent/guardians' choosing including:
 - 1.2.1. English Mainstream/Structured English Immersion (Final year offered is 2018-19)

1.2.2. Two-way Immersion (Federally recognized best practice)

- 1.3. OCEAA's core classes shall be taught by highly qualified teachers who hold a CLAD and/or BCLAD and possess appropriate experience and authorization from the Commission on Teacher Credentialing. English learners shall be supported by bilingual assistants, part-time specialists, or trained volunteers per program designs. Teachers of English learners shall be trained to implement appropriate differentiated instruction to reach all levels of English proficiency and in the case of two-way immersion, primary language proficiency.
- 1.4. Instruction techniques, assessments, materials and approaches shall be focused on communicative competence and academic achievement covering listening, speaking, reading, and writing skills (aligned with California ELA/ELD Framework) in all areas of the curriculum.
- 1.5. The Two-Way Immersion program at OCEAA shall promote language acquisition and proficiency, oral language development, and enriched learning opportunities for all English learners.

2. Identification and Initial Assessment

2.1. Home Language Survey

- 2.1.1. OCEAA shall maintain procedures for OCEAA's Home Language Survey that shall be distributed to each new OCEAA family upon enrollment.

2.2. Initial Assessments

- 2.2.1. OCEAA will develop a process for implementing and monitoring the initial assessment and placement of each student identified as an English learner. It is the responsibility of OCEAA to inform the parent/guardian of OCEAA's ELPAC testing and results. OCEAA shall consult the parent/guardian prior to the student's placement.

3. Ongoing Assessment and Reclassification

- 3.1 Once a student is identified as an English learner, OCEAA shall develop a process for administering summative ELPAC assessments annually until the student is reclassified as English proficient.
- 3.2 English learners who are in their first 12 months of attending a school in the United States shall be exempt from taking the English language arts assessment to the extent allowed by federal law.

3.3 OCEAA shall monitor the progress of reclassified students for at least three years from the students' reclassification date.

3.4 OCEAA shall develop reclassification procedures that utilizes multiple criteria in determining whether to reclassify a student as proficient in English, including:

- a. Assessments of English language proficiency using an objective assessment instrument, including, but limited to CELDT/ELPAC;
- b. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the student;
- c. Parent/guardian opinion and consultation;
- d. Comparison of student basic skills against an empirically established range in basic skills based upon the performance of English proficient students of the same age that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

3.5 OCEAA shall provide the parent/guardian with notice of any language reclassification and placement including a description of the reclassification process and the parent's opportunity to participate in the process.

3.6 OCEAA shall transfer the student into an English language mainstream classroom pursuant to OCEAA's reclassification criteria if it is determined that the student acquired a reasonable level of English proficiency or upon request by the student's parent/guardian.

4. Effective Communication and Stakeholder Engagement

4.1. Under the direction of OCEAA's Principal, a dedicated English Language Coordinator shall ensure that OCEAA is in compliance with parent/guardian notification, student identification, assessment, program placement, and reclassification.

4.2. OCEAA shall develop and maintain a School Leadership Team, School Site Council and English Learner Advisory Council annually to communicate information and involve stakeholders in monitoring and evaluating the academic progress of English learners.



SPECIAL EDUCATION POLICY: IDENTIFICATION AND REFERRAL (Formerly School Policies #17 and 18)

The OCEAA Board of Directors recognizes the need to actively seek out and evaluate students enrolled at OCEAA who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

Pursuant to Education Code Section 47641, OCEAA is a public school of the authorizing District, Santa Ana Unified School District ("District"), for special education purposes. OCEAA shall have the same responsibility as any other District public school to work cooperatively with the District in identifying and referring students who have, or may have, disabilities or exceptional needs that qualify them to receive special education services.

OCEAA's principal or designee shall develop, maintain, and implement policies and procedures to ensure identification and referral of students who have, or may have, such disabilities or exceptional needs.

These policies and procedures will be in accordance with California law and District policy. The District shall provide OCEAA with the technical and consultative services generally provided to the District's other public schools in the identification and referral process.

OCEAA's principal or designee shall establish identification procedures whereby parents/guardians, teachers, appropriate professionals, and others may refer for screening any child they believe to have a disability that significantly interferes with the child's learning and cannot be met with modifications to the regular instructional program. OCEAA's principal or designee shall identify screening processes to determine when an individual's academic, behavioral, or other difficulties may be related to disabilities and shall establish systematic procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment.

OCEAA's screening process shall generally include an initial referral to the Response to Intervention Team, a general education team made up of program specialists of OCEAA and a school psychologist or counselor, if available, to develop intervention strategies for a student. A student shall be referred for special educational instruction and services only after the resources of the regular education/Response to Intervention programs have been considered and used where appropriate.

If the Response to Intervention Team determines that the regular education program is not sufficient, it shall make a referral for a special education evaluation to OCEAA's Coordination of Services Team (COST), consisting of OCEAA's Principal and Special Education services personnel. All referrals from OCEAA staff shall include a brief reason for the referral and describe the regular program resources that were considered and/or modified for use with the student, and their effect on academic progress. For assessment purposes, OCEAA staff shall use appropriate tests to identify specific information about the student's abilities in skill areas. In addition, staff shall use multiple measures, including direct observation, to study the effect of interventions or modifications to the regular instructional program. Staff may also consider the student's personal history, development and adaptive behavior.

OCEAA's Coordination of Services Team may make recommendations for further intervention, or make a recommendation to initiate a special education evaluation. Following the recommendation to evaluate, OCEAA shall facilitate parental notification, determine necessary assessments, and arrange IEP meetings in accordance with the OCEAA's general practice and procedure and applicable law.

OCEAA shall notify parents/guardians, in writing, of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the right to consent to any assessment concerning their child and procedures for initiating a referral for an assessment to identify students who need special education services.

Adopted:

Amended: