

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

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

**Regular Meeting**

March 11, 2020

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 6:00 PM**

A. Roll Call

**Board Members**

Dr. Alfonso Bustamante

Valerie Sullivan

Scott Overpeck, Chair

Ben Stanphill, Secretary

Boris Molina

**Staff/Other**

Kristin Collins, School Director

Janine McFarlin, Treasurer

Mike Limon, President/Executive Director

**Present**

**Absent**

X

X

X

X

X

X

X

X

B. Approval of Agenda

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

No public comment

**III. Adjourn to Closed Session 6:09 PM**

A. Conference with Legal Counsel – Anticipated Litigation, Government Code sections 54954.5(c) & 54956.9 (d)(2).

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**

**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
  - 2. Executive Director – Mike Limon
- B. Operations Report –Janine McFarlin
- 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 December 2019 Board Meeting
- B. Approval of Minutes from January 2020 Board Meeting
- C. Approval of Minutes from January 2020 Special Board Meeting
- D. Approval of Minutes from February 2020 Board Meeting
- E. Ratification of January 2020 Check Register

Action: Approve Consent Items Listed Above	Motion: BS Second: BM
	Vote: 4 for 0 against

**~~VIII. Review of Interim Controller Contract~~**

Action: Tabled	Motion: ___ Second: ___
	Vote: ___ for ___ against

**IX. Approve AT&T Contract for Internet Services**

Action: Direct staff to execute contract with AT&T	Motion: SO Second: VS
	Vote: 4 for 0 against

**X. Approve Budget Revisions**

Action: Approve revised budget as presented	Motion: BS Second: VS
	Vote: 4 for 0 against

**XI. Approve 2<sup>nd</sup> Interim Budget**

Action: Approve with amendment to CSMC contact Information	Motion: BS Second: SO
	Vote: for 4 against 0

**XII. Budget Recommendations for 2020-2021 School Year**

Action: Tabled	Motion: ____ Second: ____
	Vote: ____ for ____ against

**XIII. Approve Direction for NPAs for SPED Consultancy Services**

Action: Approve executing contract with Futures up to \$550,000 pending clarification of billing & payment terms and cost savings that have been discussed	Motion: SO Second: BM
	Vote: 4 for 0 against

**XIV. Approval of the 2020-2021 School Calendar**

Action: Approved as presented	Motion: SO Second: VS
	Vote: 4 for 0 against

**XV. Items for Future Meetings**

The next regularly scheduled meeting is on April 15, 2020.

**XVI. Adjournment**

The meeting was adjourned at 9:18 PM.

## OCEAA Executive Director Board Report

March 2020

Mike Limon

### 1. ADA/Enrollment/ Recruitment/ Tours:

- a. Current enrollment is 620 students
- b. Tour Updates:
  - i. Feb. 14<sup>th</sup> and March 6<sup>th</sup>
    1. There is over 200 students in the “enrollment” school in PowerSchool!
    2. The new online interest form implementation is going well so far. This frees up time for the front office team.
  - ii. Public Lottery is projected to be March 27<sup>th</sup>
- c. Waitlists:
  - i. TK: 11, T: 13, 1<sup>st</sup>: 10, 2<sup>nd</sup>: 13, 3<sup>rd</sup>: 15, 4<sup>th</sup>: 11, 5<sup>th</sup>: 3, 6<sup>th</sup>: 13, 7: 1 and 8<sup>th</sup>: 2
- d. Retention: Middle School Info Session will be Friday, March 13<sup>th</sup>, there is 3 sessions. There is middle school competition in the horizon. **See the flyer.**

### 2. Operational

- a. Office Manager has joined OCEAA and started on Tuesday, March 10<sup>th</sup>
- b. Main Building will need a complete roof build. Quote 1: \$200k, second bid in a few weeks.
- c. Elevator will need to be replaced soon, projected around \$80k.
- d. Annex Lease renewal 2020.
  - i. There are options to reconfigure our TK & K space, which need to be explored.
  - ii. Have the option to extend for 3 years
- e. Reconnected with refinance group to review our bond refinance.
- f. Accepted membership with El Dorado’s SELPA and notified LACOE about this decision. Met with their accounting clerk to dive into OCEAA’s SPED estimates and build the relationship.
- g. Jog-a-thon, kick-off assembly is March 13<sup>th</sup> with the event hosted on May 8th at Santa Ana High
- h. Developed and sent out a survey for Summer Camp interest, to gauge participation to justify this program and costs.
- i. SAUSD visited OCEAA on March 10<sup>th</sup>, oversight meeting went really well.
- j. OCEAA’s Employee of the month for February was Nicole Kubasek.
- k. Supported 8<sup>th</sup> Grades “Dancing with the Stars” event which raised around \$1,300.
- l. Employee Benefits Survey went out with a 43% increase response rate compared to last year.
- m. OCEAA was selected for the Federal Program Monitoring (FPM) Review. It will be an onsite review for 20-2, **see attached**

- n. Met with Boys & Girls Club of Central Orange Coast to follow up on how that collaboration would work. Follow up needed.
- o. Extended the Interim Controller's contract for another term.

