

Orange County Educational Arts Academy
A California Public Charter School

BOARD OF DIRECTORS
MEETING MINUTES

Regular Meeting

May 12, 2021

6:00 p.m. – Closed Session

7:00 p.m. – Open Session

Teleconference

Zoom Meeting: <https://bit.ly/33DU6Mz>

Meeting ID: 998 0701 0685

Password: oceaaboard

Reference Materials: <https://bit.ly/3tui6vZ>

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

Carmen Aparicio

Jessica Reyes

Staff/Other

Kristin Collins, School Director

Janine McFarlin, Treasurer

Mike Limon, President/Executive Director

Present

Absent

X

X

X

X

X

X

X

X -
open

X

X

B. Approval of Agenda

II. Public Comment on Closed Session Items, If Any

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

III. Adjourn to Closed Session

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

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

IV. Reconvene to Open Session and Report of Action from Closed Session, If Any 7:07 PM – No Action

V. Public Comment

No public comment

VI. Approval of 2021 Fireworks/TNT Fundraising Booth Deposit in the amount of \$17,000

Action: Approve 2021 Fireworks Booth Deposit for \$17,000.	Motion: BM Second: JR
	Vote: BS, CA, JR, BM, VS, SO for 0 against

VII. Board and Staff Reports

A. Staff Reports

1. School Director – Kristin Collins

Plan Year (a) Annual Update for the 2019-2020 Local Control and Accountability

Accountability Plan (b) Annual Update for Developing the 2021-2022 Local Control and

2. Executive Director – Mike Limon

(a) ~~Expanded Learning Opportunities Grant Draft Plan~~

B. Operations Report –Janine McFarlin

C. Board of Directors Reports

VIII. 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 April 2021 Board Meeting

B. Ratification of March 2021 Check Register

C. Amendment – Approval of Minutes from May 5, 2021 Special Board Meeting CA moves, BS Seconds, BS, CA, JR, BM, VS, SO for; 0 against

Action: Approve Consent Items Listed Above	Motion: BS Second: BM
	Vote: BS, CA, JR, BM, VS for 0 against

IX. Approve Annual Renewal of Contract with Futures for SPED Services in the amount of \$492,021.10

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

X. Approve Equity, Diversity, and Inclusion Board Policy

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

Needs to be approved by June 1st.

XI. Items for Future Meetings

The next regularly scheduled meeting is on June 9, 2021.

XII. Adjournment

The meeting was adjourned at 8:56 PM.



2021 TNT FIREWORKS INITIAL PAYMENT/CONTESTS



GROUP NAME: ORANGE COUNTY EDUCATIONAL ARTS ASSOC

CITY OF SALE: SANTA ANA

INITIAL PAYMENT CHECK INFORMATION & REQUIREMENTS:

- MAIL OR DROP OFF YOUR CHECK (POST-DATED FOR JULY 7TH) TO THE TNT FIREWORKS OFFICE BY JUNE 1ST.
- TNT FIREWORKS ADDRESS IS LOCATED AT 555 N. GILBERT ST. FULLERTON, CA 92833. IF MAILING BE SURE TO MAIL IT NO LATER THAN MAY 28TH TO ARRIVE BY JUNE 1ST OR MAKE ARRANGEMENTS WITH ME.
- INITIAL PAYMENT IS REQUIRED FOR NEW ORGANIZATIONS TO OPERATE A STAND.

2019 YEAR TOTAL \$16,358.22 (Sales & Expenses)

PROJECTED CC SALES \$0 (Subtract CC Sales)

PROJECTED CC FEES \$0 (+2.75% merchant fee)

PROJECTED BALANCE \$16,358.22 (= Remaining Balance)

2021 INITIAL PAYMENT \$17,000.00 Amount due to TNT by June 1ST

BUDGET BUSTER CONTEST - \$1,000 CASH PRIZES:

- IF YOUR 2021 WHOLESALE FIREWORKS SALES SHOW A 15% OR MORE COMPARABLE SALES INCREASE FROM 2019 TO 2021, YOUR GROUP IS ENTERED INTO A REGIONAL DRAWING FOR A \$1,000 CASH PRIZE.
- LOCATIONS WITH ZERO SALES HISTORY FOR 2019 WILL BE GIVEN A 2021 SALES GOAL.
- YOUR FIREWORKS BILL MUST BE PAID IN FULL TO BE ELIGIBLE.
- THREE SEPARATE REGIONAL DRAWINGS HELD ON OR BEFORE 8/21/2021.
- DRAWING WINNERS NOTIFIED ON OR BEFORE 8/28/2021.
- DRAWING WINNERS MAY BE ASKED TO ATTEND A TNT FUNCTION TO OBTAIN PRIZE AND RELEASE INFORMATION TO PUBLICIZE THE GROUP & CHAIRPERSON.

LOCATION # / ACCOUNT #:

CSR8586 / 2310304

2019 WHOLESALE SALES:

\$16,358.22

TARGET 15% INCREASE AMOUNT:

\$2,453.73

2021 WHOLESALE SALES GOAL:

\$18,811.95

BACK-TO-BACK BUDGET BUSTER CONTEST - \$1,000 CASH PRIZE:

- ONE ADDITIONAL SOUTHERN CA REGIONAL DRAWING WILL TAKE PLACE FOR GROUPS THAT HAVE INCREASED THEIR SALES BY 15% OR MORE IN BOTH 2020 AND 2021. THE DRAWING WINNER WILL RECEIVE A \$1,000 CASH PRIZE.

OCEAA Board Update **5/12/2020**

[Local Control and Accountability Plan \(LCAP\) Public Hearing Presentation](#)

- Annual Update for Developing the 2021-22 Local Control and Accountability Plan
 - Annual Update for the 2019–20 Local Control and Accountability Plan
- Expanded Learning Opportunities Grant Draft Plan - Tabled

LCAP Goal 1: 100% Proficiency

- ❖ **Instructional Program & Achievement Updates** (K. Collins)
 - EL Education [Implementation Review](#) (IR) in progress
 - [Standardized Testing Update](#)

- ❖ **Literacy Team Report** (M. Carrera)
 - All students receiving RTI support (including those who are “on-watch”) will take the DRA administered by the literacy team within the next two and a half weeks to track yearly progress
 - Parents will be informed of yearly progress
 - Data will be collected, tracked, and shared with teachers
 - With the data collected, the RTI committee will make adequate changes to the reading RTI tiers in order to set the stage for next school year
 - Literacy team will put together leveled reading practice packets for all students who receive RTI support
 - i-Station will be available for summer Spanish literacy practice for grades TK-5th
 - STAR Spanish (grades 1st-8th) and STAR English (grades 3rd-8th) will be completed within the next two and a half weeks
 - Parents will receive a STAR report that shows end of the year progress in reading

- ❖ **Math Report** (N. Kubasek)
 - End of year assessments will be completed by May 21, 2021
 - Kinder team currently administering spring screener to all students
 - All parents 3-8 will receive a STAR Math report that shows end of year progress
 - We will continue with Eureka Math as our core curriculum for next school year
 - Freckle will be available for summer practice

