

Orange County Educational Arts Academy
A California Public Charter School

BOARD OF DIRECTORS
MEETING MINUTES

Regular Meeting

March 13, 2019

6:00 p.m. – Closed Session

7:00 p.m. – Open Session

OCEAA School Library

825 N. Broadway, Santa Ana, CA 92701

AGENDA

I. Call to Order

A. Roll Call

Board Members	Present	Absent
Dr. Kimberly Barraza Lyons, President	X	_____
Dr. Alfonso Bustamante	_____	X
Valerie Sullivan, Vice Chair	_____	X
Scott Overpeck, Chair	X	_____
Ben Stanphill, Secretary	X	_____
Boris Molina	X	_____
Staff/Other		
Kristin Collins, School Director	X	_____
Janine McFarlin, Interim Controller	X	_____
Mike Limon, Executive Director	_____	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 6:30 PM

- 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 7:15 PM

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

A. Staff Reports

1. School Director – Kristin Collins

(a) Nicole Kubasek presented on adopting the Eureka Math curriculum

2. Executive Director – Mike Limon/Janine McFarlin

B. Operations Report – Josh Eng/Janine McFarlin

1. Accord and Charter School Capital will present at the next meeting.

C. Board of Directors Reports

1. Retreat Scheduling

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 February 2019 Board Meeting

B. Ratification of February 2019 Check Register

Action: Approve Consent Items Listed Above	Motion: BS Second: SO
	Vote: BM, BS, KL for 0 against SO abstained

VIII. Update Signatories to OCDE Account

Action: Approve signatories to the OCDE Account as presented.	Motion: KL Second: BM
	Vote: 4 for 0 against

IX. Approve Second Interim Budget Submittal

Action: Approve Second Interim Budget Submittal as presented.	Motion: BS Second: BM
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	Vote: 4 for 0 against
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X. Approve Prop 39 Maintenance Services to Pre-Existing HVAC Units

Action: Approve increase in Diversified Contract Amount by \$1,167 to \$5,786.	Motion: SO Second: BS
	Vote: 4 for 0 against

XI. Approve Part-Time TK-K Lead Teacher Job Description

Action: Approve as presented	Motion: KL Second: SO
	Vote: 4 for 0 against

XII. Approve School Culture and Character Job Description

Action: Approve as presented	Motion: KL Second: BS
	Vote: 4 for 0 against

XIII. Controller Contract Review

Action: Approve extension of controller contract to June 2019 with additional responsibilities as presented.	Motion: SO Second: BS
	Vote: 4 for 0 against

XIV. Items for Future Meetings

The next regularly scheduled meeting is on April 10, 2019.

XV. Adjournment

The meeting was adjourned at 8:23 PM.

OCEAA Executive Director Board Report
March 2019
Mike Limon

1. Prop 39 Update:

- a. 4 HVAC units with “curbs” is currently at \$89,419 and approved for install
- b. Spring Break install
- c. Service for HVACs is being currently reviewed for units that will remain
- d. California Department of Industrial Relations (DIR) has been issues to contractor.
- e. Lighting Kick-off meeting with Regreen Inc. on 3/20
 - i. 12,654, awarded to Regreen Inc.

2. E-Rate Y22 Update:

- a. Janine is leading this effort and moving it along.
- b. Contracts have been submitted
- c. Cogent (IP provider): Removed an IP block and went to month to month contract.

3. ADA/Enrollment/ Recruitment/ Tours:

- a. Moving forward with eCollect to replace Registration Gateway, reference calls were made. Planning this roll-out for this year.
- b. Lottery (onsite & social media- live) on March 29th
- c. Past Tour:
 - i. 3/8/19. 9:00am: We had over 70 families show up.
- d. Drip Campaign developed to promote 6-8th grade
 - i. Social Media campaign: Web banners, posts and tour promotion.
 - ii. Flyer created and shared out to Legacy College Prep, CCSA and Nova to cross promote. OCEAA also has a list of over 600 volunteers, so we deployed a campaign to have them be our brand ambassadors and share this recruitment flyer out. A few sponsorships leads developed from this.
 - iii. Updated the website with middle school content.