**5. Safety & Security:**

- 1. Approved for training(s) with Readiness and Emergency Management for School, a federal program. Need to plan this out.
- 2. Orange Coast College, College Public Safety is open to support our safety procedures.
- 3. Need to revisit current safety plan to make sure we are compliant
- 4. Installing cameras to test
- 5. The Fire Marshall came to do annual inspection, we had some classroom that needed work but after the second visit we passed.
- 6. Coronavirus Communications deployed and monitoring resources for possible cancelations of events or school closure

**6. Partner Development/Outreach:**

- 1. Discovery Cube Literacy Programming for Parents currently being hosted at OCEAA, two more sessions to go.
- 2. Pen to Paper – Met with their Grant Writer
- 3. OC Giving Circle -Presented, focus of giving is Education
- 4. Met with Unity Charter Community Engagement Lead on March 11<sup>th</sup>
- 5. Connect with Armando De La Libertad on March 12<sup>th</sup>
- 6. Charitable Ventures, will meet with them on March 13<sup>th</sup>
- 7. Meeting with Pat McMaster on March 18<sup>th</sup>, possible board member
- 8. Imaginology Fri, Apr 17, 2020 – Sun, Apr 19, 2020, we plan to exhibit at this
- 9. Dia del nino – May, we will participate at this.
- 10. Mike Limon will be recognized at the OC Hispanic Annual Gala, "Estrella Awards" on April 4<sup>th</sup>



**Free OCSA parking & childcare!**

# MIDDLE SCHOOL INFORMATION SESSIONS

**Friday, March 13th**

**8:40am**

**3:15pm**

**5:30pm**

**dance room**

**room 208**

**room 208**

**All sessions are bilingual.**

## Join us to discuss:

- our program goals and results in comparison to other middle schools
- the long term benefits of dual language learning
- your child's social emotional development in a small school setting
- and hear testimonials from current and former OCEAA students!

PLEASE BRING YOUR QUESTIONS AND FEEDBACK! THIS IS ALSO A GREAT CHANCE TO TURN IN YOUR INTENT TO RETURN FORM.



**CALIFORNIA DEPARTMENT  
OF EDUCATION**

**TONY THURMOND**  
STATE SUPERINTENDENT OF  
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

March 6, 2020

Dear Select County and District Superintendents and Charter School Administrators:

**NOTIFICATION OF SELECTION FOR 2020–21 CYCLE C ONSITE  
FEDERAL PROGRAM MONITORING REVIEW**

Federal and state laws require the California Department of Education (CDE) to monitor the implementation of certain programs operated by local educational agencies (LEAs) to ensure that the programs meet minimum fiscal and programmatic requirements. School districts, direct-funded charter schools, and county offices of education that receive funding for certain programs may be selected for a Federal Program Monitoring (FPM) compliance review.

The CDE considers several factors including program size, fiscal analysis, level of support, and compliance history to identify LEAs for FPM review. Based on these factors, **the CDE has selected your LEA for an onsite FPM review during the 2020–21 school year.**

For an overview of the monitoring process, please access the CDE Compliance Monitoring web page at <https://www.cde.ca.gov/ta/cr/>.

At this time, in order to begin preparations for the review, the CDE requests that you:

- Designate an FPM Review Coordinator in your LEA to serve as the primary point of contact for the CDE during the monitoring process. The FPM Review Coordinator must have program administration experience and be available throughout the review process.
- Complete the FPM Scheduling and Information Request web-based survey by March 25, 2020, which informs the CDE about local factors to consider in scheduling and organizing the FPM review. The request form can be accessed online at <http://surveys2.cde.ca.gov/go/fpmschinfo2020-21.asp>.

Your LEA will also have access to a designated CDE Review Team Lead, who will work directly with your FPM Review Coordinator and other designated staff to get the process started and to provide additional, ongoing support. For CDE Review Team Lead contact

March 6, 2020

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information, please access the following link from the CDE Compliance Monitoring web page: <https://www.cde.ca.gov/ta/cr/rt/assignments.asp>.

**The 2020–21 FPM review information, including the review schedule, program instruments, and training opportunities will be posted on the CDE Compliance Monitoring web page in May 2019.** The CDE will contact the designated FPM Review Coordinator in your LEA when the review information is posted.

If you have any questions regarding the FPM process, please contact the CDE FPM Office by phone at 916-319-0935 or by email at [fpmoffice@cde.ca.gov](mailto:fpmoffice@cde.ca.gov).

