

Orange County Educational Arts Academy
A California Public Charter School

BOARD OF DIRECTORS

MEETING Minutes

Regular Meeting

June 13, 2018

6:00 p.m. – Closed Session

7:00 p.m. – Open Session

OCEAA School Library

825 N. Broadway, Santa Ana, CA 92701

I. Call to Order: 6:05 PM

A. Roll Call

Board Members

Dr. Kimberly Barraza Lyons, President

Dr. Alfonso Bustamante

Valerie Sullivan, Vice Chair

Scott Overpeck, Chair

Ben Stanphill, Secretary

Janine McFarlin, Treasurer

Boris Molina

Staff/Other

Kristin Collins, School Director

Present

X

Absent

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. Staffing appointments/terminations/contracts/resignations (Gov. Code Section 54957)

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

IV. Reconvene to Open Session and Report of Action from Closed Session, If Any 7:06 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

Recognition of Olivia Rico for 10 years of service to OCEAA

VI. Board and Staff Reports

A. FSO Report by Patti Cordova – Not present

B. ELAC Report by Maria Elena Serratos – Not Present

C. School Director Report by Kristin Collins

1. EL Education Partnership Update

(a) Continuing to pursue partnership with EL Education to help us configure our learning environment

2. CAASPP Data Preview

(a) Reading score will likely be yellow, potentially green pending how the state evaluates

(b) Math score will be yellow

D. Operations Report by Josh Eng

1. Budget Update

(a) Budget update moved to approval of 2018-2019 budget below

E. Board of Directors Reports

1. Refinancing Update by Janine McFarlin

2. Wellness Policy Update by Valerie Sullivan and Susan Cooper

(a) Wellness policy has been reviewed and updated to be more understandable.

(b) The policy is US Department of Agriculture approved and ready for triannual assessment

(c) Added tree nuts and seeds to salad bar

3. Fundraising Climate Workshop Report by Valerie Sullivan

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 May 2018 Board Meeting
- B. Approval of Minutes from June 3, 2018 Special Board Meeting
- C. Ratification of January through May 2018 Check Registers

Action: Approve consent items listed above	Motion: <u>BS</u> Second: JM
	Vote: 5 for 0 against

VIII. Executive Director Offer of Employment: Zoot Velasco

Action: Offer employment as ED to Zoot Velasco, contract forthcoming for \$105,000 annual salary	Motion: KL Second: SO
	Vote: 5 for 0 against

IX. Homeless Education Policy Approval

Action: Approve HEA as provided.	Motion: BS Second: VS
	Vote: 5 for 0 against

X. 2018-2019 Single Plan for Student Achievement Approval

Action: Approve 2018-2019 Single Plan for Student Achievement as provided	Motion: BS Second: KL
	Vote: 5 for 0 against

XI. 2018-2019 Local Control Accountability Plan Approval

Action: Approve 2018-2019 Local Control Accountability Plan as provided	Motion: KL Second: VS
	Vote: 5 for 0 against

XII. CONAPP Part I Application Approval

Action: Approve CONAPP Part I Application as provided	Motion: VS Second: BS
	Vote: 5 for 0 against

XIII. 2018-2019 Budget Discussion and Approval

Action: Approve 2018-2019 Budget pending reduction of EL Fee from \$80,000 to \$40,000 and adding \$20,000 for security upgrades.	Motion: BS Second: KL
	Vote: 5 for 0 against

XIV. Education Protection Account Approval

Action: Approve Education Protection Account as provided	Motion: KL Second: VS
	Vote: 5 for 0 against

XV. Items for Future Meetings

The next regularly scheduled meeting is on July 11, 2018 at 6:00 P.M.

XVI. Adjournment

The meeting was adjourned at 8:50 p.m.

*Ms. Susie Cooper, Supervisor
Orange County Educational Arts Academy
625 N. Broadway
Santa Ana, CA. 92701
714-619-2967*

Susan Cooper <scooper@oceaa.org>

Wellness Policy

Purpose of the Wellness Policy

The Wellness Policy is an important tool for parent's local educational agencies (LEA) and school districts in promoting student wellness preventing and reducing childhood obesity and providing assurance that school meal nutrition guidelines meet the minimum federal and state school meal standards. The Orange County Education Arts Academy (OCEAA) is guided by the whole child framework which is an integrated and collaborative approach. Serving and educating student's nutritious foods will help maintain a healthy lifestyle while promoting a sense of well-being for themselves, fellow students and the community we live in.

www.fns.usda.gov/tn/local-school-wellness-policy
<https://www.fns.usda.gov/nslp/national-school-lunch-program-nslp>
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=200520060SB12

Goals for Student Wellness

Nutrition Education and Promotion Goals

OCEAA aims to teach, encourage and support healthy eating by students, staff and community. The school will engage in nutrition promotion and provide nutrition education as part of health education that:

- Is offered at each grade level as part of a sequential, comprehensive health education instruction, based on the *Health Education Content Standards and Framework for California Public Schools*, and be designed to provide students with the knowledge and skills necessary to promote and protect their health
- Includes assessment of student knowledge and skills
- Is part of not only health education and home economics classes, but also encouraged to occur in classroom instruction subjects such as math, science, language arts, social sciences, and elective subjects.

- Includes enjoyable, developmentally appropriate, culturally relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens.
- Emphasizes caloric balance between food intake and energy expenditure (physical activity and exercise)
- Links with school meal programs, other school foods, and nutrition related community services
- Teaches media literacy with an emphasis on food marketing, via Facebook, Dojo
- Includes training for teachers and funding for support materials.
- Fast food on campus during lunch hours is strongly discouraged

Physical Education and Physical Activity Goals

Physical Education, K-8: All students in grades K-8 including students with disabilities, special health-care needs, and in alternative educational settings, will receive physical education instruction according to the regulations of the Californian State Board of Education. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Physical Activity: All students will be allowed a minimum of 15 min. of physical activity during scheduled breaks daily.

Daily Recess: All students will have the opportunity of at least 15 minutes a day of supervised recess, preferably outdoors, during which OCEAA will encourage moderate to vigorous physical activity, including through the provision of space and equipment.

Integrating Physical Activity throughout the school day: In keeping with the Whole Child model, physical activity should be integrated across curricula through expanding training to include movement as part of science, math, social studies and language arts. The school should discourage extended periods (*i.e.*, periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, the school should give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity Opportunities Before and After School: Elementary and middle school students are encouraged to explore opportunities to provide extracurricular physical activity programs, such as physical activity clubs or intramural programs. The school will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

All before and after school programs that are school-based will follow the physical activity policies of the OCEAA Wellness Plan. After-school child care and enrichment programs will

provide and encourage, including through the provision of space, equipment, and activities, daily periods of moderate to vigorous physical activity for all participants.

Prohibition of Use as Physical Activity as Punishment: Teachers and other school and community personnel will not use physical activity (*e.g.*, running laps, pushups) or withhold all opportunities for physical activity as punishment or detention.

Goals for Other School Based Activities

At a minimum, students will have access to a credentialed school nurse, or a health professional under the supervision of a credentialed school nurse, throughout the school day.

Parent/guardian outreach will emphasize the relationship between student health and academic performance and the need for consistent health messages between the home and the school environment. Provide consistent health education for parents that include but are not limited to nutrition and physical activity, through the school newsletter, informational handouts, parent meetings, and the school web site.

Nutrition Standards and Guidelines

WHY WE HAVE CHOSEN TO BE A SCRATCH SCHOOL

Our Garden Grill cooks from scratch. This means that all meals are made by adding fresh ingredients and not ingredients that are already prepared. The Garden Grill has their own cooks that prepare nutritious meals daily. All items on the menu have been selected by our Nutrition Supervisor. Menu items must follow the CDE standards as well as USDA Wellness Policy Guidelines.

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

* Local is food grown within 200 miles

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

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

Nutrition Standards for School Meals

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

Meals served through the National School Lunch and Breakfast Programs will:

- Be appealing and attractive to children;
- Be served in clean and pleasant settings;
- Meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- Offer a variety of fruits and vegetables;

OCEAA will engage students in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition OCEAA will share information about the nutrition content of meals and snack foods with parents and student's.

Breakfast: To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- OCEAA will, to the extent possible, operate the School Breakfast Program.
- OCEAA will, to the extent possible, arrange schedules and utilize methods to serve school breakfasts that encourage participation which will include grab and go options.
- OCEAA will notify parents and students of the availability of the School Breakfast Program.
- OCEAA will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Free and Reduced-priced Meals: OCEAA will make every effort required to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced priced school meals.

Meal Times and Scheduling: OCEAA

- Will provide students with at least 20 minutes after sitting down for lunch;
- Should schedule meal periods at appropriate times, e.g., lunch should be scheduled between 11 a.m. and 1 p.m.;
- Should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- The school will be encouraged to schedule lunch periods to follow recess periods (for elementary students);
- Will provide students access to hand washing or hand sanitizing before they eat meals or snacks.

Qualifications of School Food Service Staff: Qualified nutrition professionals will administer the school meal programs. As part of the school responsibility to operate a food service program, continuing professional development will be provided for all nutrition professionals. Staff development programs will include appropriate certification and/or training programs for child nutrition director, school kitchen and dining hall staff, according to their levels of responsibility.

Sharing of Food and Beverages: Schools should discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children diets.

Allergies Policy

Nuts and Seeds:

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

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

All other allergies: All allergies will be reported to the school nurse. For meal accommodations, a signed doctor's note must be provided.

Snacks: Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and beverages that are within the nutritional standards, as stated above. OCEAA will assess if and when to offer snacks based on timing of school meals, children nutritional needs, children ages, and other considerations. The School will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents.

- OCEAA will provide nutritious snacks through after-school programs that are reimbursable through the National School Meal Program and/or Child Care and Adult Food Program.

Competitive Foods and Beverages

All foods sold outside of the National School Lunch Program (NSLP), must not compete with Garden Grill breakfast or lunch sales and must meet the USDA and California Smart Snacks in Schools Standards. These standards apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to ala carte options in the cafeteria, vending machines, school stores, and snack for food carts. All competitive foods must be approved by the Child Nutrition Services Supervisor. Supervisor will provide guidelines and guidance will be offered to Teachers, staff and parents.

- Only one organization each school day selling no more than three types of food items or beverage.
- Only three competitive events are allowed on campus per organization, per year.

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

Foods Offered but Not Sold (includes class parties and fundraisers)

All foods offered but not sold during the school day on school campus will meet the following nutrition guidelines.

Celebrations & Events: OCEAA should limit celebrations that involve food during the school day to no more than one party per class per month, with the exception of Birthdays. Each party should aim to include no more than one food or beverage that does not meet nutrition standards or from the "empty calories" list. All celebrations and events will be held after the

classes scheduled lunch period. The school will disseminate a guidebook from the USDA Team Nutrition called “Popular Events Idea Booklet” which contains creative ideas and how-to instructions for events that focus on nutrition and physical activity. This book is currently located in the Garden Grill.

<http://www.actionforhealthykids.org/storage/documents/parent-toolkit/celebrationsf3b.pdf>

Food as Rewards: OCEAA will not use foods and beverages as rewards and foods will not be withheld as a punishment. The school has a guidebook called “Popular Events Ideas Booklet” which is located in the Garden Grill.

Fundraisers: To support the health of students and school nutrition education efforts, school fundraisers will be encouraged to include sales and activities other than food or beverages. If food or beverage items are part of the fundraising event, only items that meet the Smart Snacks in Schools Standards will be sold during the school day on school campus. The sale of food items that do not comply with nutrition standards are only permitted one half hour after the end of the school day up to midnight of that day.

Resources:

www.teamnutrition.usda.gov

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

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

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

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

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

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

Food and Beverage Marketing

Food and beverage marketing is defined as advertising and other promotions in schools related to food and beverages. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by a producer, manufacturer, seller, or any other entity with a commercial interest in the product. Any foods and beverages marketed or promoted during the school day must meet or exceed the USDA and state Smart Snacks in Schools nutrition standards, such that only those foods and beverages that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students. This includes fundraising flyers distributed during the school day to students, even if the fundraising event is held off campus and outside of school hours.

Leadership

Susan Cooper, OCEAA's Child Services Nutrition Supervisor is designated as the school official who has the authority and responsibility to ensure each school complies with the local school wellness policy.

PUBLIC INVOLVEMENT (SCHOOL WELLNESS COMMITTEE)

Stakeholder Engagement: OCEAA will engage and permit the participation of the general public and school community including parents, students, representatives of the school food authority (food service professional), teachers of physical education, school health professionals, school board, school administrators, and other interested community members in the wellness policy process to include the development, implementation, monitoring, evaluation, and revising of the policy through their participation in OCEAA Wellness Committee.

Potential stakeholders will be notified of their opportunity to participate in the Wellness Committee through electronic mechanisms, such as displaying notices on the OCEAA web site or e-mails, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families and the public are actively notified about the Wellness Committee, its purpose and role in the wellness policy, when and where meetings are conducted, and how the stakeholders can be participate.

The OCEAA will convene and maintain a Wellness Committee that will meet every other month or as needed.

The Wellness Committee will work in accordance with the coordinated school health approach, which improves student's health and their capacity to learn. The Whole Child School Program is a response to the varied health and social conditions that exist in today's society influencing student achievement and success. It combines all of the resources and providers within the school and community in an organized set of policies, procedures and activities designed to protect and promote the health and well-being of students and school staff.

The Wellness Committee will continue to promote and support a culture of health and Fitness in OCEAA. The Wellness Committee will develop, implement, monitor, review, and, as necessary, revise this Wellness Policy and others related to school nutrition and physical activity. The Wellness Committee will serve as a resource to the school for implementing, monitoring and reviewing nutrition guidelines for all foods available on campus, nutrition education and physical activity policies.

PUBLIC NOTIFICATION

OCEAA will use electronic mechanisms, such as displaying notices on the OCEAA web site or e-mails, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families and the public are actively notified of the content and updates to the wellness policy on an annual basis as well as the results of the triennial assessment.

The Wellness Policy can be found on the OCEAA website. The Wellness Policy is also posted at each reception area and on the bulletin board located in the Garden Grill. Meetings will be announced thru the weekly bulletin.

IMPLEMENTATION, MONITORING AND TRIENNIAL ASSESSMENT

Implementation

The OCEAA Wellness Committee will develop an implementation plan that describes the activities, timelines, and responsible parties for implementation for each section of the policy that is being prioritized for implementation.

Monitoring and Evaluation

Compliance is monitored thru the CDE annually as well as an administrative review every three years. The update and modifications to the wellness policy will be made, as appropriate, or based on the results of the monitoring of the policy and triennial assessments and/or as local priorities change, community needs change, wellness goals are met, new health information and technology emerges and new federal or state guidance or standards are issued

Triennial Assessment

At least once every three years, OCEAA will conduct a mandatory assessment of the local school wellness policy to include a comparison to a model policy, compliance with the wellness policy, and progress in attaining the goals of the wellness policy.

USDA Non Discrimination Statement

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

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

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

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

(2) Fax: 202-690-7442

(3) E-mail: program.intake@usda.gov

This institution is an equal opportunity provider.

Homeless Education Policy

The McKinney-Vento Homeless Act (hereinafter MVHA), was passed by Congress to ensure that each homeless student has equal access to the same free, appropriate public education as other students. While many federal laws are tied to a specific local education agency's (LEA) receipt of federal funds, the MVHA requires the state to ensure that all LEAs in California have certain policies in place in accordance with the MVHA, without regard to whether the LEA receives these funds. The California Department of Education monitors compliance with these rules through the CALPADS data collection. Thus, all charter schools should adopt a homeless student education policy, regardless of whether you receive MVHA funds. This policy is drafted for schools that do not receive the MVHA funds. Use policy 16B if your school receives MVHA funds.

The Governing Board of **Orange County Educational Arts Academy** (the “Charter School”) desires to ensure that homeless students are provided equal access to the same free, appropriate public education provided to other children and youth. Homeless students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Homeless students will not be stigmatized or segregated in a separate school or program based on the student’s status as homeless.

I. Definitions

The MVHA provides a list of definitions for use in the interpretation of the MVHA. This section reflects those definitions. If your school has other specific definitions that might be relevant to this policy, insert those here.

- ***Homeless children and youths*** means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youths:
 - Who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks (not including mobile home parks), or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
 - Who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
 - Who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;

- Who are migratory children who qualify as homeless for purposes of this part because the children are living in circumstances described above.
- ***Unaccompanied youth*** includes a youth not in the physical custody of a parent or guardian.
- ***The Charter School is the school of origin*** when the student attended the Charter School when permanently housed or was last enrolled when the student became homeless. The Charter School will not be considered the school of origin when it is contrary to the wishes of a student’s parent(s) or guardian(s), or is not in the best interest of the student.
- In determining the best interest of the child or youth, the School shall:
 - Presume that keeping the child or youth in the school of origin is in the best interest of the child or youth, less it is contrary to the request of the child’s or youth’s parent or guardian, or unaccompanied youth;
 - Consider student-centered factors related to the child’s or youth’s best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child’s or youth’s parent or guardian or unaccompanied youth;
 - If, after conducting the best interest determination based on consideration of the presumption identified above and the student-centered factors identified above, the School determines that it is not in the child’s or youth’s best interest to attend the School, the School shall provide the child’s or youth’s parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal; and
 - In the case of an unaccompanied youth, ensure that the School liaison assists in placement or enrollment decisions, gives priority to the views of such unaccompanied youth and provides notice to such youth of the right to appeal.

A child or youth or unaccompanied youth shall be considered homeless for as long as he/she is in a living situation described above.

II. Homeless Liaison

Pursuant to MVHA, schools are required to designate an appropriate staff person, who may also be a coordinator for other Federal programs, as a liaison for homeless students, to carry out the duties articulated in the MVHA. The duties identified in this section are required by statute. If you want to add additional duties to the liaison’s list, include those here.

The School's homeless liaison is: Kristin Collins, School Director, kcollins@oceaa.org/714-558-2787. The School's homeless liaison is required to do all of the following:

- Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;
- Ensure that homeless children and youth enroll in, and have a full and equal opportunity to succeed in the School;
- Ensure that homeless children and youths have access to and receive educational services for which such families, children, and youth are eligible, including Head Start programs (including Early Head Start Programs) and, if applicable, early intervention services under part C of the Individuals with Disabilities Education Act and other preschool programs administered by the School, and referrals to health care services, dental services, mental health and substance abuse services, housing services and other appropriate services;
- Ensure that the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- Ensure that enrollment disputes are mediated in accordance with the dispute resolution process outlined below;
- Ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians, including schools, shelters, public libraries and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;
- Ensure that the parent or guardian of a homeless student, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing transportation to the school;
- Ensure that school personnel providing services participate in professional development and other technical support as determined appropriate by the State Coordinator;
- Ensure that unaccompanied youths 1) are enrolled in school; 2) have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including implementation of procedures to identify and remove barriers that prevent youths from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school; and 3) are informed of their status as independent students and that the youths may obtain assistance from the liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid.

III. Enrollment

There are often barriers to enrollment of homeless students due to lack of immunization and medical records, proof of residency, missing birth certificates, school records or other documentation, guardianship issues and uniform or dress code requirements. For schools receiving MVHA funds, there are requirements that the school immediately enroll students even if certain documentation is missing or if the student has missed application or enrollment deadlines during any period of homelessness. For schools that do not receive MVHA funds, these requirements do not apply. It is recommended, however, that the school provide homeless students and youth with the same flexibility when enrolling so that they are able to access your school's program.

All homeless students are required to follow the school's process for enrolling students, including filling out and submitting the school's enrollment packet on time. As with all students, enrollment depends upon availability. In the event of an oversubscription in a grade, homeless students will participate in the lottery as with any other student.

If the homeless student seeking to enroll is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation, this will not serve as a basis for non-enrollment. Provided that the enrollment process has been followed in all other respects, a homeless student will be enrolled in the School despite the missing paper work. Upon enrollment, the School will contact the school last attended by the students to obtain relevant academic and other records.

If the student needs to obtain immunizations, or immunization or medical records, the School will immediately refer the parent or guardian of the student, or the unaccompanied youth, to the Homeless Liaison, who shall assist in obtaining necessary immunizations, or immunization or medical records.

Enrollment Disputes and the Dispute Resolution Process

The MVHA, requires that there be a dispute resolution process articulated by the state, and adopted by the school. The California Department of Education (CDE) provides five components for resolving disputes over the enrollment for homeless students. A link to the website with those components is provided. <http://www.cde.ca.gov/sp/hs/cy/disputeres.asp>. In short, these include: 1) immediately enrolling the student in the school; 2) referring the student, parent/guardian to the Homeless Liaison to carry out the dispute resolution process; 3) provide a written explanation of the school's decision. The written explanation shall be complete, as brief as possible, simply stated, and provided in a language the parent, guardian or unaccompanied youth can understand; 4) if the dispute remains unresolved or is appealed, the school should forward the documentation to the county office of education's (COE) homeless liaison. That homeless liaison will resolve the enrollment dispute within five (5) working days of receipt of the materials. The COE homeless liaison will notify the school and

parent/guardian/unaccompanied youth of the decision; 5) if the dispute remains unresolved or is appealed, the COE homeless liaison will forward all written documentation and related paperwork to the State Homeless Coordinator. Upon review, the CDE will notify the parents/guardians/unaccompanied youth of the enrollment decision within 10 working days of receipt.

If a dispute arises over enrollment in the Charter School of a homeless student, the student will be immediately enrolled to the Charter School in which enrollment is sought, pending resolution of the dispute. “Enrolled” means attending classes and participating fully in school activities.

The Charter School will refer the student and/or his/her parents or guardians to the Homeless Liaison, who will carry out the dispute resolution in accordance with the process set forth below, as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied youth, the Homeless Liaison will ensure that the youth is immediately enrolled in school pending resolution of the dispute.

Parents, guardians and unaccompanied youth may provide written or oral documentation to support their positions about enrollment and may seek assistance of social services, advocates, and/or service providers in the dispute process.

The Charter School will provide the parent or guardian of the student with a written explanation of the Charter School’s decision regarding enrollment, including the rights of the parent, guardian or unaccompanied youth’s appeal the decision. The written explanation will be complete, as brief as possible, simply stated and provided in a language that the parent, guardian or unaccompanied youth can understand.

If the dispute remains unresolved at the Charter School level or is appealed, then the Charter School Homeless Liaison will forward all written documentation and related paperwork to the homeless liaison at the county office of education (COE). The COE’s homeless liaison will review these materials and determine the school selection or enrollment decision within five (5) working days of receipt of the materials. The COE homeless liaison will notify the Charter School and parent/guardian/unaccompanied youth of the decision.

If the dispute remains unresolved at the COE level or is appealed to the State, then the COE homeless liaison will forward all written documentation and related paperwork to the State Homeless Coordinator. Upon review, the CDE will notify the parent/guardian/unaccompanied youth of the decision relating enrollment in the Charter School within ten working days of receipt of the materials.

IV. Transportation

The MVHA requires that states ensure that local educational agencies adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin. This directive does not appear to be tied to the receipt of funds under MVHA, or whether the school provides

transportation to other students. The following transportation policy is drafted in accordance with MVHA.

The Charter School will provide or arrange for transportation of a homeless student, at the request of the parent, guardian or Homeless Liaison, to the Charter School when the Charter School is the school of origin. If the student begins living in an area served by another local educational agency while continuing his/her education at the Charter School, the Charter School will contact that local educational agency to agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the Charter School.

V. Comparable Education Services

The MVHA provides a list of comparable services that the students must have access to if offered to other students.

Each homeless student will be provided access to services comparable to services offered to other students in the Charter School, including but not limited to the following:

- **[If applicable]** Transportation
- Educational services for which the homeless student meets federal, state and local program eligibility criteria
- **[If applicable]** Programs in career and technical education
- Programs for gifted and talented students
- School nutrition programs

Adopted:

Amended:

School Year: 2018-19

Single Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Orange County Educational Arts Academy	30 66670 0109066	June 11, 2018	June 13, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Schoolsite Council, teacher leaders, ELAC, parent/staff/student surveys, coffee chats

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

All students will make annual progress towards achieving proficiency in ELA and math through strong Tier 1 and 2 instruction, assessment and intervention.

Basis for this Goal

In order to become college and career ready, all students must attain proficiency in ELA and math. OCEAA outperforms its chartering district based on an analysis of CAASPP data; however, achievement gaps are present across subgroups.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
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ELA CAASPP Data	45% meeting or exceeding standards SW, 22% ELs, 37% low income	Minimum 2% increase in students meeting or exceeding standards
Math CAASPP Data	33% meeting or exceeding standards, 24% ELs, 27% low income	Minimum 3% increase in students meeting or exceeding standards
Accelerated Math Data	Mid Year Data: 70% of students made 3 months growth or higher	Minimum 6 month increase
DRA Data	Quarter 3 Data: 73% of students grew by more than 1 level	Minimum 3 level increase grades 1-3; 1 level increase grades 4 & up

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide standards-based curriculum materials in ELA and math, including: EL Education ELA Modules, Eureka Math and Go Math

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$40,000
Source(s)	LCFF
Budget Reference(s)	4100, 4200

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Literacy Intervention Program, to include a Literacy Coach and two intervention teachers, will provide research-based interventions to students based on data from the Developmental Reading Assessment.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$182,690
Source(s)	LCFF, Title I
Budget Reference(s)	1100, 2100 plus benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Math Intervention Program, to include a Math Coach and one intervention teacher, will provide supplemental math instruction using Accelerated Math (Renaissance Learning) to students in grades 3-8 based on data, and support teachers in implementing the Factswise fluency program to students in grades K-5.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$162,612
Source(s)	LCFF
Budget Reference(s)	1100, 2100 plus benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners and Spanish learners

Strategy/Activity

Schedule parent workshops on topics of interest to improve home-school connections and support students' academic and social-emotional development.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,500
Source(s)	Title I
Budget Reference(s)	5800

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Establish a School Transformation Team to develop a Multi Tiered System of Support; Team members include an include administrator, RSP teacher, counselor, Math Coach and Literacy Coach

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$25,000 to be spent over 3 years for training and development of MTSS
Source(s)	CA SUMS Grant
Budget Reference(s)	5210

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Support new teachers in providing high quality instruction through participation in BTSA/Induction, Factwise training, EL Education Partnership

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$38,000
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Amount(s)	\$38,000
Source(s)	Title II, LCFF
Budget Reference(s)	5800

Goal 2

Language learners demonstrate progress in attaining biliteracy by meeting or exceeding state targets for progress towards proficiency in English and local targets towards proficiency in Spanish.

Basis for this Goal

OCEAA's coordination of designated and integrated ELD, reclassification, Pathways to Biliteracy awards, and supplemental tutoring has resulted in a "High" status on the California Dashboard for the last 2 years. High quality Spanish language arts instruction is necessary for dual immersion students to build foundational literacy in the target language (Spanish) before adding a second language.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CA Dashboard EL Progress Indicator	High	Maintain High status
Spanish DRA Data (ELs & SLs)	TBD	TBD
CAASPP ELA – EL Subgroup	22% meeting or exceeding standards	Minimum 2% increase in students meeting or exceeding standards

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

EL Coordinator supports ELs and their families through coordination of ELAC, Reclassification, ELD, ELPAC, Pathways awards, and supplemental tutoring.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$29,709
Source(s)	Title III LEP and Title III Immigrant
Budget Reference(s)	1100 plus benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners and Spanish learners

Strategy/Activity

Purchase standards-based curriculum materials in Spanish language arts, including Benchmark Adelante TK-3, trade novels and science/social studies materials.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$40,000 (see also Goal 1, Strategy 1)
Source(s)	LCFF
Budget Reference(s)	4100, 4200

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners and Spanish learners

Strategy/Activity

Provide targeted core instruction with addition of a part-time reading/ELD specialist to 4th grade team, and supplemental tutoring for grades 1-6 with ELD/SLD aide based on data.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$110,000
Source(s)	LCFF

Amount(s)	\$110,000
Budget Reference(s)	1100, 2100 plus benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners and Spanish learners

Strategy/Activity

Provide instructional coaching for ILT in supporting language learners to support teachers in integrating ELD/SLD throughout instruction.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2,000
Source(s)	LCFF
Budget Reference(s)	5800

Annual Review and Update

SPSA Year Reviewed: 2017–18

Complete a copy of the following table for each of the school’s goals from the prior year SPSA. Duplicate the table as needed.

Goal 1

OCEAA’s 2016-17 proficiency rate will be at or above the district average for performance on the CAASPP Smarter Balanced Assessments in the area of English Language Arts, and increase annually by 2%.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA – Schoolwide	Increase % of students meeting/exceeding standards by 2%	45% OCEAA met/exceeded compared to 28% SAUSD;

Metric/Indicator	Expected Outcomes	Actual Outcomes
		No change – maintained 44% from 2015-16
CAASPP ELA – Low Income	Increase % of students meeting/exceeding standards by 2%	37% OCEAA met/exceeded compared to 27% SAUSD; 3% decrease from 2015-16
CAASPP ELA – ELs	Increase % of students meeting/exceeding standards by 2%	22% OCEAA met/exceeded compared to 2% SAUSD, 6% decrease from 2015-16

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
1. Hire Literacy Coach, EL Coordinator and Tech Coordinator	1. Hired Literacy Coach, EL Coordinator and Tech Coordinator	1. \$274,000	1. \$274,000
2. Purchase standards-aligned materials	2. Purchase standards-aligned materials	2. \$40,000	2. \$40,000
3. Extended learning time	3. Extended learning time	3. \$120,000	3. \$120,000
4. Afterschool Program	4. Afterschool Program	4. \$150,000	4. \$150,000
5. Access to technology	5. Access to technology	5. \$106,000	5. \$106,000
6. Staff Development	6. Staff Development	6. \$40,000	6. \$40,000
7. Parent Involvement	7. Parent Involvement	7. \$2,000	7. \$2,000
8. Targeted Tier 2 Interventions	8. Targeted Tier 2 Interventions	8. \$56,000	8. \$56,000

Goal 2

OCEAA's 2016-17 proficiency rate will be at or above the district average for performance on the CAASPP Smarter Balanced Assessments in the area of Math, and increase annually by 3%.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Math – Schoolwide	Increase % of students meeting/exceeding standards by 3%	33% OCEAA met/exceeded compared to 22% SAUSD; 3% increase from 2015-16
CAASPP Math – Low Income	Increase % of students meeting/exceeding standards by 3%	27% OCEAA met/exceeded compared to 21% SAUSD; 2% increase from 2015-16

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Math – ELs	Increase % of students meeting/exceeding standards by 3%	24% OCEAA met/exceeded compared to 4% SAUSD; 6% increase from 2015-16

STRATEGIES/ACTIVITIES

Duplicate the Strategies/Activities from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
1. Hire a Math Coach	1. Hired a Math Coach	1. \$90,000	1. \$90,000
2. Purchase standards-aligned materials	2. Purchase standards-aligned materials	2. \$40,000	2. \$40,000
3. Extended learning time	3. Extended learning time	3. \$120,000	3. \$120,000
4. Afterschool Program	4. Afterschool Program	4. \$150,000	4. \$150,000
5. Access to technology	5. Access to technology	5. \$106,000	5. \$106,000
6. Staff Development	6. Staff Development	6. \$40,000	6. \$40,000
7. Parent Involvement	7. Parent Involvement	7. \$2,000	7. \$2,000
8. Targeted Tier 2 Interventions	8. Targeted Tier 2 Interventions	8. \$5,000	8. \$5,000

ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Hiring, purchasing, programming and staff development were executed as described in the Single School District Plan. Training in formative assessment/ checking for understanding strategies was emphasized throughout the year. The addition of a math coach was instrumental in assessing implementation of common core math instruction and led to the initial implementation of Factwise fluency program in primary grades.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, implementation of the strategies/activities was successful in terms of outperforming our chartering district. Although there were slight drops in ELA subgroup performance, ELs and low income students were close to maintaining the significant increases in percent proficient made from 2015-2016 (10% and 26% respectively). In ELA, 72.77% of OCEAA students scored at, near, or

above standards compared to 55.11% of SAUSD students and 71.65% of students statewide; In math, 64.26% of OCEAA students scored at, near, or above standards compared to 52.02% of SAUSD students and 64.14% of students statewide. According to the Fall 2017 CA School Dashboard release, significant gains in ELA from 2015-16 were maintained overall, while math increased overall. In ELA, 4th, 5th and 8th grade cohorts exceeded the 2% growth target; 6th grade cohort was flat but maintained significant growth from the previous year while the 7th grade cohort decreased by 5%. In math, 4th and 6th grade cohorts significantly exceeded the 3% growth target; 5th, 7th and 8th grades declined.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

NA

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Per new ESSA guidelines, we are changing from the Single School District Plan to the Single School Plan. Therefore, goals, outcomes, metrics, strategies and activities have been adjusted to align with our LCAP, while focusing tightly on raising achievement in ELA, math and language proficiency. For The new Goal 1 will focus on math and ELA proficiency; paraprofessional support will be reorganized to include a math intervention teacher in the Math RtI program. The new Goal 2 will focus on dual language proficiency; a part time reading/ELD specialist will be added to the 4th grade team to support students during the critical transition from learning to read to reading to learn.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ 200,871

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 589,511

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
Title I Part A	\$ 151,015
Title II Part A, Subpart 2	\$ 20,145
Title III, Limited English Proficient	\$ 29,709
Title III, Immigrants	\$ 465
[List federal program here]	[\$[Enter amount here]]

Subtotal of consolidated federal funds for this school: \$200,871

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of consolidated state or local funds for this school: \$ [Enter amount here]

Total of consolidated (federal, state, and/or local) funds for this school: \$ 200,871

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available

at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and

- d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program

Homeless Education Policy

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The Governing Board of **Orange County Educational Arts Academy** (the “Charter School”) desires to ensure that homeless students are provided equal access to the same free, appropriate public education provided to other children and youth. Homeless students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Homeless students will not be stigmatized or segregated in a separate school or program based on the student’s status as homeless.

I. Definitions

The MVHA provides a list of definitions for use in the interpretation of the MVHA. This section reflects those definitions. If your school has other specific definitions that might be relevant to this policy, insert those here.

- ***Homeless children and youths*** means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youths:
 - Who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks (not including mobile home parks), or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
 - Who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;
 - Who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;

- Who are migratory children who qualify as homeless for purposes of this part because the children are living in circumstances described above.
- ***Unaccompanied youth*** includes a youth not in the physical custody of a parent or guardian.
- ***The Charter School is the school of origin*** when the student attended the Charter School when permanently housed or was last enrolled when the student became homeless. The Charter School will not be considered the school of origin when it is contrary to the wishes of a student’s parent(s) or guardian(s), or is not in the best interest of the student.
- In determining the best interest of the child or youth, the School shall:
 - Presume that keeping the child or youth in the school of origin is in the best interest of the child or youth, less it is contrary to the request of the child’s or youth’s parent or guardian, or unaccompanied youth;
 - Consider student-centered factors related to the child’s or youth’s best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child’s or youth’s parent or guardian or unaccompanied youth;
 - If, after conducting the best interest determination based on consideration of the presumption identified above and the student-centered factors identified above, the School determines that it is not in the child’s or youth’s best interest to attend the School, the School shall provide the child’s or youth’s parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal; and
 - In the case of an unaccompanied youth, ensure that the School liaison assists in placement or enrollment decisions, gives priority to the views of such unaccompanied youth and provides notice to such youth of the right to appeal.

A child or youth or unaccompanied youth shall be considered homeless for as long as he/she is in a living situation described above.

II. Homeless Liaison

Pursuant to MVHA, schools are required to designate an appropriate staff person, who may also be a coordinator for other Federal programs, as a liaison for homeless students, to carry out the duties articulated in the MVHA. The duties identified in this section are required by statute. If you want to add additional duties to the liaison’s list, include those here.

The School's homeless liaison is: Kristin Collins, School Director, kcollins@oceaa.org/714-558-2787. The School's homeless liaison is required to do all of the following:

- Ensure that homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;
- Ensure that homeless children and youth enroll in, and have a full and equal opportunity to succeed in the School;
- Ensure that homeless children and youths have access to and receive educational services for which such families, children, and youth are eligible, including Head Start programs (including Early Head Start Programs) and, if applicable, early intervention services under part C of the Individuals with Disabilities Education Act and other preschool programs administered by the School, and referrals to health care services, dental services, mental health and substance abuse services, housing services and other appropriate services;
- Ensure that the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- Ensure that enrollment disputes are mediated in accordance with the dispute resolution process outlined below;
- Ensure that public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians, including schools, shelters, public libraries and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;
- Ensure that the parent or guardian of a homeless student, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin and is assisted in accessing transportation to the school;
- Ensure that school personnel providing services participate in professional development and other technical support as determined appropriate by the State Coordinator;
- Ensure that unaccompanied youths 1) are enrolled in school; 2) have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including implementation of procedures to identify and remove barriers that prevent youths from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school; and 3) are informed of their status as independent students and that the youths may obtain assistance from the liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid.

III. Enrollment

There are often barriers to enrollment of homeless students due to lack of immunization and medical records, proof of residency, missing birth certificates, school records or other documentation, guardianship issues and uniform or dress code requirements. For schools receiving MVHA funds, there are requirements that the school immediately enroll students even if certain documentation is missing or if the student has missed application or enrollment deadlines during any period of homelessness. For schools that do not receive MVHA funds, these requirements do not apply. It is recommended, however, that the school provide homeless students and youth with the same flexibility when enrolling so that they are able to access your school's program.

All homeless students are required to follow the school's process for enrolling students, including filling out and submitting the school's enrollment packet on time. As with all students, enrollment depends upon availability. In the event of an oversubscription in a grade, homeless students will participate in the lottery as with any other student.

If the homeless student seeking to enroll is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation, this will not serve as a basis for non-enrollment. Provided that the enrollment process has been followed in all other respects, a homeless student will be enrolled in the School despite the missing paper work. Upon enrollment, the School will contact the school last attended by the students to obtain relevant academic and other records.

If the student needs to obtain immunizations, or immunization or medical records, the School will immediately refer the parent or guardian of the student, or the unaccompanied youth, to the Homeless Liaison, who shall assist in obtaining necessary immunizations, or immunization or medical records.

Enrollment Disputes and the Dispute Resolution Process

The MVHA, requires that there be a dispute resolution process articulated by the state, and adopted by the school. The California Department of Education (CDE) provides five components for resolving disputes over the enrollment for homeless students. A link to the website with those components is provided. <http://www.cde.ca.gov/sp/hs/cy/disputeres.asp>. In short, these include: 1) immediately enrolling the student in the school; 2) referring the student, parent/guardian to the Homeless Liaison to carry out the dispute resolution process; 3) provide a written explanation of the school's decision. The written explanation shall be complete, as brief as possible, simply stated, and provided in a language the parent, guardian or unaccompanied youth can understand; 4) if the dispute remains unresolved or is appealed, the school should forward the documentation to the county office of education's (COE) homeless liaison. That homeless liaison will resolve the enrollment dispute within five (5) working days of receipt of the materials. The COE homeless liaison will notify the school and

parent/guardian/unaccompanied youth of the decision; 5) if the dispute remains unresolved or is appealed, the COE homeless liaison will forward all written documentation and related paperwork to the State Homeless Coordinator. Upon review, the CDE will notify the parents/guardians/unaccompanied youth of the enrollment decision within 10 working days of receipt.

If a dispute arises over enrollment in the Charter School of a homeless student, the student will be immediately enrolled to the Charter School in which enrollment is sought, pending resolution of the dispute. “Enrolled” means attending classes and participating fully in school activities.

The Charter School will refer the student and/or his/her parents or guardians to the Homeless Liaison, who will carry out the dispute resolution in accordance with the process set forth below, as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied youth, the Homeless Liaison will ensure that the youth is immediately enrolled in school pending resolution of the dispute.

Parents, guardians and unaccompanied youth may provide written or oral documentation to support their positions about enrollment and may seek assistance of social services, advocates, and/or service providers in the dispute process.

The Charter School will provide the parent or guardian of the student with a written explanation of the Charter School’s decision regarding enrollment, including the rights of the parent, guardian or unaccompanied youth’s appeal the decision. The written explanation will be complete, as brief as possible, simply stated and provided in a language that the parent, guardian or unaccompanied youth can understand.

If the dispute remains unresolved at the Charter School level or is appealed, then the Charter School Homeless Liaison will forward all written documentation and related paperwork to the homeless liaison at the county office of education (COE). The COE’s homeless liaison will review these materials and determine the school selection or enrollment decision within five (5) working days of receipt of the materials. The COE homeless liaison will notify the Charter School and parent/guardian/unaccompanied youth of the decision.

If the dispute remains unresolved at the COE level or is appealed to the State, then the COE homeless liaison will forward all written documentation and related paperwork to the State Homeless Coordinator. Upon review, the CDE will notify the parent/guardian/unaccompanied youth of the decision relating enrollment in the Charter School within ten working days of receipt of the materials.

IV. Transportation

The MVHA requires that states ensure that local educational agencies adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin. This directive does not appear to be tied to the receipt of funds under MVHA, or whether the school provides

transportation to other students. The following transportation policy is drafted in accordance with MVHA.

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V. Comparable Education Services

The MVHA provides a list of comparable services that the students must have access to if offered to other students.

Each homeless student will be provided access to services comparable to services offered to other students in the Charter School, including but not limited to the following:

- **[If applicable]** Transportation
- Educational services for which the homeless student meets federal, state and local program eligibility criteria
- **[If applicable]** Programs in career and technical education
- Programs for gifted and talented students
- School nutrition programs

Adopted:

Amended:

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