- ❖ **Professional Development**
 - Instructional Leadership team meeting every other week and coached by Sarah Purdy to wrap up this year’s strategic plan and transition to 2021-2022
 - Ongoing Wed PD topics
 - LCAP Engagement
 - Crew planning
 - Case Study Showcase (May 12)

LCAP Goal 2: 100% Biliterate/Bilingual

- ❖ **English Learner report** (M. Bennett-Gee)

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

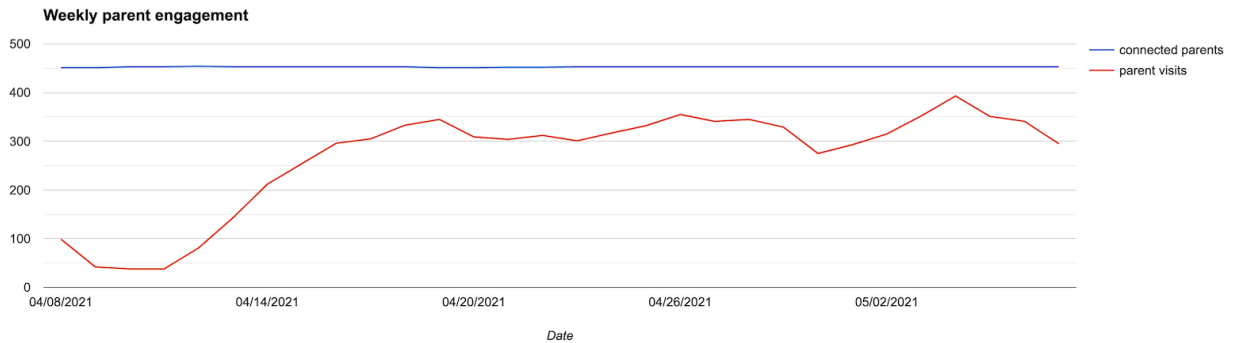
- ❖ **Counselor report** (C. Alcaraz)

- School staff and teacher presentations
 - SEL basics and professional development
 - LGBTQ+ intro and alliance
- Family presentations
 - SEL basics and introduction to community services/resources
- Attending professional development
 - Wednesday collaboration with other staff
 - Monthly webinar training with topics such as anxiety and stress management, suicide prevention, trauma informed care, etc. and sharing appropriate materials with staff
- Mindfulness Tuesdays with the 4th grade classes
 - Different activities promoting self-care and caring for others
- About 60 general education [students](#) referred by teachers or parents
 - receiving support in a 1-on-1 or group setting
 - About 46 individually
 - About 18 in groups as mini CREWs
 - Offering support and guidance on a regular basis while also opening the opportunity for self-advocating
 - Allow students to reach out whenever they need or want to talk apart from the scheduled time together
- Collaboration with administrators, teachers, and school staff to support students better
- Daily CREW time in every class
 - Allow students to have a voice and be engaged with their peers
 - Build on character traits while helping build their community as well
 - Time to relax, regroup, and prepare for the regular school day
- Hallway and classroom decorations to help create a welcoming community culture
- Staff welcoming every morning during drop-offs
 - Positive energy and communication
 - Music to start the day off with color

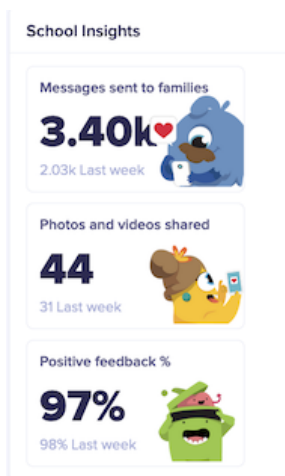
LCAP Goal 4 – 100% Parent-School Partnerships

- ❖ Parent LCAP Survey - 74 responses in English and Spanish (results included in the LCAP Annual Update presentation)
- ❖ SSC, ELAC, and FSO meeting virtually
- ❖ Counselor Parent Support

- Family presentations
 - SEL basics and introduction to community services/resources
 - Webinar training opportunities through community partners (i.e. Help Me Grow)
- Calls home and communication through messaging platforms (email and ClassDojo)
 - Weekly school bulletin board to keep families informed and involved
 - Weekly ClassDojo story updates
- Parent conferences with school staff to support child/children
 - Offer community resources, services, and information to support current circumstances at home
 -
- ❖ Biweekly Coffee Chats/Charlas con café allow parents, legal guardians, and families to have a voice in the OCEAA community
- ❖ Events and activities offered for families (i.e. OC soccer partnership, food truck, promotion)
- ❖ Parent Engagement and Communication Data
 - Seesaw



- ClassDojo





March 12, 2021 Executive Director Board Report

Recap of Current Offerings for 2020-21

1. **Priority Cohorts 1-8th grade Monday- Friday**
 - a. 34 students from 4th, 6th and 7th/8th
2. **K-3 in person instruction** with teacher 2x a week onsite
 - a. This week we started the **5th grade group**
 - b. 206 students
3. **100% Distance Learning TK-8th**