Sincerely,

Jerry Winkler, Director  
Educational Data Management Division

JW:cm





# Budget Updates

Wednesday, March 11, 2020

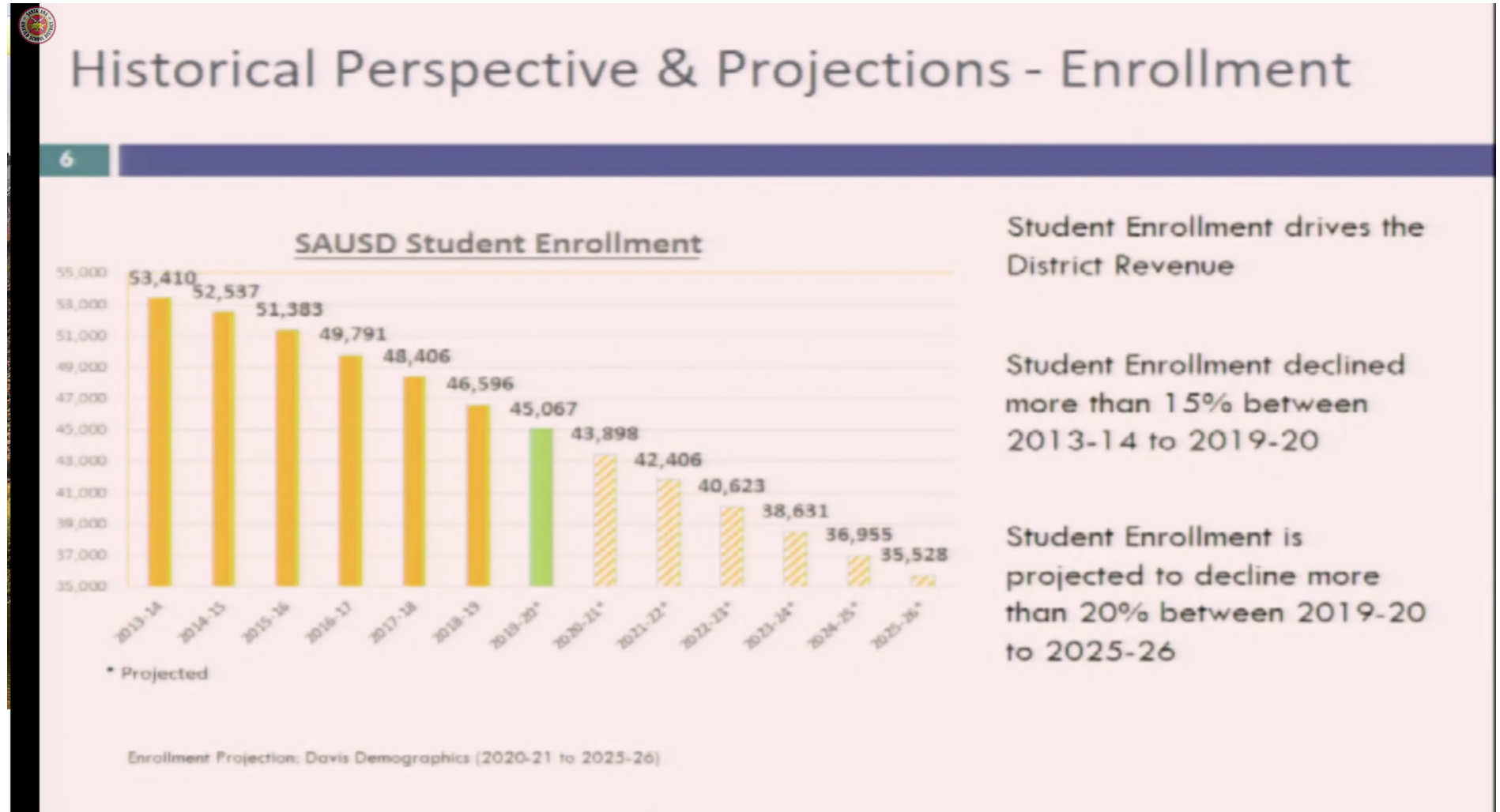
# Today's Overview

- The State of SAUSD's Financials
- Stakeholder Engagement
- OCEAA's Budget Committee Updates
- Budget Recommendations
- Q&A



# The State of SAUSD's Financials – Declining Enrollment

60% of all districts in CA are experiencing declining attendance.  
- Leg Analyst's Office (1/21/20)



# The State of SAUSD's Financials- Budget Challenges

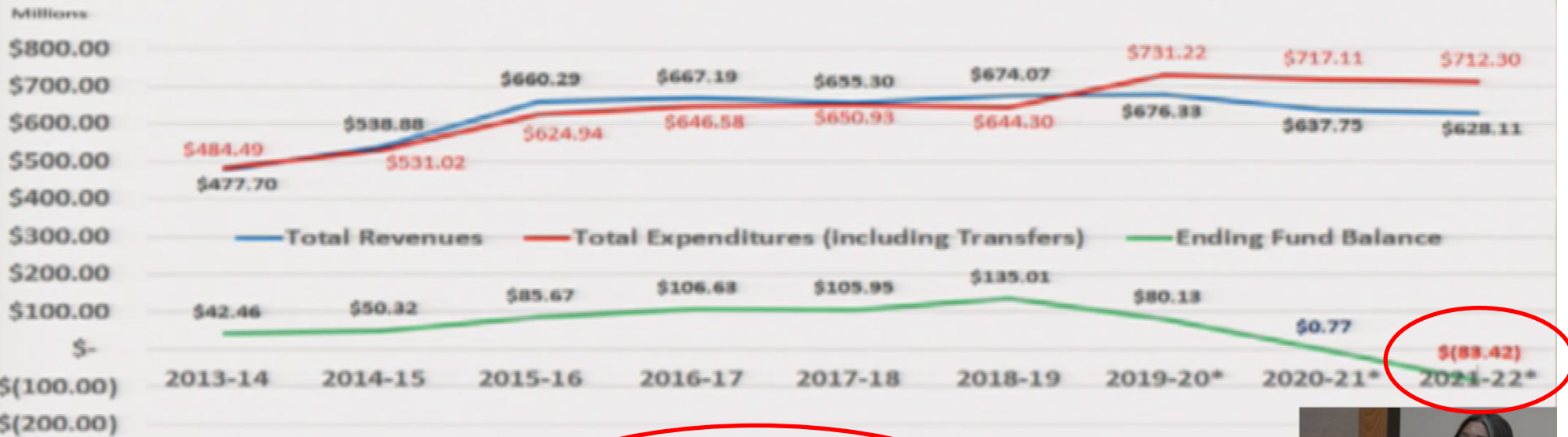


## Historical Perspective & Projections

14

\$ in Millions

### Financials with No Adjustments



District Revenue and Ending Fund Balance increased from 2013-14 to 2018-19

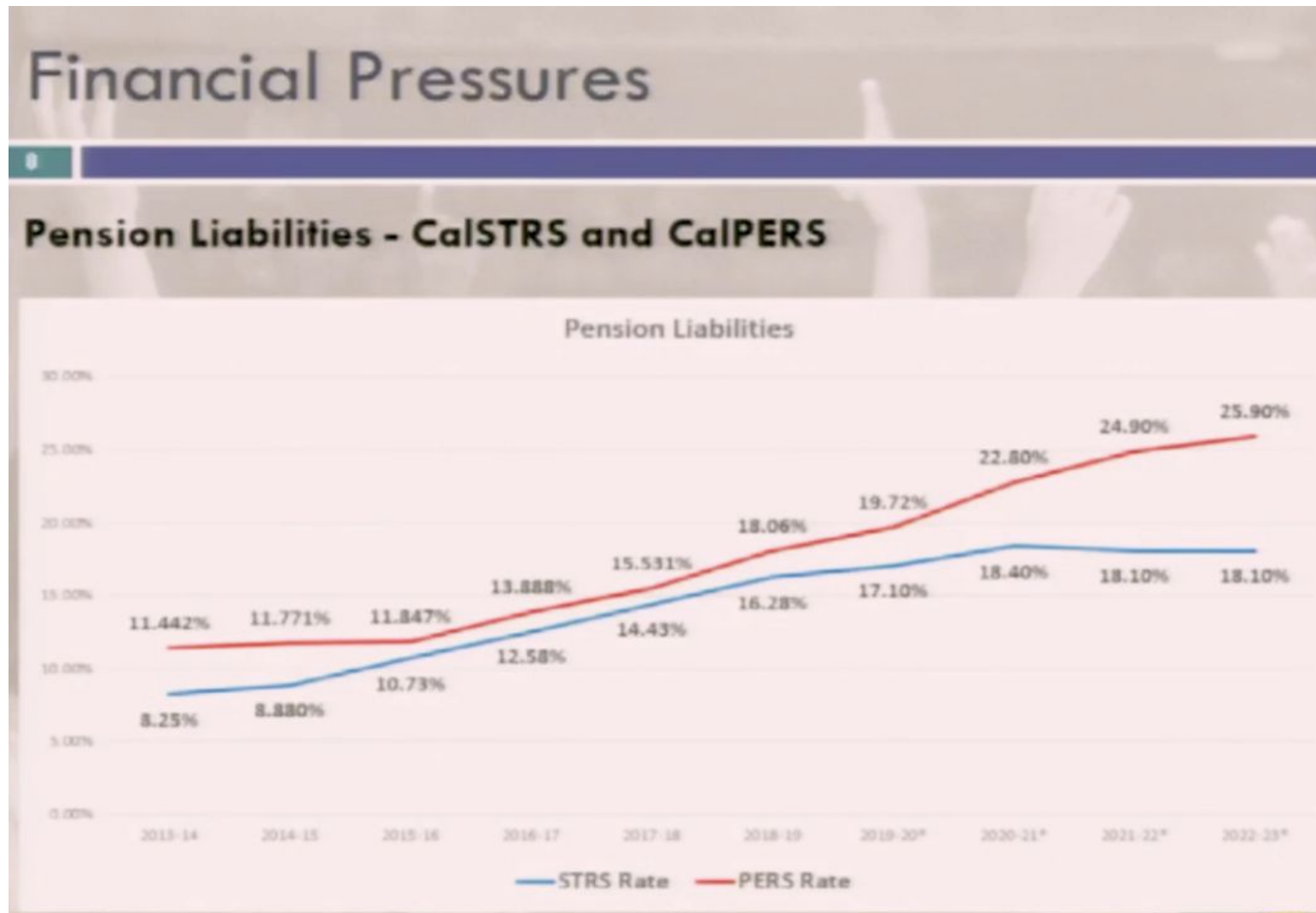
District is projected to deficit spend in current year (2019-20) by \$54.89 Million