4. Operational:

- a. Facilities Update:
 - i. Annex: Roof work is about 90% complete. The KEDS room is still undergoing work.
 - ii. Termite inspections underway. Spring break work for any areas that need treatment.
 - iii. Spring break drywall restoration work in HR Managers office and KEDS room.
- b. Annex Lease renewal 2020.
- c. Main Building will need a complete roof build.
 - i. Quote 1: \$200k

- d. Elevator will need to be replaced soon, projected around \$80k
- e. Garden Grill Team received an all staff PD session on 2/22/19

5. Grants:

- a. Awarded: CharterSAFE from \$5,000 -Yoga/Mindfulness program has launched. Check presentation conducted at CCSA.
- b. Pending: California Dept. of Education - 21st Century Community Learning Centers (CCLC) ranging from \$30,000-\$40,000. The grant would enable us to cut the cost of camp tuition for students on free and reduced lunch. – Follow up after Jog-a-thon

6. Safety & Security:

- a. Reviewing alarm systems for rear doors (May be a 19/20 school year expense)
- b. We are looking at radios to swap out Kyocera phones. Need to review Sprint contract first
- c. Fire Inspection complete, work need to be done to our circuit boards next.
- d. Plan to review current plans and polices school-wide. This regulation here.
- e. Annex Fire Drill 3/21

7. Partner Development:

- a. Aetna: **Declined** this year, perhaps open to talking in February 2019.
- b. C1P: Possible Hardware Donation
- c. Chevron: New OC-base contact, connected via LinkedIn
- d. Coca-Cola: Two pallets of bottled waters
- e. Cox Communications: Emailed and connected via LinkedIn
- f. First Foundation: **Site visit 1/9/19, needs follow-up**
- g. Fluor Corp: Mike to present at *The Compelling Why* event in Dallas on 11/27/18 to connect with Senior Director, Community Affairs and Fluor Foundation
- h. H&R Block: Supplies donation: **Follow up 1/19/19**
- i. Joseph Tardie: Valerie L. Sullivan lead, on Friday, 11/16/18, **declined**
- j. OCSA: Meet with Patricia McMaster Dir., Community Programs, after holiday
- k. Pinnacle Network: A few community leads to follow up on.
- l. Parent: 8 large boxes of toys**
- m. Southern CA Edison: Open to discussing collaboration (**TARGET THIS WEEK**)
- n. Servpro \$200**
- o. Verizon: Bay area contact, currently no options but will continue to work on this
- p. Wells Fargo: Scott Overpeck and Mike Limon collaborating on this

8. Campaign Development: Idea generating for future

- a. Business Week
- b. Business Latino Leaders
 - i. Get companies to sponsor students for teacher for the day
- c. NEW: 15 year “quinceanera” OCEAA anniversary fundraising event/ campaign

9. Outreach:

- i. Nova & Legacy College Prep visited OCEAA for tour
- ii. CCSA Conference: **Look at attachment for OCEAA's itinerary**
- iii. Habitat for the Community Luncheon- two free event passes. We will be there to network and have a brand presence – 3/21/19
- iv. OneOC – Looking at participating at their Spirit of Volunteerism awards (lead generation) – 4/24/19
- v. Principal for the day with SAUSD – 3/22/19

10. Upcoming Events:

- a. Jog-a-thon/PE: 3/15/19 at Santa Ana Stadium
- b. Barnes & Nobler Book fair Fundraiser 3/19/10 at Barnes & Noble-Orange
- c. Arts Fundraiser: At OCEAA 4/10/19

2019 CCSA Conference Itinerary – Sacramento, CA

Monday, March 11, 2019

Fly in by 9 AM, check into hotel by 10 AM

CCSA Renewal Summit (for schools renewing in 20 & 21) 10 am - 2 PM.

They will prep folks for what they need to know and include in renewal petition, how to plan for community support and how to get the low-down on your board members' previous votes.

