

SANTA ANA UNIFIED SCHOOL DISTRICT
1601 E. CHESTNUT AVENUE
SANTA ANA, CA 92701

MINUTES

SPECIAL BOARD MEETING
SANTA ANA BOARD OF EDUCATION

May 18, 2004

CALL TO ORDER

Board President Richardson called the meeting to order at 6:15 p.m. Also present were Dr. Yamagata-Noji and Mr. Palacio. Mr. Tinajero and Mrs. Avila were not in attendance.

Cabinet members present were Dr. Mijares, Dr. Bennett, Dr. Stabler, Dr. Stainer, and Ms. Brown.

RECESS TO CLOSED SESSION

The meeting was immediately recessed to Closed Session to consider legal matters, real estate negotiations, personnel matters, and student discipline.

MEETING RECONVENED

The Special meeting was reconvened at 6:30 p.m.

There were approximately 30 members of the community, and District staff in the audience.

PLEDGE OF ALLEGIANCE

The meeting was opened with the Pledge of Allegiance led by Dr. Yamagata-Noji.

PUBLIC COMMENTS

Mr. Richardson asked those members of the community wishing to address the Board to step to the podium as their names were called.

Kim Gerda, 2215 N. Ross, Santa Ana, addressed the Board in support of Charter Schools, but has concerns for the fiscal responsibilities to the District. She expressed concern for the lack of communication from charters to the District. She said that parents are expecting OCEAA to open in the fall and believes that the expenditures are not realistic. Another concern is the opening of 10th Street, which she said is a safety concern for students.

JoAnn Ramirez, Santa Ana resident, addressed the Board with concerns of the possibility of three charter schools within yards of each other and the Grade 7-12 at-risk foster youth adjacent to K-6 students. She also questioned costs to run the schools, ultimately affecting the District, ADA, property taxes, the opening of 10th Street, the proposed 37-story building, and an EIR in regards to vehicular traffic.

Robin Romaine, 2116 Ross, Santa Ana, addressed the Board in support of the El Sol Charter School. She thanked the SAUSD for providing parents a school of choice.

Mr. Isaac K-Reed, with Townsend Public Affairs representing Caribou Industries and the OCHSA, said that he wished to clarify something mentioned earlier. The only school moving into a site where three schools were mentioned is the OCEAA. The TEC has no agreement with the developer at this time.

PRESENTATIONS:

Dr. Mijares stated that the purpose of the Board meeting was to update the Board of Education on the status of the District Charter Schools.

Dr. Stabler stated that prior to the meeting, representatives from El Sol, Edward B. Cole, Therapeutic Education Center (TEC), Orange County Elementary Arts Academy, Orange County High School of the Arts, and Albor Charter Schools were asked to complete a template requesting information on their charter's governance, fiscal, curriculum, and facilities arrangements. Feedback was provided and made available to the Board prior to the meeting. Formal presentations were provided by each charter representative as follows:

The El Sol Charter School was presented by Dr. Kathy Sabine and Ms. Susan Mas.

El Sol Charter School

Background:

- Charter approved in September, 2000
- School site acquired in June, 2001
- School opened in September, 2001 with 120 K-1 students
- Expanded to 180 K-2 students in 2002
- Expanded to 240 K-3 students in 2003
- Plan to expand to 270 K-4 students in 2004
- 64% on free and reduced lunch

Mission Statement:

To provide Santa Ana students and parents with school of choice.

To provide a rigorous academic environment that prepares students for entrance into a college preparatory program at the high school of their choice.

To create a culture of kindness, creativity, courage, and honesty that will permit graduates to assume leadership roles in the 21st Century.

Educational Design:

- Emphasis on science and the arts
- Dual language immersion
- Quality schools model
- Longer day (8:00 - 3:00 p.m. including Kindergarten)
- Full-day kinder
- Partnerships with higher education
- Teacher specialists
- Variety of staff development
- Project-based learning

Educational Programs:

- Everyday Math
- Beckman at Science

- Annual "El Sol Goes to College" in partnership with UCI, Soka University, Cal State Fullerton, and Chapman University
- UCI Arts Bridge
- UCI Humanities Out There
- Peace builders (parent sponsored)
- Garden of Science (parent sponsored)
- Ballet Folklorico (parent sponsored)
- Fencing Program (parent sponsored)
- MIND
- Science Nights - Chapman University
- OC Philharmonic
- Reading Nights (Libreria Martinez, Willard Intermediate)

Accomplishments:

- Student achievement and growth
- Strong parent involvement
- Selected by CDE as model for charter school developers
- Fundraising (\$1.625 million for Phase I renovation, \$1.960 million for educational programs, and \$400,000 for site acquisition)
- Strong partnerships with higher education
- Selected to present Charter School at Educational Summit, Chiba, Japan
- Identified as a potential lighthouse school

Areas of Concern:

- Adequate facilities to house K-8 program for 650 students
- Playground - Present playground areas and equipment do not meet the needs of the students

Goals for 2004-05:

- Continue with Quality School Model with process for continuous improvement (leadership and shared vision)
- Student achievement/academic growth defined in Title VII grant
- Professional development goals defined in Title VII grant
- Parental involvement defined in Title VII grant

Governing Board - One-year terms:

Kathleen Sabine, President, Co-founder, Principal
 Susan Mas, Secretary-Treasurer, Co founder, Executer Director
 Robert Balen, Member, LSA SAUSD appointee
 Jenny Rios, Member, Parent, SAUSD appointee

	Original Proposal	Current Status	Proposed for 04-05
# of students	554	240	270
# of classrooms	30	14	14
# of Teachers	25	14	14
# of SAUSD students	499	214	243
% of SAUSD students	90%	89%	90%
Revenues	\$4.196 million	\$3.615 million	\$1.963 million
Expenditures	\$3.488 million	\$3.295 million	\$1.687 million
Reserve	\$365,000	\$108,731 (6%)	\$101,244 (6%)

Original Opening Date: September, 2001

Debt Service Obligations:

- El Sol is presently negotiating the repayment of its debt service. Outstanding obligations include a \$2.4 million and \$500,000 in interest (6%) and \$1 million QZAB (0%) with a 14 year payback period.

Separate Foundation Information:

- Name and affiliation of foundation include members of the foundation Board, their roles, and affiliations, and the nature of the relationship between the school and the foundation. El Sol is a 501.c.3. with the same Board members.

Outside Consultants:

- OCDE - Almich & Associates, for payroll services/bookkeeping services, \$5,000/\$6,000 annual contract
- Ex-Ed - Business Services, \$25,000 contract amount

Requests from the Board:

- Dr. Noji advised that Charters establish an annual reporting system.
- Dr. Noji requested test scores/results to be put in a format and be provided to Board.
- Mr. Palacio requested the number of students from Santa Ana (outside school boundary), including the students that came from private schools, and the number from within the SAUSD's boundary.

The Board thanked presenters for the El Sol Charter School for the informative presentation.

The Edward B. Cole Charter School was presented by Mr. Lee DeLeon.

Edward B. Cole Charter School (EBC)

The Establishment:

- The Academy is located at 2609 W. 5th Street, Santa Ana
- EBC leases its facility from a local church, Templo Calvario Church in Santa Ana
- Building remodeled to accommodate classrooms, offices, cafeteria, and library
- EBC will open as a K-3 school with 160 students
- In three years EBC will include 4th and 5th grade students maintaining an enrollment of 300 students
- The student teacher ratio will be 20:1 in grades K-3 and 25:1 in grades 4 and 5
- Teachers are required to hold a Commission of Teacher Credentialing certificate, permit, or other document equivalent, which includes emergency permits or credentials.

Mission Statement:

To provide a rigorous academic environment, which will prepare and motivate students to pursue higher levels of education.

The Core values of the EBC Academy include, but are not limited to:

- The growth and education of students as a first priority
- A commitment to excellence, quality, character, and integrity

- A respect, appreciation and understanding of diverse cultures, languages, and individuals
- Creation and maintenance of a nurturing family environment that fosters a spirit of cooperation, collaboration, and respect

Instructional Focus:

The instructional focus of the Edward C. Cole, Sr. Academy is to accomplish the following:

- Improve pupil learning
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils identified as academically low achieving
- Encourage the use of different and innovative teaching methods
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site

To Accomplish:

Delivery of instruction will implement a strong, standards-based academic program where Technology is a tool used to effectively support each area of curriculum. Evaluation of the instructional program will use the following criteria:

- Student scores on state-standardized tests will demonstrate sufficient annual improvement to meet the California Academic Performance Index growth targets for school-wide and numerically significant subgroups
- Students will improve on quarterly standards-based benchmark assessments in reading, writing, and mathematics
- Students will gain the prerequisite knowledge to move to the next level of educational attainment
- Students will demonstrate high levels of academic achievement
- A high level of parent involvement maintained throughout the school year, services to enhance academic success in all areas

Accomplishments:

- Completion of the first year with no debt
- Have written three grants and waiting for approval
- New after-school homework center located on campus
- Strong volunteer base
- Gift in-kind donations in excess of 100K
- Various strong partnerships in the community

Areas of Concern:

Monthly cash flow - Not knowing the disbursement schedule. Following the initial year, a better idea of funds disbursed will be known.

Governing Board - Three-year terms:

Kitty Fortner, Principal
Chartering entity: Templo Calvario Community Development Corporation
Cesar Delgado, President
Anita Calvillo, Vice President
Beatriz Santana, Secretary
Ruben Ulloa, Treasurer
Roman Reyna, Director

	Original Proposal	Current Status	Proposed for 04-05
# of students	Up to 300	103	180
# of classrooms	Up to 14	6	9
# of Teachers	Up to 14	6	9
# of SAUSD students		19	40
% of SAUSD students	50%	32% not incl Kinder	35% not incl Kinder
Total Budget			
Revenues	\$970,720	\$824,320	\$1,198,829
Expenditures	995,117	\$1,069,829	\$1,347,496
Reserve	79,034	\$385,319	\$177,143

Original Opening Date: September 7, 2004.

Debt Service Obligations:

- None

Outside Consultants:

- Ex-Ed - Laws and compliance, contract cost is \$21,060.

Test Results by Grade Level for 2003-04:

- Grade One - 47%
- Grade Two - 35%
- Grade Three - 25%

Core Curriculum/Materials:

- Reading - Open Court Reading Series
- Math - Saxon
- English Language Development ELD - Hampton Brown - Into English Guided Language Acquisition Design (GLAD) Strategies.

Goals for the 2004-05 School Year:

- Increase enrollment by 75%
- Increase private donor base
- Establish School Library
- Write at least four grants for funding in the areas of Physical Education, Library, Technology and Staff Development
- Increase partnerships in the community

There were no items of request by the Board of Education. The Board thanked Mr. DeLeon for an informative presentation.

Therapeutic Education Center (TEC)

The Therapeutic Education Center (TEC) Charter School was presented by Dr. Verleur. Also, introduced was the Early College High School (ECHS) offered by the TEC:

The Background:

For over 30 years, Olive Crest, a non-profit corporation headquartered in Orange County, has been committed to healing the lives of youth that have been traumatized by abuse, abandonment, and neglect. Since Olive Crest opened its first group home in 1973, they have provided comprehensive care for over thirty thousand foster youth.

The Opportunity:

To better serve the youth, Olive Crest has partnered with Santa Ana College (SAC) to develop a school, which philosophically aligns with the goals and objectives of the Early College High School (ECHS) Initiative to offer foster youth an innovative academic and career acceleration opportunity. Olive Crest's proposed ECHS would be a charter middle school and high school designed to provide students with the opportunity to not only complete high school in the small, supportive learning environment that is so essential to the success of foster youth, but also to concurrently earn a high school diploma and a vocational certificate, transfer requirements and/or an Associate of Arts degree at SAC. This accelerated program will also prepare students for the high earning jobs of the 21st Century by offering career exploration, life skills, team building, and internship opportunities with local businesses.

Instructional and Curricular Design:

The curriculum will be grounded upon a hands-on, performance-oriented delivery system and a small, supportive learning environment to enhance student support and success. To address gaps in learning due to frequent changes in placements and past instability, the OCECHS will focus on creating a comprehensive support structure, including tutoring, mentoring and individualized instruction. OCECHS will create a climate of high expectations, while emphasizing the fundamental aspects of literacy and mastery of core academics.

Co-Curricular Activities:

Activities will be developed to offer students creative ways to support learning and to offer opportunities. Areas include government, debate team, student newspaper, yearbook, and community arts program, where students utilize their artistic talent to beautify their community, inspire youth to explore artistic expression and to foster a commitment to public service.

Student Assessment:

All students will be assessed on academic and developmental needs at the point of admission to gain a comprehensive picture of standards mastered and those that need to be relearned. Reading and writing, because of the universality of skills to all subject areas and college readiness will also be measured. Also assessed will be career interests, as this is an essential component of the school. A certificated school counselor will measure student maturity on a personal basis.

Student Selection and Recruitment:

Although open to all students, it is anticipated that given the specific orientation and offering of services and support that the majority of Olive Crest students will be "clients" of one of Olive Crest's homes. The selection criteria for students within Olive Crest will include a multi-step process, which will ensure students' interest, "buy-in" and ability to succeed in an ECHS.

Ability to Succeed Determined using the Following Measures:

- Strong student interest represented in a required essay
- Willingness to sign a Student Behavior and Academic Responsibilities Contract
- GPA of 2.0 or higher
- Standardized test scores at or greater than the 50th percentile

- Positive behavior reviews from house parent
- Positive character and academic references
- Grade level reading fluency and comprehension levels
- Grade level math abilities
- No measures will be taken as disqualification, in and of itself, but will be used collectively to assess and discuss with interested students to determine if the right placement

Student Population:

Olive Crest's Early College High School (OCECHS) will be geographically situated within the Santa Ana School District. The student population of residential group home youth will represent a diverse cross-section of California's population and represents a high disadvantaged demographic group which disproportionately represents students of color (91%), low socioeconomic level (98%), and first generation college goers (79%).

OCEHS will strive to educate a population that is reflective to foster youth clients. Rates of free and reduced lunch and underrepresented students will exceed those of Santa Ana School District.

List of Projected student enrollment:

Year	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
One	24	0	0	0	
Two	24	24			
Three	24	24	24		
Four	24	24	24	24	
Five	12	24	24	24	24

Transportation:

As projected population will represent residential group home foster youth who will be under the care of Olive Crest, transportation from group home can be utilized for transportation. Vans will be made available to the school at no cost to the school or students.

Student Fees and Costs:

Olive Crest has an existing educational fund called The Bus Stops Here, which provides funding to the youth. From school supplies, clothes, scholarships for college or vocational school, to funding to develop the tools needed for everyday living, this fund creates pathways to independence and an open door to academic and professional opportunities.

	Original Proposal	Current Status	Proposed for 04-05
# of students	40-100	0	40-50
# of classrooms	3-4		
# of Teachers	3		
# of SAUSD students			
% of SAUSD students	60-70%		
Total Budget			
Revenues	\$500,000		
Expenditures	0		
Reserve	\$500,000		

Original Opening Date: September 2004 or January 2005.

Debt Service Obligations:

- None

Outside Consultants:

- None

Mr. Richardson requested a written format of what offices are at the community college facilities at 900 N. Broadway Street in Santa Ana.

Dr. Stabler was requested to review TEC's current contract because of new information presented regarding the expansion of the program.

Dr. Verleur stated that the location of the school site was yet to be determined and when the site is selected, he would inform the Board.

Orange County Elementary Arts Academy

The Orange County Elementary Arts Academy (OCEAA) Charter School was presented by Ms. Jane Ross-Laguna and Ms. Monique Parmentier.

History:

Current Pre-registered Students as of 5/16/04

- Anticipates a fall opening
- Advertising through Camp OCHSA, SAUSD PIO Department, and Channel 24
- Kindergarten: 67
- Grade 1: 73
- Grade 2: 55
- Grade 3: 58
- Grade 4: 54
- Grade 5: 32
- Grade 6: 26
- Total number of pre-registered students is 365
- Total number of proposed students is 500
- Number of classrooms is 22
- Number of teachers is 22
- Number of SAUSD students is 560
- 68% come from non-English only households

Fiscal Year 2004-05 Budget and Projection:

- Original proposal for revenue is \$4,010,205, expenditures \$3,092,522, and reserves is \$79,034
- Expects to receive State allocation
- Expects to receive grant funds
- \$250,000 expect amount to end school year

Curriculum Plan:

- Research-based practices
- Standards-based instruction and assessment
- Early intervention in reading, math, speech, and language
- Strong language acquisition program
- Professional development, mentoring
- Collaborative learning community
- Informal partnership with OCHSA

- Artist-teachers and professional arts partnerships

The Board expressed concern of the landlord's pro-bono offering of deferring rent payments and shared resources with another Charter mentioned by Ms. Ross-Laguna.

Ms. Jane Ross-Laguna requested a timely response to the letter sent to the SAUSD, dated 5/4/04.

Dr. Noji requested a budget breakdown of all proposed costs related to the Orange County Elementary Arts Academy.

Orange County High School of the Arts (OCHSA)

The Orange County High School of the Arts (OCHSA) was represented by Dr. Ralph Opacic.

Core Values:

- Growth and education of students come first
- To support a partnership between the arts and academics
- Commitment to excellence, character and integrity
- Continual drive for innovation, professionalism, artistic and intellectual growth
- To inspire creativity and respect within the art and academic world
- To create and maintain a nurturing community that fosters a spirit of cooperation, respect and collaboration
- To instill a passion for the arts and intellectual endeavors
- To reach out and serve the entire community and celebrate diversity in society, culture, ideology and individual expression

Mission Statement:

The mission of the OCHSA is to provide a creative, challenging, and nurturing environment that offers bright and talented students unparalleled preparation for higher education and a profession in the arts.

Academic Instruction:

UC Course Approvals

WASC Accreditation

- Self-study now
- Visitation next fall

Course Offerings

- AP Courses
- Honors classes

Major Objectives:

A. Growth of 7-12 enrollment to 1200 students

<u>Year</u>	<u>Students</u>
2000	800
2001	950
2002	1100
2003	1200

- A. Develop community arts training programs in Santa Ana
- B. Develop K-6 feeder school to serve primarily Santa Ana students
- C. Develop County-wide satellite arts feeder programs

- D. Develop State-wide Regional 7-12 Arts Schools
- E. Develop post Secondary arts program
- F. Develop Independent Study Program

Major Accomplishments:

- Academic API test score of 841 - 5th highest score in the county
- Arts conservatory program thriving
- Offered more than 100 performance opportunities for 2003-04
- Increased fundraising commitments for 2004-05 estimated at \$3.1 million, compared to \$2.1 for 2003-04

Major Areas of Concern:

- Continuing to receive SB 740 funding
- No additional cuts in State funding

Goals for the 2004-05 School Year:

- Increase enrollment to 1350
- Finalize WASC accreditation
- Develop new integrated arts conservatory program for 7th and 8th grade students
- Continued community outreach to Santa Ana residents and student recruitment of SAUSD students

Governing Board:

Dr. Ralph Opacic, Executive Director
 Dr. Carolyn Breeden, Chair
 William Lee, Secretary
 Terry McGovern, Member
 Wendy Tobiska, Member
 Glen Mondo, Member
 Gary Humphries, Alternate

	Original Proposal	Current Status	Proposed for 04-05
# of students	960	1200	1350
# of classrooms	36	49	49
# of Teachers	32	43	47
# of SAUSD students	46	131	156
% of SAUSD students	6%	10.3%	11.5%
Total Budget	\$7,477,190	\$9,390,070	\$11,662,707
Revenues	\$7,477,190	\$9,390,070	\$11,662,707
Expenditures	\$7,329,843	\$9,161,163	\$10,969,538
Reserve	\$147,347	\$228,907	\$693,169

Ethnic Breakdown:

Asian: 12.9%
 African American 3.8%
 Filipino 1.7%
 Hispanic 15.5%
 American Indian 0.8%
 Pacific Islander 0.6%
 Caucasian 64.7%

Original Opening Date: September 2000

Parent Participation:

Academic & Arts Based Curriculum Committee (ABC) - Similar to School Site Council:

- Encourages parents, staff, and community to come together to discuss educational issues, to problem-solve concerns, and to plan program improvements for the academic and arts programs

Tuesdays with the Principal:

- Open forum for parents to freely ask questions of the Principal, and for the principal to gather feedback from parents

Parents Arts Council (PAC):

- Serves as a "booster club" for each of the ten arts conservatories encouraging and facilitating social, marketing and fundraising opportunities

O Shop:

- Parent run student store

Arts Program Overview - Arts Conservatories:

- Ballet folklórico
- Classical/contemporary dance
- Commercial dance
- Creative writing
- Film/television
- Instrumental music
- Musical theatre
- Opera Conservatory
- Production & design
- Visual arts

Santa Ana Community Outreach:

Camp OCHSA - An educational outreach program for the arts offered to grades 4, 5, & 6 and includes:

- Jazz dance
- Tap dance
- Ballet
- Creative dramatics
- Singing
- Drawing
- Painting
- Over 600 students participated this year and over 800 anticipated for next year

Dr. Noji requested that Cabinet identify the various properties utilized by OCHSA and the distinct purposes.

Dr. Noji requested a breakdown of students by grade.

The Board thanked Dr. Opacic for an informative presentation.

The Albor Charter School was presented by Mr. Emilio Vazquez.

Albor Charter School

Current and Future Plans:

2002-03 was the first year of testing for Albor Charter School. The majority of students were English Learners in English Language Development Classes. For most, it was the first time taking a standardized test.

Enrollment and Attendance:

	<u>ADA</u>	<u>Enrollment</u>
Resident classroom based	\$937.16	2,669
Non-resident classroom based	\$366.20	1,072

Pupils eligible for free and reduced meals 2,637

English Language Learners (ELL) 2,868

Core Curriculum/Materials:

- Reading: A sequenced course that provides a foundation for reading success including vocabulary building, word attack skills, and reading comprehension. The course integrates all four language skills: reading, listening, speaking, and writing.
- Math: The curriculum includes Pre-Algebra, Algebra, and Geometry. It includes computational skills, math concepts, and problem solving as applied to basic arithmetic processes.
- ELD: Includes grammatical concepts, vocabulary, shared developmental experiences in language integrating all aspects of a progressive, context-based communicative approach to language including listening, speaking, reading, and writing.

Mission Statement:

Albor Charter School in partnership with parents and the community emphasizes development of strong core learning competencies, knowledge, and skills for today's students leading to an improved quality of life by reaching potential to succeed in a culturally diverse, technological world.

Program Focus/Design:

The academic program is designed to develop strong core learning competencies, knowledge, and skills for today's students in order to help them succeed in a culturally diverse, technological world and to enhance opportunities for higher education.

Since the majority of the students are English Language Learners, the program emphasizes verbal and written communication skills and vocational training leading to careers in the medical and computer fields.

Accomplishments:

- Almost 200 graduates from Albor Charter have continued their education to colleges and universities
- Expansion courses, and extra-curricular activities include music, dance, and art with local artist Miguel Alarcon
- Increased career opportunities with the addition of the LVN program which began March of the current year

Areas of Concern:

- Due to the large numbers of ELL students, meeting API goals

Goals for the 2004-05 School Year:

- Raising our API scores
- Building partnerships with institutions of higher education
- Increasing by 25%, those passing the high school exit exam

Governing Board:

Emilio Vazquez, Executive Director
John Pulles, Treasurer
Grace Ferrer, Secretary
Peter Sole, Chairman
Bill Pierce, Member
Carmen Tallada, Member
Claudia Vega, Member
Soledad Romero, Member

	Original Proposal	Current Status	Proposed for 04-05
# of students	1080	1,303	720/1,800
# of classrooms	23	34	19/45
# of Teachers	27	34	27/60
# of SAUSD students	37	15	0
% of SAUSD students	3.43%	1.15%	0
Total Budget			
Revenues	\$6,407,856	8,714,604	4,463,727/11,154,762
Expenditures	\$4,748,313	7,219,588	4,474,978/10,644,113
Reserve	\$2,761,544	1,624,480	1,613,228/2,135,129

Original Opening Date: July 1, 2002

Dr. Noji requested a breakdown of students by grade and a copy of the PowerPoint in a larger font size.

Dr. Noji requested a budget report containing the following:

- Budget comparisons with 19 year-old students vs. below age 19
- Projections of 30% and 10% increases
- Projected ending fund balances
- Explanation of assumptions and how fund balances became established

Mr. Richardson asked that information being requested by the Board be included in Week In Review. He stated that the information presented was long overdue and many questions were answered. He thanked all representatives for their presentations.

ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at 10:25 p.m.

Superintendent and Secretary,
Board of Education