District will have Fund Balance in and will not be the obligations



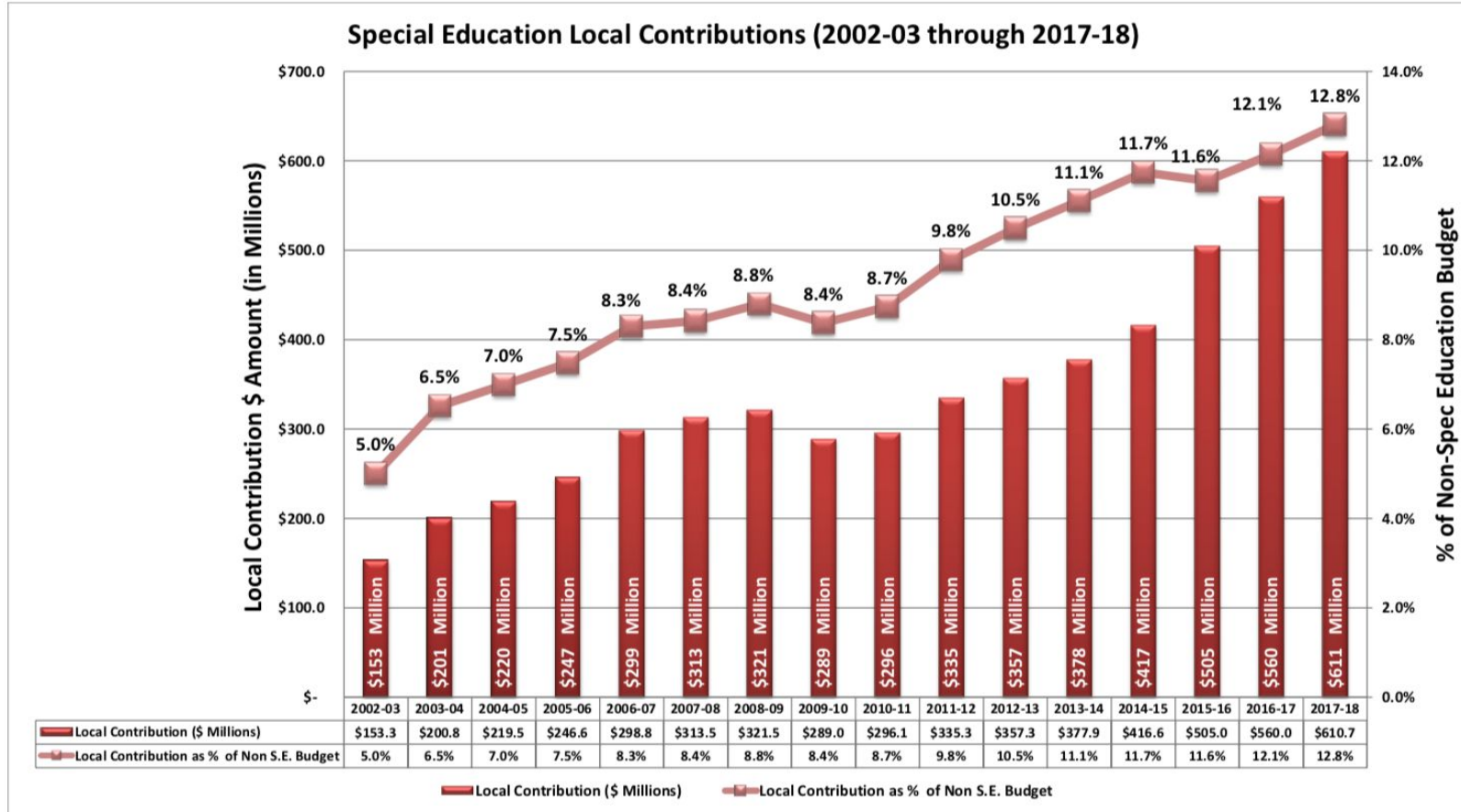
As of December 2019

# State-wide STRS & PERS Projections



As of December 2019

# County Highlight



# The State of SAUSD's Financials – In Summary

- 2019-2020 – SAUSD **\$54M Deficit**, tapping into reserve
- By 2021-22 – No more reserves for SAUSD (if no adjustments), there is a 7% reserve requirement.
- They made “artificial” adjustments for two out years, but what are they?



# Stakeholder Engagement

- **Budget committee meetings:**
  - Jan 27th Feb 24th and Mar 2nd
- **Teacher presentations & forums:**
  - Jan 31st, Feb 5th, Feb 6th, Feb 20th and Feb 28th
- **Parent forums:**
  - FSO Feb 13th, SPED Workshop Oct 10th, Coffee Chat March 4th and March 11th
- **OCEAA Dept's:**
  - Staff presentations/forums with KEDS, Garden Grill, Managers, Maintenance and Front Office





# OCEAA's Budget Committee Updates



# OCEAA's Budget Committee Updates

## SPED Update/Futures Update

- Joined **El Dorado SELPA** based on fees, services provided and neighboring charters
- NPA: Futures or Partners in Education
- Preliminary injunction deadline is March 9, 2020 at 2:00 pm, this was canceled
  - Forum to start the legal process which involves going to court



# OCEAA's Budget Committee Updates

## Big Picture Summary

19/20 Bill: **\$1M**

Total Outstanding SPED Encroachment Bill: **\$6M**

20-21 SPED Budget (including 1st year costs)

State reimbursement:

**Shortfall**

Potential add'l SPED budget expenses

**Net shortfall**

**\$560K (max)** vs. \$1.4 mil this year with SAUSD

(400K)

**\$160K**

100K

**\$260K (Every year going forward?)**

**Revenue generating ideas**

Add 1st grade class (22 students)

\$150K (after tchr sal)

Add kinder class (22 students)

\$110K (after tch sal & aide)

**Other expenses**

STRS/PERS

\$(60K)

Benefits increase

(50K)

**Net shortfall**

**\$(110K)**



# Current Recommendations

## Between now and end of FY 1920

1. Revise salary schedule (STRS/ PERS Challenges) by Dec 2020
2. Staffing reductions TBD

## Long Term Options

1. Efficiencies in partnering with charters TBD??
2. Refinance TBD??
3. Annex closure \$100k?



Q&A



## OCEAA Board Update March 11, 2020

### LCAP Goal 1: 100% Proficiency

- ❖ **Instructional Program & Achievement Updates** (K. Collins)
  - Key points from the attached Mid-Year Review from EL Education School Designer Sarah Purdy:
    - Glows: Data indicate that staff have implemented and are sustaining new practices with crew, & character traits, Eureka Math and data cycles.
    - Grows: solidify crew culture/use of character traits outside of class, conduct regular instructional walkthroughs with a focus on student engaged assessment practices (learning targets, checking for understanding).
  
- ❖ **Professional Development**
  - EL direct service days on Feb 25 & 26 - crew planning and training, mid-year review debrief, classroom walkthroughs, leadership team meeting; next scheduled service days are March 12 & 13.
  - Feb 28th PD day focused on planning for craftsmanship/High Quality Work.