Gallagher Networking Event - 1 -2 PM

Escape Sacramento 1821 I Street, Sacramento, CA 95811

CCSA Leadership Reception - 2:30-4:00 PM

What: Meet and Greet for School **Leaders of Color** and Allies

Where: Room 302, Sacramento Convention Center

Why: To connect with leaders and influencers committed to growing the talent pipeline of diverse educators

CCSA Welcome Reception (per region) - 4-6 PM

Marsh & McLennan Reception – 6:30pm

Tuesday, March 12, 2019

Rotate through [workshops](#) and exhibit hall until Thursday.

Record Charter EdTalks – Charter School Capital 11 AM

Charter School Capital has launched a video series called “Charter EDTalk” and are hoping to gather a bunch of the videos while everyone is onsite together at the California Conference in March. The series is comprised of 15-20 minute videos providing a quick-snip of educational content for charter school leaders.

OCEAA’s Topic: Strengthening the Authorizer Relationship or Building Strong Community Support for Your Charter School

Homework: Outline general talking points and provide questions for them to ask me

Examples (or view [resource library](#)):

- [Board Governance for Charter Schools – Episode 1](#)
- [California Charter School Facilities](#)
- [Insider Tips for Navigating Your Charter School Facility Project](#)
- [Charter School Marketing – Powerful Tips for Success with Rhonda Cagle](#)

CharterSAFE Reception - 7-10 PM at the Hyatt Capital View Room

CHCC Foundation Reception - 6:30- 8:30 PM
Punchbowl Social- 500 J St, Sacramento, CA 95814

Procopio Reception – 6pm

FreshSmart Meals Reception- 7pm-10pm

Wednesday, March 13, 2019

CCSC Sessions 8:15 – 9:30 AM

CharterSAFE \$5k Check Presentation 9:45 AM

CHCC Policy Summit:

11:00AM – 3:00PM - The Citizen Hotel
ANNUAL HISPANIC SMALL BUSINESS LUNCHEON

The CHCC Annual Hispanic Small Business Luncheon features a wide range of relevant panels by industry experts offering vital information on both public and private resources. Our luncheon highlights the opportunities available for small businesses interested in engaging in procurement and civic activities.

3:30PM – 5:30PM - State Capitol
LEGISLATIVE APPOINTMENTS

Participants attend advocacy meetings with Legislators at the State Capitol. Deadline: Friday, March 1, 2019.

6:00PM – 8:00PM - TBD
ANNUAL HISPANIC APPOINTEES' RECEPTION
Celebration of California Governor's Hispanic Appointees

Thursday, March 14, 2019:

Workshops and one possible dinner

Friday will be a travel day.

OCEAA Board Update March 13, 2019

LCAP Goal 1: 100% Proficiency

- ❖ **Instructional Program & Achievement Updates** (K. Collins)
 - Recommendation to adopt Eureka Math TK-8 beginning in 2019-20 school year; presentation by Nicole Kubasek, Math Coach.
 - Recommendation to augment TK classroom teacher position with part time TK-K Lead Teacher position.

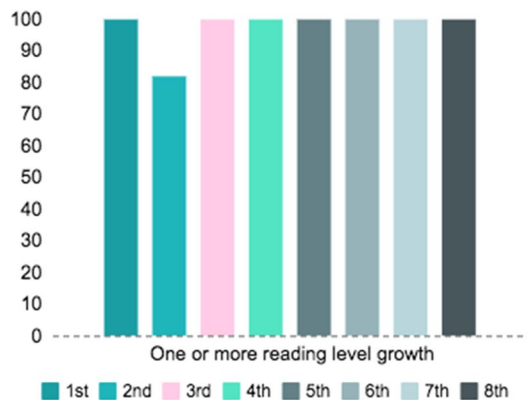
- ❖ **Literacy Team Report** (M. Carrera)
 - Team administered the DRA to all students that receive RTI support
 - Data was shared with teachers
 - Literacy team looked over trimester 2 DRA reading data and revised the RTI tiers in order to reflect all necessary changes (*please refer to trimester 2 data below)
 - New intervention groups were created based on data collected
 - 3 students were referred and added to RTI groups
 - 7 students reached their intervention goal and were place “on-watch”
 - Literacy team is working on writing goals for Trimester 3 to share with parents and students during Student Led Conferences
 - Students began trimester 3 intervention

Looking ahead:

- Literacy team will meet with families during Student Led Conferences to share trimester 3 goals

*The following is a summary of the trimester 2 data collected. It shows the percentage of students receiving RTI support per grade that moved up one or more reading levels (as determined by the DRA):

Trimester 2 Intervention Data



❖ **Math Report** (N. Kubasek)

- A third round of Star Math testing was conducted this month and students are being evaluated for continuation with or exit from intervention
 - We are going to only continue with students who are consistently 2 years or more below grade level (i.e a 5th grader scoring at 3.5 in Star Math)
 - For students less than 2 years below grade level recommendations will be made to the math teacher and push-in supports for standards scaffolding
- Factwise modeling is occurring in **all three** third grade classrooms and students are progressing quickly through the multiplication and division goals
- Interim assessments have been given in all 3rd-8th grade classrooms
- Math PLC update
 - 4th-8th grade PLC is focused on creating and archiving standards based rubrics for Eureka math modules
 - Teachers have reported they feel that the rubrics have focused instruction and grading is faster
 - TK-3 grade PLC is focused on preparing for our Eureka launch next year
- Eureka quote was received for consumable materials for 2019-2020 school year
- Math Clubs are occurring in K-8th grade
 - 4th-8th grade students will compete in the Santa Ana Field Day on April 13th at Villa Fundamental

❖ **Arts Report** (E. Vicario)

- Family Coloring Night was a success! Raised over \$800 for 2nd grade field trips.
- Little Mermaid May 10th SAHS Jr. Conservatory, Kinder and 5th will perform.
- Arts fundraiser change of date April 10th. Looking for any donations for raffles/ food sales.
- Art assessments in 5th and 8th are in progress.

❖ **Professional Development**

- Wednesday PLCs continue in math and literacy.
- March 1st PD Day focused on ELD/SLD training, primary math and 4-8 biliteracy curriculum mapping.
- M. Bennett Gee and K. Collins completed the Blueprints for Effective Leadership and Instruction for our English Learners' Future (BELIEF) PD series at OCDE.
- EL Education site visits planned for March 12th and 13th: Needs assessment and draft work plan for 2019-20 will begin.
- EL Education PD for Summer 2019 (registration fees included in service agreements):
 - 4 teachers total will attend the 5 day [Elementary Institute](#) and [Middle School Institute](#): July 15-19 in Milwaukee

- School Director plus 1 will attend the 3 day [Leadership Induction](#): July 17-19 in Detroit
- 6 additional opportunities to attend site seminars and 3 day institutes.

LCAP Goal 2: 100% Biliterate/Bilingual

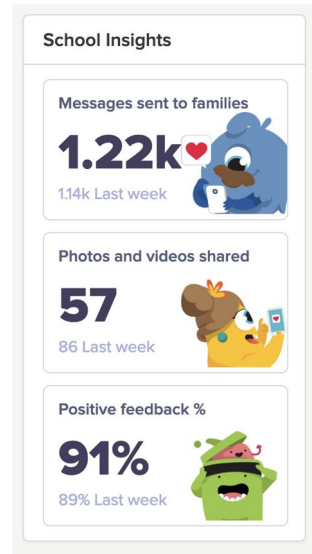
- ❖ English Learner report (M. Bennett Gee)
 - Summative ELPAC updates
 - Group Tests: All 139 group tests are finished (2nd-8th grades)
 - Individual Tests:
 - 8th, 7th, 5th and 4th grades are finished (96 tests) and were shipped to the state last Friday
 - 6th, 3rd, and 2nd (92 tests) are in progress
 - 1st, Kinder, and TK (144 tests) will be completed in April and May
 - K. Collins and M. Bennett Gee presented a professional development based on the information from the B.E.L.I.E.F. training series at OCDE to all teachers on March 1, 2019 that covered integrated and designated ELD. This will lead to review of ELD curriculum, scheduling, and teaching practices in the coming months.