2021-22 Reopening

1. Back to School Onsite Registration:

a. July 22nd - 29th

2. First Day of School:

a. Wednesday, August 11th

b. Planning to invite all students back to school

c. Reactive pre-existing bell schedule

d. Active both buildings

e. Active KEDS

i. Expanding Learning Opportunities Programming



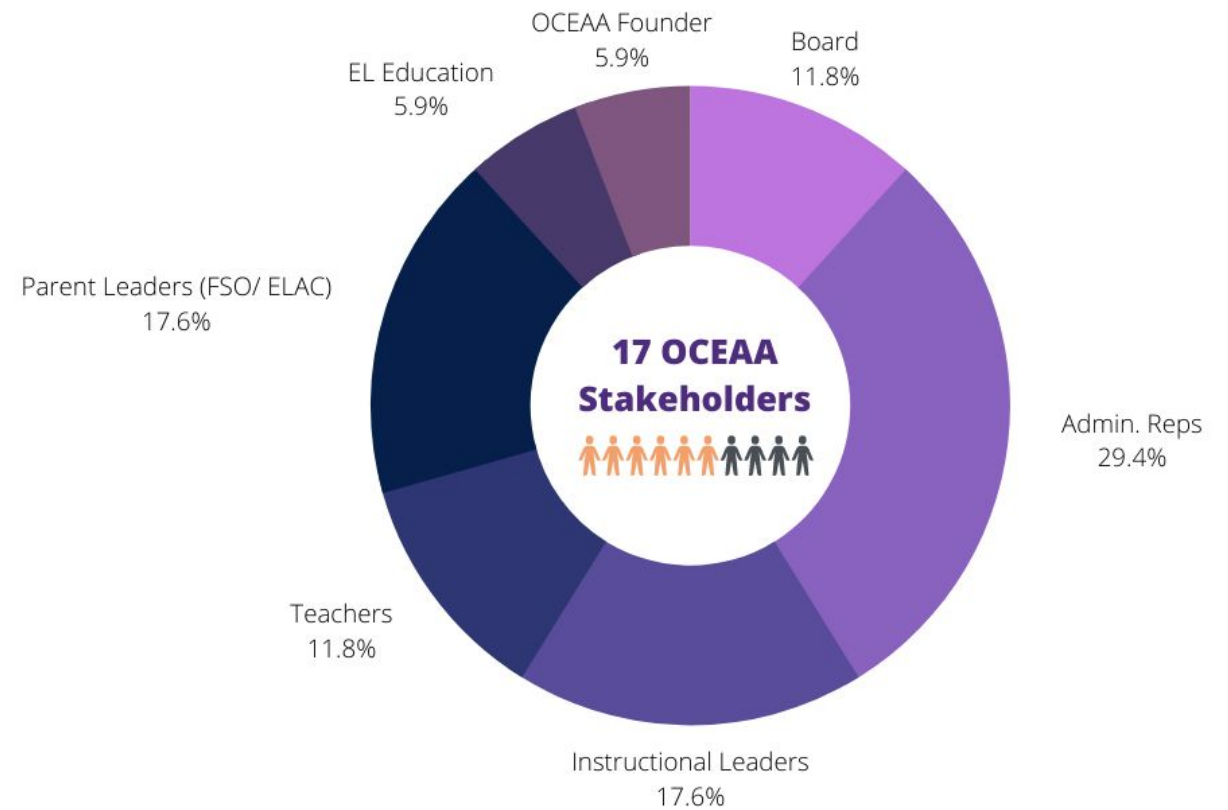
The School Director Recruitment Process



1. Created a hiring committee to develop process and iterate position expectations for job description
2. HR Team reviewed all 30+ applications for OCEAA's key qualification needs
3. Executive Director Zoom-screened top 5 applicants to recommend to next step
4. Operations Panel Interview (**9 members**) and recommendation for next step
5. Academic Panel Interview (**10 members**) & **Performance Task and** recommendation for final step
6. Teacher Meeting and **Performance Task: Final Step**

OCEAA's School Director Search Stakeholders

1. **Monica Bennett Gee** - Instructional Team
2. **Marlynn Carrera** - Instructional Team
3. **Nicole Kubasek** - Instructional Team
4. **Cathy Nowel** - Teacher Rep
5. **Mayra Jiménez** - Teacher Rep
6. **Sarah Purdy** - EL Education
7. **Elizabeth Bausman** - Founder/ Database Rep
8. **Cathy Finneran** - Office Manager/ Admin
9. **Miriam Ramirez** - After School Manager/ Admin
10. **Linda Hardman Green** - FSO/Parent Rep
11. **Wendy Capparelli** - FSO/ Parent Rep
12. **Ricardo Vasquez** - ELAC/ Parent Rep
13. **Carmen Julia Aparicio** - Board/ HR Rep
14. **Jessica Reyes** - Board/ SPED Rep
15. **Janine McFarlin** - Controller/ Admin
16. **Rosalinda Vargas** - HR/ Admin
17. **Mike Limon** - ED/ Admin



Over 238 cumulative hours invested thus far



Over 10 weeks of planning, researching, building systems and implementing

Key Needs for Candidates

1. Mission-Aligned
2. Student-Centered Approach
3. Communication Skills
4. Leadership and Management
5. Leading Professional Learning
6. Bilingual and Biliterate
7. School-specific Experience



- Advanced (4)
- Proficient (3)
- Approaching (2)
- Below (1)

Staff Stakeholder Workshop Highlights

Staff members hope the next School Director...

- trusts and respects the expertise of teachers.
- values teacher voice in decision making.
- is a team player who seeks out and values input.
- is an evidence-driven, collaborative problem solver.
- speaks Spanish.
- is culturally competent.
- supports capacity building of teachers and coordinators.
- can make the hard decisions when needed.



Parent Stakeholder Workshop Highlights

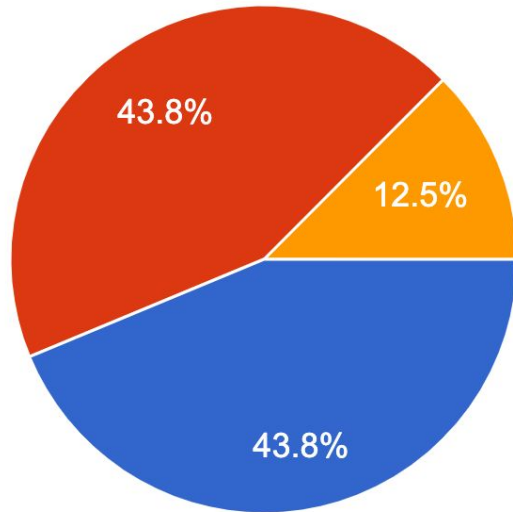
Parents hope the next School Director...

- prioritizes relationship building with students, families, and the community.
- values and leverages their unique strengths and contributions to OCEAA's school culture and goals.
- is passionate about biliteracy.
- is passionate about social justice.
- is a lifelong learner.
- is student-centered and culturally responsive.
- is willing to dig in and make the difficult decisions.



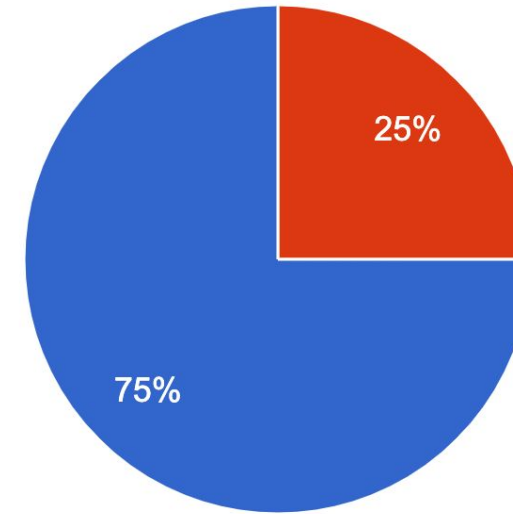
Mission-Aligned

16 responses



Student-Centered Approach

16 responses



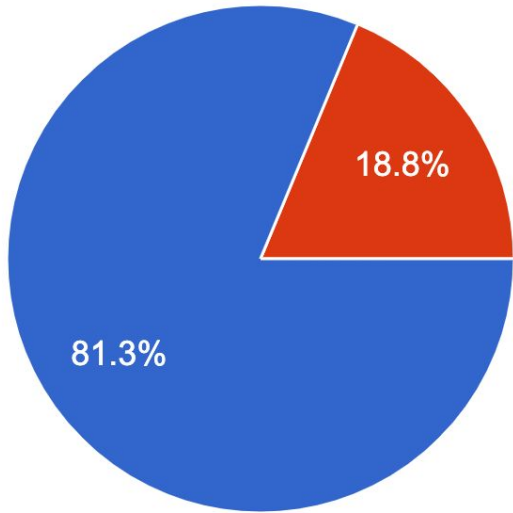
- Advanced (4)
- Proficient (3)
- Approaching (2)
- Below (1)



Panel Results: Kara "Karina" Kelty

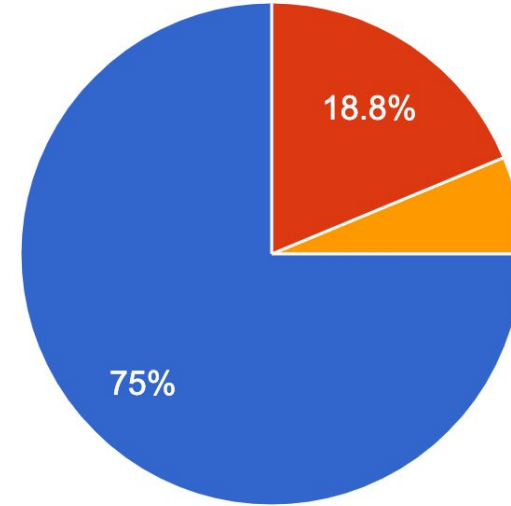
Communication

16 responses



Leadership and Management

16 responses



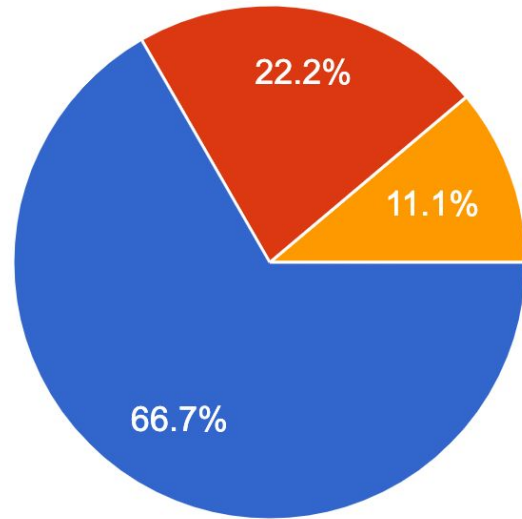
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Panel Results: Kara "Karina" Kelty

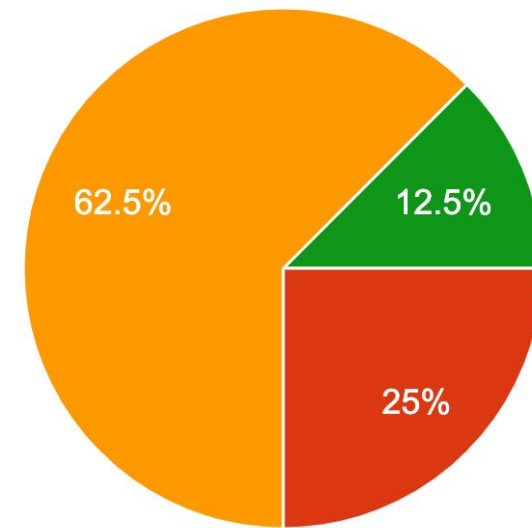
Leading Professional Learning

9 responses



Bilingual and Biliterate

16 responses



- Advanced (4)
- Proficient (3)
- Approaching (2)
- Below (1)

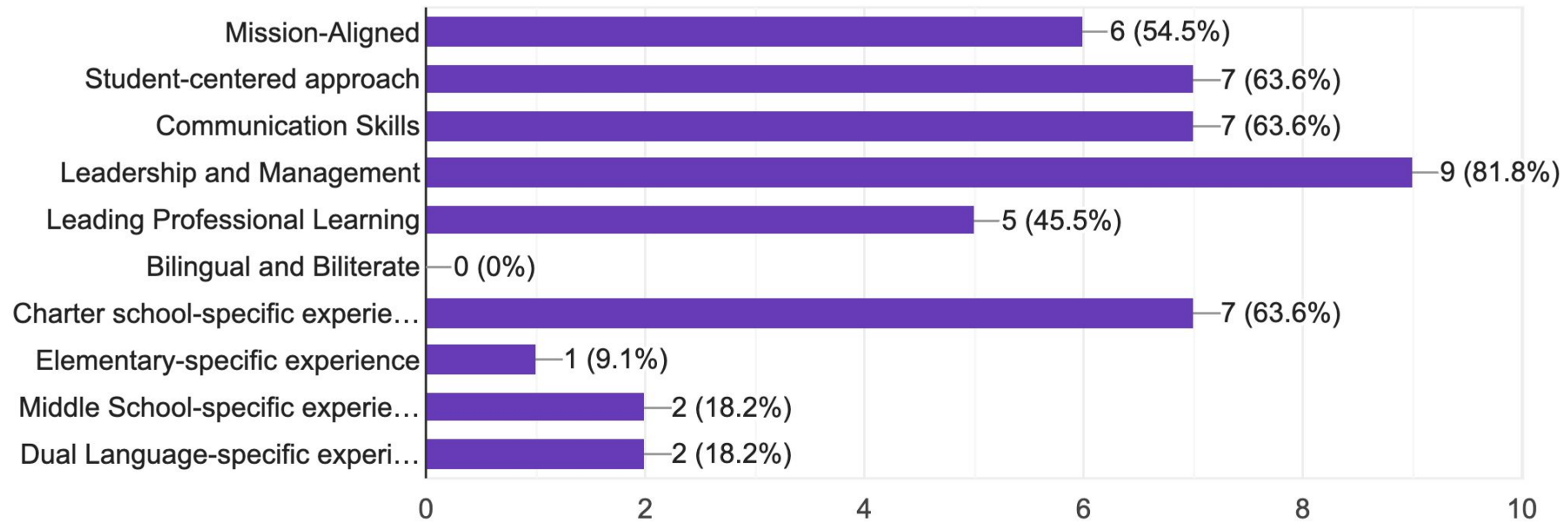


Panel Results: Kara "Karina" Kelty

Teacher Meeting Feedback

Which of these OCEAA School Director priorities do you think that this candidate fulfills? (Check all that apply).

11 responses



Teacher Results: Kara “Karina” Kelty



8TH GRADE PROMOTION

*Join us in celebrating your
8th grade student!*

SATURDAY, MAY 22ND | 9 AM - 11 AM

PROGRAM FOLLOWED BY LUNCH AND
DESSERT FOR 8TH GRADE STUDENTS

OCSA PARKING LOT



FOOD TRUCK

fundraiser

SATURDAY | MAY 22 | 12-3PM
OCSA PARKING LOT



Shop the
book fair!

SCHOLASTIC
Buy One Get One
FREE
book fair event



Q&A



Local Control and Accountability Plan (LCAP) Public Hearing

OCEAA Board of Directors Meeting
May 12, 2021

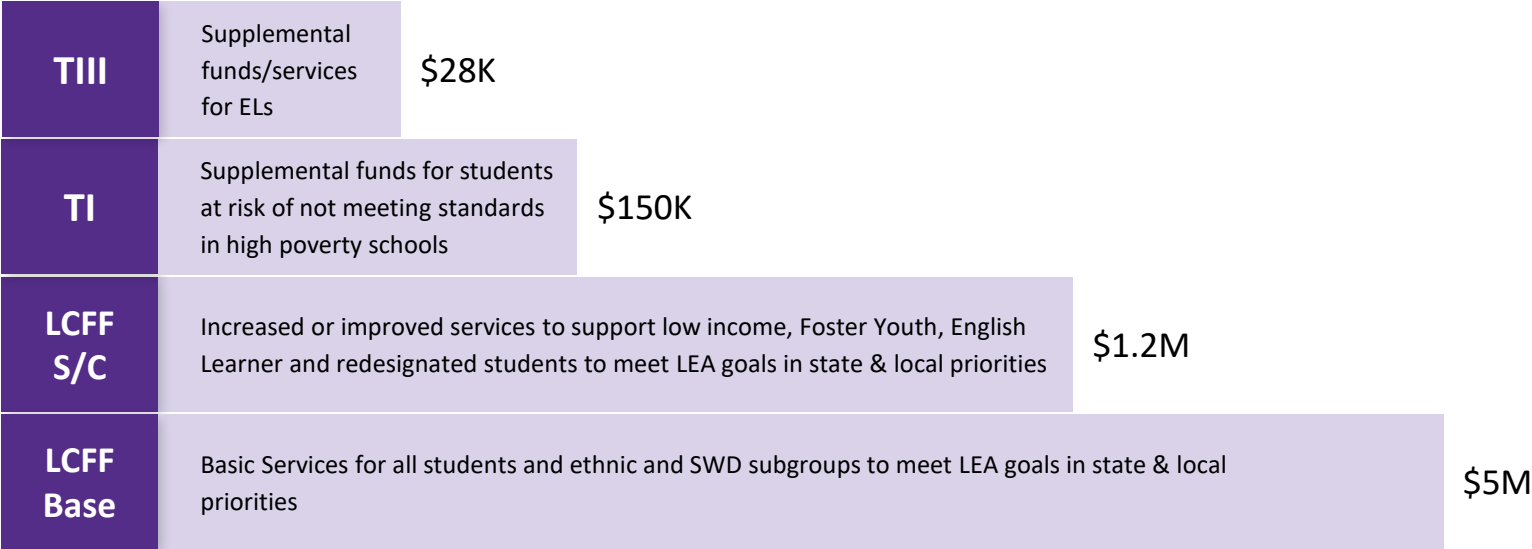


Presentation Preview

- ★ Review of Funding Sources & State Priorities
- ★ LCAP Engagement & Impact
- ★ 2021-2022 LCAP Highlights
 - Focus on changes from 2019-2020
 - View the [complete draft in progress](#) here

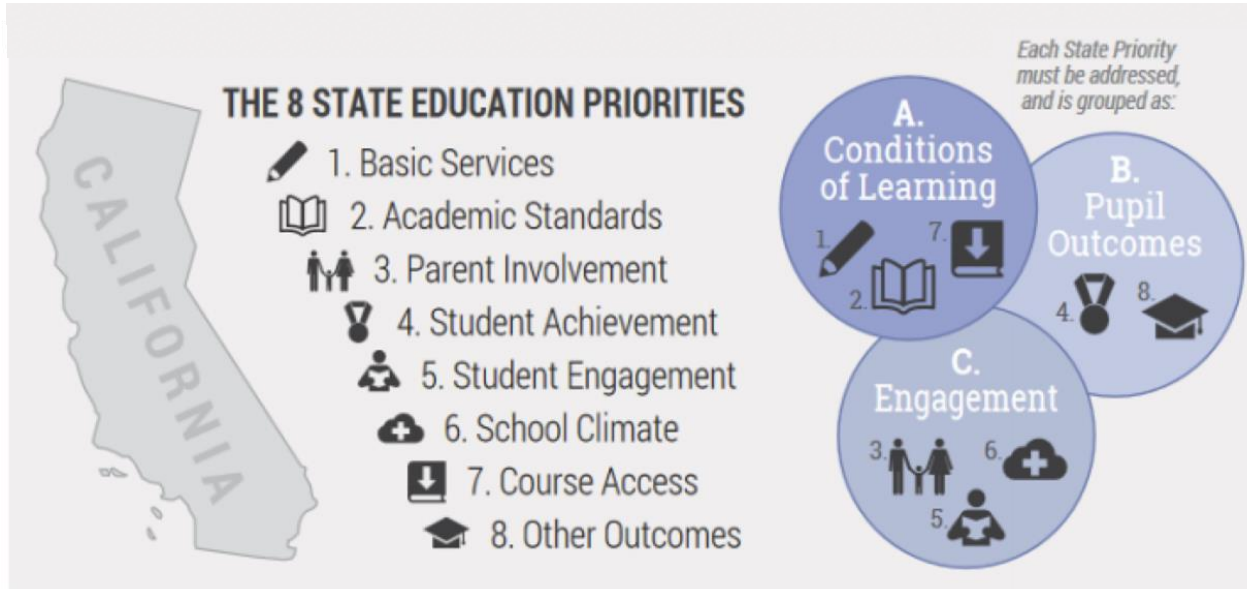


The LCAP integrates State and Federal Funding



LCFF = Local Control Funding Formula

LCAP Goals, Actions and Services must align with the 8 State Education Priorities



2019-2020 LCAP Goals

Goal 1. 100% of students achieve proficiency in core subjects through strong multi-tiered instruction, assessment and intervention.

Goal 2. 100% of students in the TWBI program exit 8th grade fully biliterate, bilingual and bicultural

Goal 3. 100% of students are focused on learning in a healthy, safe and positive school environment.

Goal 4. 100% of students are supported by parent-school partnerships that are focused on their social, emotional and academic development



Dual Language Immersion + EL Education = OCEAA Outcomes

OCEAA graduates become effective learners, ethical people, and culturally competent leaders who contribute to a better world.



OCEAA graduates achieve academic excellence in Spanish and English.

OCEAA graduates create complex, authentic work that demonstrates a high level of craftsmanship.

2019-2020 LCAP Goals	Proposed 2021-2022 LCAP Goals
	Goal 1. OCEAA students experience basic services and learning conditions that are the foundational to their success.
Goal 1. 100% of students achieve proficiency in core subjects through strong multi-tiered instruction, assessment and intervention.	Goal 2. OCEAA teachers effectively use data, language acquisition strategies and student engaged assessment practices to ensure students achieve academic excellence in Spanish and English.
Goal 2. 100% of students in the TWBI program exit 8th grade fully biliterate, bilingual and bicultural	Goal 3. All OCEAA students create complex, authentic work that demonstrates a high level of craftsmanship.
Goal 3. 100% of students are focused on learning in a healthy, safe and positive school environment.	Goal 4. OCEAA students demonstrate strong character and crew spirit to become effective learners, ethical people and culturally competent leaders who contribute to a better world.
Goal 4. 100% of students are supported by parent-school partnerships that are focused on their social, emotional and academic development.	Goal 5. OCEAA staff and families create an adult crew culture at OCEAA, developing strong partnerships that support the well being of students and prepare them for college and career.



LCAP/LCP Engagement Activities

- Parent survey & focus groups
- Teacher LCAP workshop & ongoing PD feedback
- Instructional Leadership Team
- ELAC and SSC meetings
- Biweekly Coffee Chats



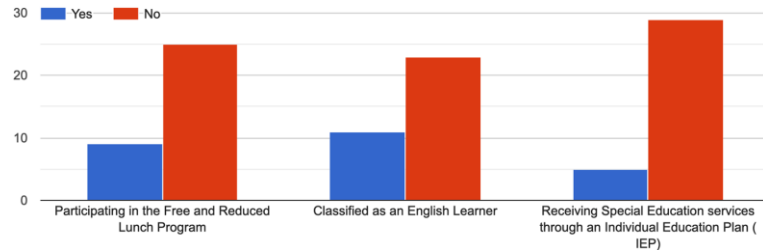
Parent Survey

April 23-May 7

Link to Eng results

- https://docs.google.com/forms/d/1fH50EOYzT_QhBOI5idcwM_GFBGAIQP9Djpl1AZTee4Xk/viewanalytics

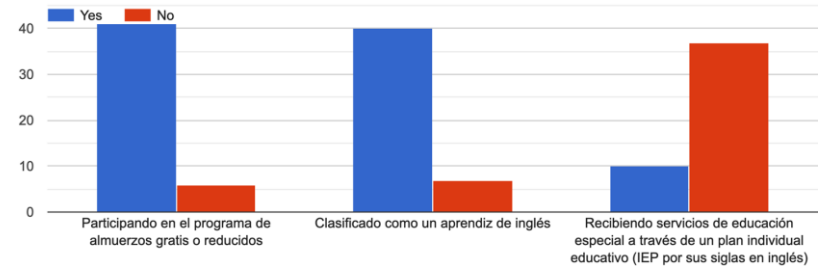
Is your child...



Link to Spanish results

- https://docs.google.com/forms/d/1NYSNGy9zPm2PC4wLBUwS_UTr7B2n-W7jgb9x_RaE68mY/viewanalytics

Está su hijo ...

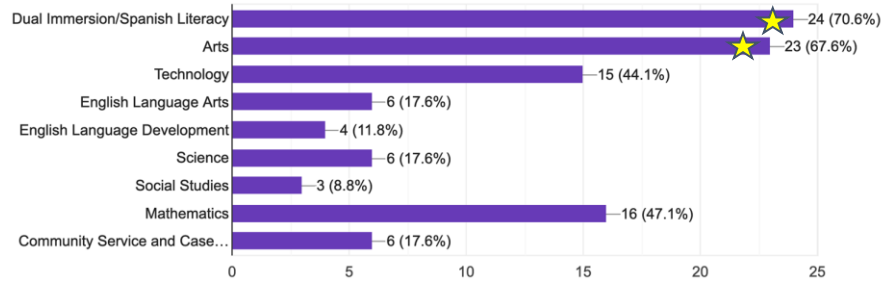


Parent Survey

April 23-May 7

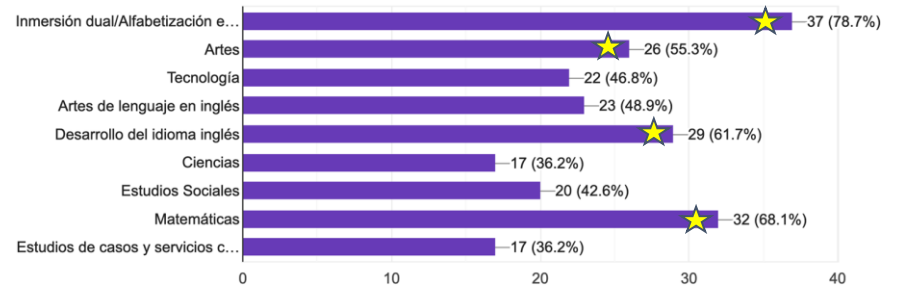
Which elements of OCEAA's academic program have you been most satisfied with? (Check all that apply)

34 responses



¿Con qué elementos del programa académico de OCEAA ha estado más satisfecho? (Marque todos los que correspondan)

47 responses

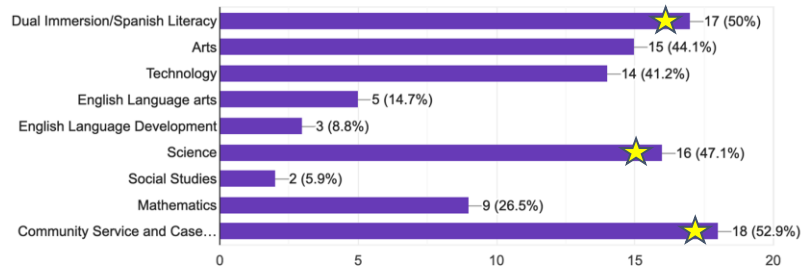


Parent Survey

April 23-May 7

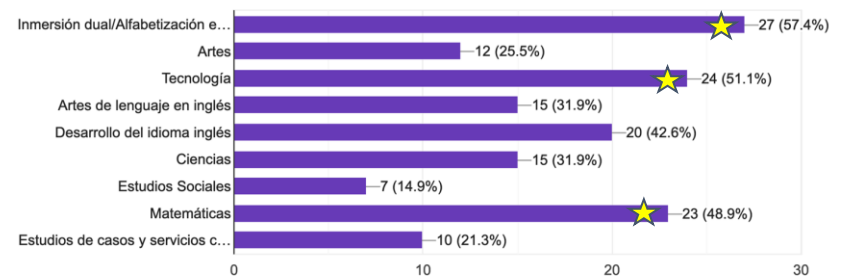
Which elements of OCEAA's academic program would you like the school to prioritize in future years? (Check up to 3.)

34 responses



¿En años futuros, qué elementos del programa académico de OCEAA le gustaría que la escuela priorizara? (Marque hasta 3)

47 responses

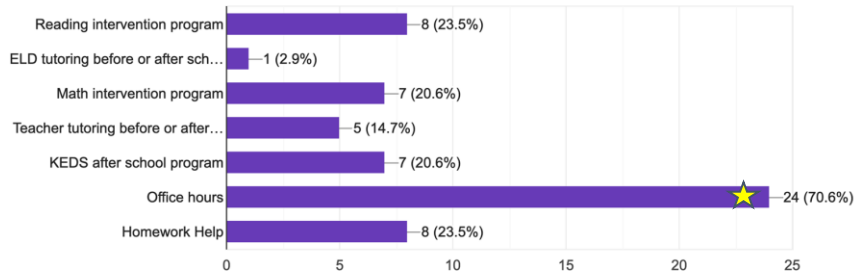


Parent Survey

April 23-May 7

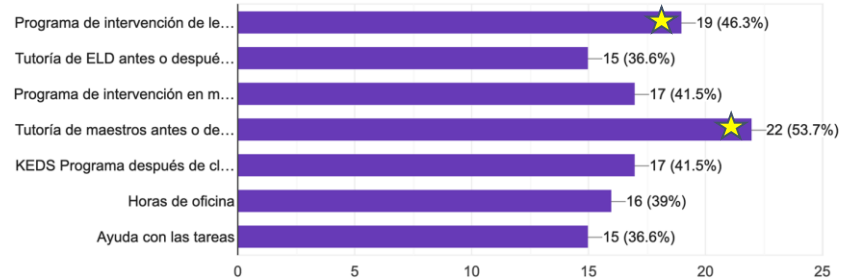
What academic supports have been helpful for you and your children? (Check all that apply.)

34 responses



¿Qué apoyos académicos han sido útiles para usted y sus hijos? (Marque todos los que correspondan)

41 responses

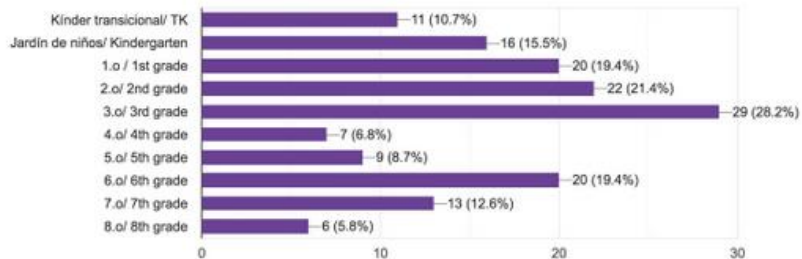


ELAC 2020 Needs Assessment

Recibimos 6-29 respuestas de cada grado (total de 103)

Seleccione los grados de todos sus estudiantes en OCEAA:

103 responses



Las 3 necesidades mayores: The 3 greatest needs:

- | | |
|---|------------------|
| 5. Sé cómo utilizar el sistema de PowerSchool para mantenerme informado de las calificaciones de mi hijo/a. Puedo obtener una idea del progreso que lleva.
5. I understand how to use PowerSchool; I'm able to use it to stay informed about my child's grades and academic progress. | Sí
52%
Yes |
| 6. Los recursos y fuentes de información de OCEAA son fáciles de ingresar y navegar (como PowerSchool, el sitio web de OCEAA, Class Dojo, etc.).
6. The school's informational resources and sites are easy to access and navigate (e.g., PowerSchool, OCEAA website, Class Dojo, etc.). | Sí
68%
Yes |
| 7. Opino que la escuela ofrece suficientes talleres sobre cómo ingresar sitios web pertenecientes a OCEAA (PowerSchool, Class Dojo, etc.).
7. I feel that the school provides enough workshops on how to access the OCEAA websites (PowerSchool, Class Dojo, etc.). | Sí
71%
Yes |

Parent Focus Groups

EL Mid Year Review focus group (March) & School Director Search Workshop
(April)

GLOWS

- Crew/Habits of Character instruction
- SPED push in support
- Counseling support

GROWS

- Strengthening math and biliteracy instruction
- Expanded mental health / SEL supports for parents
- Case studies with authentic biliteracy and bicultural integration



Teachers and Instructional Leadership Team

Spanish	Using Data	Parent Engagement
Clarify Spanish outcomes	Continue looking at subgroup data to inform our goals	Going deeper with parent <u>supports</u>
Bring Spanish levels up, support teachers with development, curriculum and implementation <ul style="list-style-type: none"> • Vertical articulation & alignment <ul style="list-style-type: none"> ○ SLA ○ Grammar 	Focus on sub-group data (English Learners)	Parent workshops <ul style="list-style-type: none"> • parent support & training • informational sessions (tech, social emotional, etc.) • tutorials, classes
Need to light up the language [Spanish] in a very meaningful way <ul style="list-style-type: none"> • Case studies & expeditions at school will support the vision to 'elevate language' • Research, cross curricular, authentic Spanish products and presentations - HQW 	More support in Literacy and IEP, especially for our low performing students.	Other Anti-racist work - from the inside out. Teachers and staff first, then will transfer to the curriculum.

[LCAP Feedback & Input Jamboard](#) (4/7 PD)



Goal 1. OCEAA students experience learning conditions that are foundational to their success.



Addresses Priorities 1, 7

- ★ Certificated Staffing
- ★ Classified Operations Staffing
- ★ Student Access to Quality Materials and a Broad Course of Study
- ★ Clean and Safe Facilities
- ★ Physical Health and Wellness
 - Nutritional Services, Health Clerk & PE
- ★ Technology hardware, infrastructure and maintenance to achieve 1:1 device ratio
- ★ Continuous Improvement



Goal 2. OCEAA teachers effectively use data, language acquisition strategies and student engaged assessment practices to ensure students achieve academic excellence in Spanish and English.



Addresses Priorities 2, 4, 8

- ★ Instructional Leadership Team
- ★ Clarify grade level DLI priorities through curriculum mapping - MKS Committee
- ★ Training in language acquisition strategies (GLAD) and using assessments to boost student achievement
- ★ Multi-tiered System of Supports (MTSS)
 - Math and Reading Intervention Aides - expand with additional math member
- ★ English Learner Coordinator - refocus T3 role on EL training & coaching, parent support (also Goal 5)
- ★ Classroom Instructional Aides
- ★ Supplemental Instructional Materials - monitor individualized learning pathways
- ★ Data Management & Assessment Systems



Goal 3. All OCEAA students create complex, authentic work that demonstrates a high level of craftsmanship.



Addresses Priorities 2, 5, 8

- ★ Professional Development focused on HQW
- ★ HQW Committee
- ★ Fieldwork, Experts & Service Learning - powerful integration of math and social studies
- ★ Supplies for HQW lessons and products.



1. Basic Services 2. Academic Standards 3. Parent Involvement 4. Student Achievement
5. Student Engagement 6. School Climate 7. Course Access 8. Other Outcomes

Goal 4. OCEAA students develop strong character and crew spirit to become effective learners, ethical people and culturally competent leaders who contribute to a better world.



Addresses Priorities 5, 6, 8

- ★ Professional Development - Diversity & Inclusion, SEL, Mindfulness, Anti-racism
- ★ Crew Committee/Stipends
- ★ Daily Student Crew
- ★ Overnight field trips and college tours
- ★ Counselor
- ★ Homeless (Mckinney-Vento) Liaison
- ★ Attendance Tracking and Intervention - part time attendance clerk
- ★ Assemblies and Recognitions
- ★ Extracurricular Activities/Stipends



Goal 5. OCEAA staff and families create an adult crew culture at OCEAA, developing strong partnerships that support the well being of students and prepare them for college and career.



Addresses Priority 3

- ★ Parent welcome/resource/meeting room
- ★ Staff/parent crew meetings
- ★ Parent leadership opportunities
- ★ Annual conferences & showcases
- ★ Expanded parent programming, including
 - Becoming technologically proficient with monitoring tools
 - Supporting students academically and socio-emotionally, MTSS & SPED
 - High school information & college field trips
- ★ Childcare & translation at all meetings/events



Proposed 2021-2022 LCAP Goals	Aspects of the Goals that were influenced by specific stakeholder input
Goal 1. OCEAA students experience basic services and learning conditions that are the foundational to their success.	Technology hardware, infrastructure and maintenance to achieve 1:1 device ratio
Goal 2. OCEAA teachers effectively use data, language acquisition strategies and student engaged assessment practices to ensure students achieve academic excellence in Spanish and English.	Clarify grade level DLI priorities through curriculum mapping; training in language acquisition strategies (GLAD) and using assessments to boost student achievement & reclassification rates; expand RtI program with additional math member; refocus T3 role on EL training & coaching, parent support; Supplemental Instructional Materials
Goal 3. All OCEAA students create complex, authentic work that demonstrates a high level of craftsmanship.	Professional Development focused on HQW; HQW Committee; Fieldwork, Experts & Service Learning - powerful integration of math and social studies; Supplies for HQW lessons and products.
Goal 4. OCEAA students demonstrate strong character and crew spirit to become effective learners, ethical people and culturally competent leaders who contribute to a better world.	Professional Development - Diversity & Inclusion, SEL, Mindfulness, Anti-racism; Overnight field trips and college tours; Extracurricular Activities
Goal 5. OCEAA staff and families create an adult crew culture at OCEAA, developing strong partnerships that support the well being of students and prepare them for college and career.	Parent welcome/resource/meeting room; expanded parent programming, including: <ul style="list-style-type: none"> ★ Becoming technologically proficient with monitoring tools ★ Supporting students academically and socio-emotionally, MTSS & SPED ★ High school information & college field trips



 Education

Crew Greeting & Reading

- Say 'hello' in the chat box and add a word or phrase to finish the sentence starter: *Teachers are...*

The most important thing that EL Education brings to this challenging time is **Crew Spirit**.

We and our students have suffered in many ways over the past year—loss of life, physical, emotional, and financial health; loss of hope and resilience; and the pain of racism.

Crew asks us to share our stories and accept support, and then to move beyond our own needs and focus on supporting others.

Crew taps into the noble side of all of us: By putting our focus on supporting each other, we help to heal ourselves.



2020-21

OCEAA

EL Education Implementation Review Teacher and School Leader framing



Learning Targets

- I can describe the purpose of the IR instrument and how its results will be used.
- I can reflect on my school and my classroom in terms of how well we are implementing EL Education practices.



Our Theory of Action:

Network School Partnerships

If...

- There is consistent, quality implementation of EL practices,

Then...

- Students will make gains across all 3 Dimensions of student achievement:
 - Mastery of Skills and Knowledge
 - Character
 - High Quality Student Work



An extraordinary year of teaching and learning

We recognize that this year's experience for students, teachers, staff and families has been unusual

Even so, the Implementation Review process ideally

- makes space for individual reflection about your own instructional practice
- renews and deepens understanding of the vision for classrooms that support student achievement in three dimensions



And given it is an extraordinary year...

The Work Plan team worked with EL's Research team and Sarah to customize the IR to include only Power Practices that are most closely related to to your Work Plan goals the last two years.

When taking the survey, you can think about where you left off with in-person instruction in 2020, and where you are now in distance learning.



The Purpose of the IR is to:

- Provide a tool that will be used regularly to gather implementation evidence and inform strategic plans.
- Provide a standardized measure of implementation of the entire EL model (rather than a current workplan).
- Give us the ability to perform research comparing EL implementation to other measures (like student achievement).
- Track growth of school implementation practices over time and readiness to be Credentialed as a model EL school.



The IR zeroes in on EL Power Practices, which

Are...	Are Not...
A subset of the EL Core Practices	Necessarily more important than other Core Practices
Theorized to have the most direct impact on student achievement	Meant to be equally focused on every year with partners
Written as rubrics	Meant to be kept a secret from schools
Used to inform work planning, to focus evidence-gathering, and as a reflection tool	



Staff/Teacher Survey Scoring

Two scales are used for all items:

- from **“Never/not at all”** ← → **“Always”**
- from **“Strongly Disagree”** ← → **“Strongly Agree”**

Here’s an example:

To what extent do you vary your lesson formats, protocols, and modalities to align with lesson targets (varying use of Workshop 1.0, 2.0, protocols)?
(Scale: “Not at all” to “Always”)



How will IR survey data be used?

- School Designers (SDs) and School Leaders (OCEAA's WP Team) will score implementation levels for the whole school.
- Official IR reports will be released in June.
- SDs will share reports with school leadership, and together they'll use it to inform next year's work plan.



How to Complete the IR Survey

- You will be receiving a link to a survey that you will fill out individually
- You are encouraged to discuss your ratings with colleagues; sometimes conversation will help you remember your practices from earlier in the year
- You can use any computer, but your responses are not saved until you press “Submit”
- Use the Core Practices for additional information and/or clarification; e.g., CP10.A.1 = Core Practice 10, Part A, Indicator 1



<https://eleducation.org/resources/the-core-practices-a-complete-list-with-links>



May 3, 2021

Dear Parent/Guardian,

Thank you for your continued patience as we adapt our school practices and procedures to accommodate the many challenges presented by the COVID-19 pandemic. We appreciate that parents, students and teachers continue to step up in heroic ways and we are starting to see the light at the end of the tunnel.

Each spring, districts and schools administer the Smarter Balanced California Assessment of Student Performance and Progress (CAASPP) to students in grades 3–8 and 11. On March 16, 2021, the California State Board of Education (SBE) took action to move forward with the administration of the CAASPP for the 2020-21 year but with great sensitivity to the additional stress that annual assessments can place on teachers and students, and the understanding that some districts and schools will not be able to administer the CAASPP because of the pandemic.

It is the school's priority to provide parents/guardians with an indicator of whether or not their child is on track for grade-level learning to the clearest extent possible. Therefore, in accordance with flexibility guidelines, OCEAA will administer STAR Math and STAR Reading since the administration of the CAASPP assessment is not a viable option due to local COVID conditions. Parents/guardians will receive their student's STAR Math and STAR Reading score reports from the 2020-21 Spring administration on or before May 26, 2021.

The testing window for STAR Math and STAR Reading for students in grades 3–8 will be May 4th through May 21st. Specific testing dates within that window will be communicated to parents by their children's teachers.

If you have any questions, please contact Nicole Kubasek nkubasek@oceaa.org or Kristin Collins kcollins@oceaa.org and on Class Dojo.

Sincerely,

A handwritten signature in blue ink that reads "Kristin Collins".

Kristin Collins
School Director



825 N. Broadway, Santa Ana, CA 92701



714-558-2787



receptionist@oceaa.org



3 de mayo de 2021

Estimados padres/tutores,

Queremos agradecerles por su paciencia continua mientras adaptamos nuestras prácticas y procedimientos escolares para resolver los muchos desafíos presentados por la pandemia COVID-19. Apreciamos que los padres, estudiantes y maestras continúen avanzando de manera heroica y estamos comenzando a ver una luz al final del túnel.

Cada primavera, los distritos y las escuelas tienen la responsabilidad de administrar la Evaluación de desempeño y progreso estudiantil Smarter Balanced California (CAASPP) a los estudiantes de los grados 3 a 8 y 11. El 16 de marzo de 2021, la Junta de Educación del Estado de California (SBE) tomó medidas para seguir adelante con la administración del CAASPP para el año 2020-21, con gran sensibilidad al estrés adicional que las evaluaciones anuales pueden colocar en maestros y estudiantes, y el entendimiento de que algunos distritos y escuelas no podrán administrar el CAASPP por la pandemia.

Es la prioridad de la escuela proporcionar a los padres / tutores un reporte que indique si su hijo/hija está o no encaminado hacia el aprendizaje del nivel de grado de manera más exacta posible. Por lo tanto, de acuerdo con las pautas de flexibilidad, OCEAA administrará STAR Math y STAR Reading ya que la administración de la evaluación CAASPP no es una opción viable debido a las condiciones locales de COVID. Los padres / tutores recibirán los informes de niveles de STAR Math y STAR Reading de la administración de primavera 2020-21 el 26 de mayo de 2021 o antes.

La ventana de evaluación de STAR Math y STAR Reading para estudiantes de 3º a 8º grado será del 4 al 21 de mayo. Las maestras de sus hijos les comunicarán las fechas específicas de las pruebas dentro de esa ventana.

Si tiene alguna pregunta, comuníquese con Nicole Kubasek nkubasek@oceaa.org o Kristin Collins kcollins@oceaa.org y en Class Dojo.

Atentamente,

Kristin Collins
Directora escolar



825 N. Broadway, Santa Ana, CA 92701



714-558-2787



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