### LCAP Goal 2: 100% Biliterate/Bilingual

#### English Learner report (M. Bennett Gee)

- ❖ **ELPAC:**
  - Summative ELPAC:
    - 6th-8th Grades: All 4 domains (Listening, Reading, Writing, Speaking) are complete for all students (barring only the 2 newcomers who will be tested in May)
    - 3rd-5th Grades: Group tests (Listening, Reading, Writing) are complete for all students and 1-on-1 Speaking tests are underway
    - 2nd Grade: Group (Writing) test is complete and 1-on-1 Listening, Reading, and Speaking tests are forthcoming in April
    - TK-1st Grades: All 4 domains will be completed 1-on-1 in April
  
- ❖ **ELD:**
  - M. Bennett Gee participated in a full-day training on strategies for Newcomers at LACOE in February and is constructing a series of shorter trainings on that content for the Middle School teacher team to be presented in March and April
  
- ❖ **ELAC:**
  - Positive feedback from parents about the A-G Requirements presentation at the February 21, 2020 meeting
  - K. Collins will give an LCAP update at the March 20, 2020 meeting

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

- ❖ **School Culture & Character** (J. Chavez)

- Next report out will be in April

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

- ❖ Administrative team has been purposefully engaging parent leadership (SSC, FSO, ELAC) and the general parent community in discussions about adapting our program and budget to provide special education services as our own LEA under El Dorado SELPA.
  - March 9th SSC meeting and March 11th Coffee chat will include time for engaging parents in feedback on current LCAP goals and priorities for next year
  - CalSCHLS parent survey will be implemented this year for additional feedback.



**Orange County Educational Arts Academy, February 16, 2010**

Dear OCEAA Staff Crew,

The purpose of the Mid-Year Review is to provide a formal checkpoint regarding progress toward Performance Benchmarks outlined in the annual EL work plan, reflect on the impact of our partnership, and recommend mid-course adjustments, if needed. This year's Mid-Year Review was rich with reflection and celebration of the tremendous effort and commitment to students. The Mid-Year Review at OCEAA included the following components:

- Learning walks
- Teacher Staff survey
- Crew Student Survey Review from December
- Review of student achievement data
- Student focus groups

Thank you for your thoughtful engagement in this process. Below is a summary of our collective data analysis. The quantitative and qualitative data to formatively assess progress on the Work Plan and the analysis allow us to move forward with greater clarity. Because of your staff's commitment to excellence and a three dimensional view of student achievement, your students feel their learning is purposeful and their teachers genuinely care for them.

As you read this summary letter, take time to pause and celebrate the results of your hard work. The goal of this Mid-Year Review letter is to provide kind, specific, and helpful feedback to advance our work and partnership together, and I invite your feedback as well.

Thank you again for welcoming me into the OCEAA classrooms and community and for your commitment to quality, equity, and sincere reflection throughout this process.

Sincerely,

Sarah Purdy, EL School Designer



Character	
<p><b>Character Goal:</b> OCEAA students can explain how courage, integrity, compassion, collaboration, and perseverance support them in being effective learners and ethical people and are beginning to demonstrate these habits (prioritize measurement on compassion, perseverance, and collaboration).</p> <p><b>Faculty Character targets of focus:</b></p> <ol style="list-style-type: none"> <li>1. I can implement Crew (both staff and student) with a common vision, structure and purpose.</li> <li>2. I can use OCEAA’s new Habits to help students work with others in kind and thoughtful ways, self-regulate their emotions, and advocate for themselves and others.</li> </ol>	
Areas of Progress (related to Performance Benchmarks)	Areas of Growth (related to Performance Benchmarks)
<p><b>Student &amp; Staff Progress:</b></p> <p>Crew and the new OCEAA habits of character are now part of the culture of OCEAA! Adult crew and designated crew planning time have supported this effort and crew leaders indicate they appreciate the crew time to work on relationship buildings with their students. During the first half of the year, crew learning walks and staff reflections illustrated crew has become a more established practice in Tk-8th classrooms. Moreover, common structures are now seen and heard in most classrooms while at the same time, many crews possess unique characteristics and personalities.</p> <p><b>Data to Support Student Growth:</b></p> <ul style="list-style-type: none"> <li>• Most students in the K-4 crew survey identified the new OCEAA habits.</li> <li>• 65 percent of 5-8 students in the 5-8 crew survey indicate they feel included by their crew leader.</li> <li>• 64 percent of 5-8 students in the 5-8 crew survey indicate they get along with members of their crew that are different than them.</li> <li>• Crew is commonly understood and discussed by students.</li> <li>• Students are beginning to make the connection between character</li> </ul>	<p><b>Suggestions for Student &amp; Staff growth*:</b></p> <ul style="list-style-type: none"> <li>• Cultivate student leadership and ownership during crew so crew time is less teacher directed and more student led.</li> <li>• Engage students with initiatives and community building activities in crew weekly.</li> <li>• Ensure “<a href="#">Tight Loose Crew Guidelines</a>” are consistently followed to meet Character LT #1.</li> <li>• Support opportunities for teachers to observe peers through peer observations or video-based consultancies.</li> <li>• Improve the schoolwide Habits of Character integration and visibility throughout the day so all students and staff are supporting students to be effective learners and ethical people (focusing on compassion, perseverance, and collaboration).</li> </ul>

and their academic learning.

- Students share kind and thoughtful words about their teachers when asked.

### **Student focus group quotes:**

*“Crew means to be kind, friendly.”*

*“Crew is a safe place where we can share how we feel each day.”*

*“Teachers use the habits to help us be nicer to classmates and help us persevere through hard work.”*

*“There’s no right or wrong answer in crew, they let you share your feelings...it makes you feel part of a community.”*

### **Data to Support Staff Growth:**

- 80 percent of staff indicate they are advanced or proficient implementing crew
- 90 percent of staff indicate they are living the staff norms.
- 90 percent of staff say they are using the habits to support student character growth.
- Teacher-student interactions are positive.
- Teachers appreciate the designated crew planning time with their grade levels.

### **Teacher Staff survey quotes:**

*“Conducting CREW on a regular basis has helped create community inside my classroom. Students feel better about sharing.”*

*“I am so grateful to have had the opportunity to block out a set time of day specifically dedicated to CREW because it really allots for that time to get to know my students as well as getting to know one another. Crew time has really proven beneficial in creating relationships where academics can begin to flourish because socio-emotional needs are being met every single day.”*

*\*Note: Strategize how to improve crew time for crews that are large.*

### **Teacher Staff Survey quotes:**

*“As for support I still would like to determine ways to create more meaningful CREW experiences especially when working with such a large group.”*

*“I would like support with litlees in self-reflection of behavior, especially hurtful behavior/words toward others.”*

*“I would like more support in finding/creating a resource library of picture books related to our Habits of Character in Spanish that are readily accessible to us.”*

<b>Mastery of Knowledge and Skills</b>	
<p><b>Math MKS Goal</b></p> <ul style="list-style-type: none"> <li>● Increase 39% Proficient by 4% Overall to 43%</li> <li>● Increase 21% Proficient ELs by 4% to 25%</li> <li>● Decrease Level 1 SPED from 64.86% to 59.86%</li> <li>● 80% of students finish their grade level FactsWise goals</li> </ul>	<p><b>Literacy MKS Goal</b></p> <ul style="list-style-type: none"> <li>● Increase 50.9% Proficient ELA by 4% Overall to 54.9%, and increase from 4 to 5 grades at or above 50% proficient</li> <li>● Increase 27.53% Proficient ELs ELA by 4% to 31.53%</li> <li>● Decrease Level 1 SPED from 62.16% to 57.15%</li> <li>● 10% increase in students meeting Spanish DRA goals</li> </ul>
<p><b>Faculty MKS Targets:</b></p> <ol style="list-style-type: none"> <li>1. I can establish and maintain effective math routines including fluency, grappling, problem set and closure.  <p style="text-align: center;"><b>OR</b></p> I can integrate language instruction within and across courses through team collaboration and support.</li> <li>2. I can analyze formative and summative data sources in order to make evidence-based instructional decisions that support students.</li> </ol>	
<p>Areas of Progress (related to Performance Benchmarks)</p>	<p>Areas of Growth (related to Performance Benchmarks)</p>
<p><b>Mastery of Knowledge and Skills Goal: PROGRESS:</b></p> <p>Staff dug into implementation of the Eureka Math Curriculum with dedication, purpose, and a growth mindset. In turn, teachers focusing on making biliteracy standards come alive have been thoughtful and attentive about their Spanish language instruction. Additionally, staff effectively used data analysis pd days to analyze DRA and interim data results and create grade level action plans for themselves and their students. This was supported by clear timing of screener administration and data analysis protocols. All grade levels have action plans for both Math and SLA/ELA and engage in data consults during release. Adjustments to teacher interventions are being made based on this data analysis.</p>	<p><b>Suggestions for student &amp; staff growth:</b></p> <ul style="list-style-type: none"> <li>● Adapt daily learning targets from curricular guides so they are measurable and descriptive of the intended learning.</li> <li>● Kristin and Assessment Coordinators give specific observational feedback on the quality and use of learning targets.</li> <li>● Teachers continue to engage in formative and summative focused data analysis with assessment coordinators and grade level teams.</li> </ul>

## Data to Support Student Growth:

### [Star Math Tiers](#)

### [Kinder Math Screener](#)

### [DRA data by trimester- K-5](#)

- 4/6 grades are meeting benchmark.
- All grades have seen student growth.

### [Interim data- Reading literary texts 4-8](#)

TBD: Benchmarks for FactsWise goals

## Student quotes:

*"The teachers give good advice and they encourage us to do something new and [embrace] challenges."*

*"Teachers pay more attention and take their time to stop lessons in order to see if anyone else needs help."*

**Staff Growth:** As many OCEAA teachers implement a new curriculum, overall staff have indicated they have made growth in their learning of Eureka Curriculum but still have more to learn.

## Data to Support Staff Growth:

- 64 percent of staff indicate they are developing for the first MKS Faculty target related to curriculum implementation and biliteracy curricular mapping.
- 53.6 percent of staff indicate they are developing for the second MKS Faculty target regarding formative and summative assessments.
- 35 percent of staff indicate they are advanced or developing for the

- Regularly attend to subgroup data during data analyses
- Refine data analysis template/protocols to include subgroup analysis.
- Training in [CERS](#) to be able to manipulate and view CAASPP interim data.

- Kristin and Assessment Coordinators with the EL Work Plan team to create a progress monitoring plan for grade level data meetings (including shared assessment timelines) so we can understand the strengths and areas of support regarding formative data assessment.

second faculty target.

**Teacher quotes:**

*“I have grown by integrating a new math curriculum in my classroom. I am very proud of myself because I have integrated it with integrity and I hold myself to high expectations when doing so. I definitely need more support in the fluency part, but both my students and I enjoy doing Sprints during math time, which supports their fluency. I have been able to look over data in both math and reading and I have been able to gear my teaching instruction based on that data. I am able to focus on students' strengths and needs.”*

*“I have been intentional and consistent in the implementation of language skills particularly in SLA (the most I ever have); trimester 1 was a strong one for my students and me as their teacher.”*

*“With the changes in regards to staff development times, I feel I will be able to truly develop these targets to proficient. I also feel that with the time provided and assigned time with coordinators, I will get the support I need weekly to meet my goal of proficiency this year.”*

### High Quality Work

**HQW Goal:** Arts rotation (K-5) and integration (6-8) products will show improvement in creating work that is executed beautifully by planning for craftsmanship in student work (CP 12.B, CP 18A&B), as demonstrated by the Quality Work Protocol summary sheet.

Students will build background knowledge and connect with experts to make a positive impact on their community through participation in Better World Day.

- EL conference participants may, with support, build out additional expedition/HQW goals from existing units.

**HQW Theory of Action:** If teachers provide models, critique and feedback experiences for students, their art products will improve in craftsmanship and quality.

The High Quality Work Goal was just finalized in early January so there is not enough data to report areas of progress and areas of growth. Below is an update of the action plan to support implementation of the goal this Winter/Spring.

#### Professional Development to support goal

- [Jan 31 PD roll out](#) to support teachers in understanding the elements of planning for craftsmanship
- Follow-up PD on Feb 28

#### Evidence of growth:

- High Quality Work Protocol Notes will be compared to the High Quality Work Protocol notes from last Spring 2019. This data will help OCEAA document high quality work growth as well as set goals for the following year.

**Other notes:** Part of the other High Quality Work Goal is an optional goal for EL Conference participants. Their work will help build teacher capacity and troubleshoot obstacles for building out Expeditions. Sarah will offer support to these teams if requested.

### Recommended Mid Course Adjustments

- **Mastery Skills & Knowledge**
  - Move the third *MKS LT: I can support students to track their progress, set goals, and reflect on their growth and challenges* to our [work plan](#) for next year.
  - Continue new pd schedule, while monitoring progress of data cycles to gauge strengths and areas of growth for this new data cycle structure.
- **Character:**
  - Prioritize crew and the use of habits schoolwide faculty LTs for the rest of the school year so we can successfully accomplish these targets.
  - Move the third Character LT *I can use Habits to help students track, reflect on, and share their progress* to our [work plan](#) for next year.
  - Continue whole school integration and staff training of Crew and the Habits to foster a culture of crew schoolwide.
- **High Quality Work**
  - Clarify teacher and student expectations for Better World Day participation in May.
  - Sarah continues to communicate with Erica in order to support our High Quality Work goal.
  - Ensure structures and coaching are in place to support Expedition Planning for teams who are building out their modules.

### Emerging Thoughts and Questions for this summer and next year

- Continue to build teacher leadership capacity to maintain the energy and ownership of high quality work opportunities.
- Continue to create and maintain an adult crew.
- Reground in the vision of an OCEAA graduate to support work planning and progress monitoring.
- Brainstorm how to support our new SPED program next year. (e.g. SPED team training on interim data).
- Use strategic planning process to start streamlining all the amazing art, technology, and Expedition work that is happening at OCEAA.
- Add an assessment coordinator, culture coordinator, and/or SPED teacher to the EL Leadership team in order to represent different stakeholders.

OCEAA 2020-21 School Year

	S	S	M	T	W	H	F	S	S	M	5		H	F	S	S	M	T	W	H	F	S	S	M	T	W	H	F	ST	ST	T	T												
July																																												
August			3	4	5	6	7			10	11	12	13	14			17	18	19	20	21			24	25	26	27	28		31			16	21	SAUSD 1st student day 8/10									
September				1	2	3	4			7	8	9	10	11			14	15	16	17	18			21	22	23	24	25		28	29	30			20	21								
October					1	2				5	6	7	8	9			12	13	14	15	16			19	20	21	22	23		26	27	28	29	30			20	22						
November			2	3	4	5	6			9	10	11	12	13			16	17	18	19	20			23	24	25	26	27		30							15	15	SAUSD VD 11/11; Thx 11/26 & 27					
December				1	2	3	4			7	8	9	10	11			15	16	17	18	19			21	22	23	24	25		28	29	30	31					14	14	SAUSD Wint break 12/21-1/1				
January							1			4	5	6	7	8			11	12	13	14	15			18	19	20	21	22		25	26	27	28	29					16	18	SAUSD instruction resumes 1/4			
February										1	2	3	4	5			8	9	10	11	12			15	16	17	18	19		22	23	24	25	26					18	19				
March			1	2	3	4	5			8	9	10	11	12			15	16	17	18	19			22	23	24	25	26		29	30	31								23	23			
April					1	2				5	6	7	8	9			12	13	14	15	16			19	20	21	22	23		26	27	28	29	30							15	17	SAUSD Spr break 4/5-9	
May			3	4	5	6	7			10	11	12	13	14			17	18	19	20	21			24	25	26	27	28		31											18	20	SAUSD last student day 5/26	
June										1	2	3	4			7	8	9	10	11																							0	0

175 190

T1= 59 days

T2= 58 days

T3= 58 days

175

- Regular day
- Minimum day
- Student free PD
- Prep/checkout
- Grading
- End of trimester

175 Instructional days

190 Duty days