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

- ❖ PBIS Counselor report (G. Castrillon)
 - Tier I is well in place throughout the school
 - Tier II continues to be put into place
 - Implementing CICO and Check and Connect support systems
 - Working on data collection (needs to be more consistent)
 - BEISY universal screener has been completed by all teachers for all grades
 - Students identified through BEISY with specific needs are being supported
 - Social skills group is consistent and group is responding positively
 - Teachers completing their 2nd Step certification online
 - Restorative Circles are being implemented
 - PBIS is becoming part of the MTSS framework of support

LCAP Goal 4 – 100% Parent-School Partnerships

- ❖ TK-K teachers conducted Student Led Conferences in February.
- ❖ ELAC met March 8 and School Site Council met March 11.
- ❖ Connecting with Stephan Lambert from OCDE and SAC for parent workshops in topics of interest.
- ❖ Class Dojo stats on March 7, 2019:



Normal Schedule: 0.25 FTE (+0.75 FTE TK Teacher)
Reports to School Director

JOB DESCRIPTION: OCEAA's TK-K Lead Teacher is responsible for collaborating with teachers, school leaders and EL Education School Designer to ensure TK-K students demonstrate content mastery, character development and high quality work. This is a part-time Teacher on Special Assignment position, and expands upon the duties of the TK Classroom teacher.

DUTIES AND ESSENTIAL JOB FUNCTIONS

Duties of this position include but are not limited to:

1. Leading the development of the TK-K program through the EL Education Model by
 - a. Collaborating with TK-K teachers to identify and prioritize curriculum and instruction needs, and provide support for program development. (e.g: archiving exemplars of student writing, coordinating TK-K crew routines and character targets, aligning ELD curriculum with ELD standards, building out expeditions from *Adelante* units);
 - b. Facilitating team planning to ensure that there is consistency in preparation and readiness for Tier 1 academic and social emotional instruction.
 - c. Supporting strong Tier 1 instructional delivery through co-planning, demonstration, observation, coaching and consultation.
2. Working collaboratively with the School Director, EL School Designer, and other specialists to set TK-K goals and take appropriate steps to achieve them.
3. Developing expertise in using Illuminate, PowerSchool and other data and assessment systems to monitor student achievement.
4. Attending related trainings and professional development.

QUALIFICATIONS:

1. Skills and abilities:
 - a. Knowledge of TK-K standards, curriculum and assessments.
 - b. Commitment to EL Education Model and Core Practices.
 - c. Ability and willingness to lead and coach colleagues constructively, and foster a community of reflective practice.
 - d. Ability to actively listen, creatively problem solve and build relationships with colleagues, parents, and community.
2. Minimum educational level:
 - a. Bachelor's degree
 - b. Valid California Teaching Credential
 - c. Bilingual in Spanish / BCLAD
3. Experience required:
 - a. 4+ successful years as a classroom teacher; demonstrated success with supporting all students in meeting academic goals

SALARY: Based on experience/certificated salary schedule.

EMPLOYEE ACKNOWLEDGEMENT:

I acknowledge that I have received and read my Job Description. I further understand that my job or position may change at any time with or without an updated job description and additional instructions from my supervisor/manager may substitute for an updated description. I further acknowledge that questions about my job, job description or job performance should be directed to my supervisor/manager or the Human Resource

Board Approved:

Department.

Employee Name (Please Print)

Employee Signature

Date

Supervisor Name (Please Print)

Supervisor Signature

Date

Board Approved:



School Culture and Character Coordinator

The mission of the Orange County Educational Arts Academy (OCEAA) is to nurture all learners to become creative, critical thinkers by providing high quality standards-based instruction through the arts, technology, language and culture. OCEAA is a 15 year old TK-8 charter school educating 600 students who live in Santa Ana and surrounding Orange County communities. OCEAA is one of 155 EL Education (EL) schools nationwide. EL is a non-profit organization devoted to providing network schools with a highly-respected model of comprehensive school reform with emphasis on high achievement through active learning, character development, and teamwork.

Schedule: Full time / professional hours

Reports to: School Director

JOB SUMMARY

The **School Culture and Character Coordinator** fosters and celebrates students' character development by building a school culture in which students and staff work together to become effective learners and ethical people who contribute to a better world. Within a multi-tiered system of supports (MTSS), the **School Culture and Character Coordinator** leads the implementation of behavioral and social emotional instruction; coordinates and provides data-based interventions; and collaborates with various teams to align the systems necessary to support all students' academic, behavioral and social success.

DUTIES AND ESSENTIAL JOB FUNCTIONS WITHIN A MTSS FRAMEWORK

Lead and Collaboratively Build a Positive, High Achieving School Culture

- Lead the development of a culture based on school wide character traits where students and adults are committed to high achievement as defined by content mastery, character development, and high-quality work.
- Collaborate with teachers and administrators to design and implement key whole-school activities to build and celebrate school culture and character, such as community meetings, assemblies, and spirit weeks.
- Support the development and effective implementation of crew/SEL curricula that supports students' character development and leadership capacity.
- Chair the Culture and Character Committee to establish priorities for the year related to character development and positive behavioral/social emotional supports.

Lead and Collaboratively Implement a Multi-tiered Behavioral and Social Emotional System of Supports

- Lead the implementation of Tier 1, 2 and 3 behavioral/social emotional supports.
- Collaborate with the MTSS team to design and evaluate a clearly articulated integrated system of academic and behavioral/social emotional supports.
- Manage a data system that includes universal screening, referrals and interventions, determine entry and exit points, and progress monitoring.
- Effectively respond to student referrals with a restorative and responsive lens as well as appropriate behavior modification strategies.

DRAFT

- Analyze student behavioral data trends and impact on classroom and school community when determining when and how to accelerate/intensify supports.
- Observe target students or student sub-groups in all settings in order to collaborate effectively with staff to develop effective supports and behavior plans.
- Collaborate with teachers to implement individual behavior plans; when appropriate serve as a direct behavioral support to students with a behavior plan, 504 plan or IEP.
- Support teachers with the monitoring of student behavior during the implementation of behavior plans
- Design and facilitate professional development and provide ongoing coaching and support to teachers and staff in understanding the multi-tiered support system, student engagement, behavior management and other topics based on need.

Engage in Meaningful Family Communication & Support

- Lead pro-active, site-based learning experiences for OCEAA parents and families.
- Provide targeted, proactive support for families of students who are in need (e.g. previously retained, acute stress or trauma, chronic truancy).
- Clearly and consistently communicate with all stakeholders, especially families, about student referrals and progress of interventions.
- Clearly articulate role of staff, student, and family in successful interventions and establish systems for stakeholders to hold one another mutually accountable to implement interventions with fidelity.

KNOWLEDGE, SKILLS, and ABILITIES *(including, but not limited to the following)*

- Demonstrated leadership, flexibility, and problem-solving capabilities
- Commitment to the EL Education Model and Leadership Readiness Indicators
- Knowledge of PBIS, MTSS and Restorative Practices
- Skilled at working with students who engage in challenging behaviors
- Ability to process and apply information quickly, meet deadlines and manage multiple and competing priorities, e.g., juggling many balls at the same time
- Ability to work with minimal daily supervision, use good independent judgment, and collaborate as part of a specialist/leadership team
- Skilled at building, facilitating, monitoring, and adjusting data systems
- Ability to promptly return calls, emails and other messages, within 48 hours or less
- Ability to thoroughly understand school programs, policies and procedures, and to explain them to students and parents
- Effective interpersonal communication, conflict resolution, time management, and record keeping skills
- Skilled in use of technology (Google Apps, Microsoft Office, SWIS, PowerSchool, Illuminate or other SIS/SAS systems)

QUALIFICATIONS

Bachelor's Degree in Psychology, Child Development or related field

3+ years teaching or counseling experience

Valid California Teaching Credential or Pupil Personnel Services Credential preferred

Bilingual in Spanish

SALARY RANGE

Placement on the certificated salary schedule

Board Approved: