

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

**BOARD OF DIRECTORS**  
**MEETING AGENDA**

**Regular Meeting**

May 8, 2019

6:00 p.m. – Closed Session

7:00 p.m. – Open Session

OCEAA School Library

825 N. Broadway, Santa Ana, CA 92701

**AGENDA**

**I. Call to Order 6:00 PM**

A. Roll Call

**Board Members**

Dr. Kimberly Barraza Lyons, President

**Present**

X

**Absent**

Dr. Alfonso Bustamante

\_\_\_\_\_

X

Valerie Sullivan, Vice Chair

X

Scott Overpeck, Chair

X

Ben Stanphill, Secretary

X

Boris Molina

X

**Staff/Other**

Kristin Collins, School Director

X

Janine McFarlin, Interim Controller

X

Mike Limon, Executive Director

X

B. Approval of Agenda

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

No Public Comment

**III. Adjourn to Closed Session 6:02 PM**

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

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

**IV. Reconvene to Open Session and Report of Action from Closed Session, If Any 7:05**

Board gave direction to legal counsel

7:05: Valerie Sullivan left meeting

**V. Public Comment**

Opportunity for members of the public to address the Board on agenda items and/or on non-agenda items during regular meetings only

**VI. Board and Staff Reports**

A. Staff Reports

1. School Director – Kristin Collins
2. Executive Director – Mike Limon
  - (a) FSO – Wendy Thompson
  - (b) Charter School Capital Refinance Options – Ryan Eldridge

B. Operations Report –Janine McFarlin

C. Board of Directors Reports

**VII. Items for Consent 8:00 PM**

Action on the items below will be made in one motion unless removed from Consent by a Board member. Items removed from Consent will be considered in the original agenda order immediately following action on Consent.

- A. Approval of Minutes from April 2019 Board Meeting
- B. Approval of Minutes from April 30, 2019 Special Board Meeting
- C. Ratification of March 2019 Check Register
- D. ~~Ratification of April 2019 Check Register~~

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

**VIII. Deposit for FSO Fireworks Stand Fundraiser**

Action: Approve \$12,400 check for TNT to reserve fireworks stand.	Motion: BS Second: SO
	Vote: 4 for 0 against

**IX. Amendment to Reclassification Criteria**

Action: Approve reclassification criteria as presented	Motion: BS Second: SO
	Vote: 4 for 0 against

**X. Intent to Exit SAUSD SELPA**

Action: Authorize staff to submit letter notifying SAUSD of the intent to leave SELPA pending approval of counsel	Motion: SO Second: KL
	Vote: 4 for 0 against

**XI. Health and Welfare Benefits**

Action: No motion	Motion: ___ Second: ___
	Vote: ___ for ___ against

**XII. Items for Future Meetings**

The next regularly scheduled meeting is on June 12, 2019.

**XIII. Adjournment**

The meeting was adjourned at 8: 38 PM.

# Proposed Amendment to Interim Reclassification Criteria for 2018- 2019



## ELAC & Board Approved INTERIM CRITERIA for Reclassification at OCEAA

1. English Language Proficiency Assessments for California (ELPAC): scores of 4 in all domains
2. Evidence of English proficiency comparable to that of native English speakers of the same age
  - a. CAASPP (3-4\* in ELA)
  - b. Trimester Report Card (3-4's in ELA)
  - c. Grade-Level Writing Sample (3-4)
  - d. Reading Test (3-4)
1. Teacher recommendation
2. Consultation with parent/guardian

## **Proposed amendment to the interim criteria for reclassification**

We have seen a some of outstanding cases in which a student has met all the above requirements except one, but shows abundant evidence to reclassify based on English class performance. In particular if the student is in the 8th grade, and if the missing requirement is the CAASPP exam (due to the late delivery of current scores), we would suggest that the English teacher and / or the English Learner Coordinator be allowed to meet with parents to advocate for their child's reclassification and that the parents have the prerogative to move forward with their child's reclassification.

Proposed and voted upon at ELAC meeting on April 19, 2019

**OCEAA**  
**Board Meeting – 5/8/2019**  
**Information as of 5/3/2019**

**Budget to Actuals:**

This data is the actuals as of March 31, 2019 compared against the 2nd interim budget that was board approved and was based off 590.90 ADA. Actual P2 numbers are 600.97, an approximate revenue increase in LCFF revenue of ~\$100K. Below is an analysis of the variances:

**Revenue**

LCFF – Actuals are exceeding budget by ~\$64K. This will be the appropriate trend moving forward as the actual P2 is higher than 2<sup>nd</sup> interim budget by a total of ~\$100K. This budget reflects the P2 from 2<sup>nd</sup> interim.

Federal – Actuals are exceeding budget by ~\$9.8K. The amount is immaterial and will not be significantly considered.

State – Actuals are exceeding budget by ~\$59K. This appears appropriate given there are some revenue streams that are directly affected by the change in ADA; however, much of this particular variance is due to timing.

Local Revenue – Actuals are exceeding budget by ~\$27K. This is due to miscellaneous revenue exceeding miscellaneous budgeted revenue and the timing of when the revenues were budgeted.

**Expenses**

Total Personnel Expenses – Actuals are below budget by ~\$15K. Expenses appear to be trending in line.

Total Operation Expenses – Actuals are below budget by ~\$35K. Expenses appear to be trending below budget, as of now, this can be considered timing as expenses are coming in at different times against the budget.

**Net Income**

Actuals as of March 31, 2019 is a <\$278,861> negative balance with the budget estimated at <\$490,396>, this a positive variance of \$211,535. This is due to the variances noted above.

**Balance Sheet:**

As of March 31, 2019, the school had \$1,515,862 in cash with \$3,802 still to be received.

\$358,330 in current liabilities and \$820,043 in long term liabilities.

\$125,223 in restricted revenue. Of which \$100K is designated for Prop 39 which needs to be encumbered by 6/30/2019 and \$25K for MTSS which you have 3 years to spend.

Total Net Assets as of March 31, 2019 is \$1,461,720.

# Local Control Accountability Plan and Annual Update (LCAP) Template

2020

LEA Name

Contact Name and Title

Email and Phone

Orange County  
Educational Arts Academy

Kristin Collins  
School Director

kcollins@oceaa.org  
714-558-2787

## **2017-20 Plan Summary**

### **The Story**

Describe the students and community and how the LEA serves them.

**Founding and Mission:** A public charter school serving approximately 580 students in grades TK-8, OCEAA was founded in 2005 by a group of dedicated educators, parents and community partners who wanted to provide a well-rounded education to the students of Orange County. The mission of the OCEAA community is to nurture all learners to become creative, critical thinkers by providing high quality standards-based instruction through the arts, technology, language and culture. Knowing that students do better when their families are involved, we strive to create a school culture where teachers and parents are partners in the educational process.

**Program Description:** OCEAA promotes global citizenship through its Two-Way Bilingual Immersion Program (TWBI), which follows the 90:10 language model: students are taught reading and writing in Spanish first, adding English literacy instruction gradually until there is a 50:50 balance of language instruction in 5th grade. Arts are taught in discipline-based rotations/electives and integrated throughout content to maximize student learning. Technology skills are taught explicitly through various applications such as Google Apps for Education, EasyTech by Learning.com and Code.org.

**Demographics:** OCEAA serves a student population that is 92.4% Hispanic/Latino, 3.6% White, 1.1% Other, 1% Two or More Races, and less than 1% each of other identified federal categories; 9% declined to state. As a percentage of total enrollment, OCEAA students are: 64.8% Socioeconomically Disadvantaged, 52.6% English Learners, 7.1% Students with Disabilities, and 0.0% Foster Youth (2016-17 SARC)

### **LCAP Highlights**

Identify and briefly summarize the key features of this year's LCAP.

The 2019-20 LCAP goals and services build on the previous year's curriculum, instruction and climate initiatives.

### **Review of Performance**

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

### **Greatest Progress**

OCEAA is proud to report another year of progress towards achieving the goals outlined in our LCAP. On state academic indicators, OCEAA continues to improve. In ELA, 78.41% of OCEAA students scored at, near, or above standards compared to 57.3% of SAUSD students and 72.46% of students statewide; In math, 67.41% of OCEAA students scored at, near, or above standards compared to 52.02% of SAUSD students and 64.55% of students statewide. According to the Fall 2018 CA School Dashboard release, OCEAA's average ELA scale score increased by 14.6 points, while math increased by 7.9 points, further closing the distance to standard. Of special note, OCEAA's sixth grade students' average scale score surpassed those for every district school in both math and ELA for the second year in a row. Furthermore, English Learner, low income, and Hispanic student subgroups significantly increased their scale score gains, outpacing both district and state subgroup growth.

OCEAA is accountable for language learning outcomes in English and Spanish. The English Language Performance Indicator has changed from CELDT to ELPAC and is still under development. Using ELPAC proficiency rates as an interim measure, OCEAA's ELs outperformed the district and state with 6% of students scoring at Level 1 and 34% of students scoring at Level 4. To better align Spanish literacy assessment with Common Core en español, OCEAA participated in the inaugural administration of the California Spanish Assessment for which results are not yet reported. On another measure of Spanish proficiency, 80% of promoting 8th grade dual immersion students earned the rigorous OCDE Bilingual Attainment Award.

On school climate indicators, OCEAA's overall Suspension Rate declined from 1.3% to 0.5% of students suspended at least once. SWIS referral data show 80% of students responding successfully to universal behavior supports, 16% of students needing supplemental supports, and 4% of students needing intensive supports.

Finally, OCEAA continued developing its Multi-Tiered System of Supports by launching a multidisciplinary MTSS leadership team, training teacher leaders and specialists in Universal Design for Learning and co-teaching strategies, implementing inclusive Special Education practices in all grades, and refining tiered academic and behavioral interventions.

To maintain and build upon this success, OCEAA has entered a multi-year partnership with EL Education, a non-profit organization devoted to comprehensive school reform with an emphasis on high achievement demonstrated through mastery of knowledge and skills, character development, and high quality work. In consultation with our EL Education School Designer, OCEAA is in the process of developing a strategic plan to set ambitious 4-year impact goals and annual benchmarks to ensure continued growth on multiple measures of achievement.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **Greatest Needs**

Although OCEAA has no state or local indicators in the "Red" or "Orange" performance category, math gains continue to lag behind gains in ELA. Therefore, math continues to be our greatest area of need. In 2018-19, OCEAA's math specialist led and supported teachers in several initiatives: 1) implementing a research-based fluency program in grades TK-3; 2) piloting Eureka Math curriculum in grades 4, 5, and 7; 3) administering performance tasks in addition to traditional end of unit assessments in all grades; 4) benchmarking progress with Illuminate and CAASPP interim assessments; and 5) refining exit and entry criteria for tiered interventions. The promising results of the Eureka Math pilots have led to the decision to adopt Eureka Math TK-8 beginning in 2019-20, and to focus next year's PLCs on EL Education's Core Practices for math instruction (EL Education's instructional practices are aligned with Eureka Math.) Another area of need is addressing Chronic Absenteeism, as evidenced by the 1.1% increase in this indicator. Staff turnover has made it challenging to address with consistency; however, we have implemented new policies and procedures and have re-organized support staff to improve our practices.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?



## **Performance Gaps**

OCEAA's 2018 Dashboard report shows no state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

## **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### **Schools Identified**

Identify the schools within the LEA that have been identified for CSI.

### **Support for Identified Schools**

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

### **Monitoring and Evaluating Effectiveness**

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Annual Update

LCAP Year Reviewed: 2018-19

## Goal 1

100% of students achieve proficiency in core subjects through strong Tier 1 and 2 instruction, assessment and intervention.

State and/or Local Priorities addressed by this goal:

State Priorities	1,2,4,7,8
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### Annual Measurable Outcomes

Expected

1. SBAC outcomes: 1% increase in students meeting or exceeding ELA standards; 3% increase in students meeting or exceeding math standards 2. 70% or more Literacy Rtl students making more than 1 level of growth on the Developmental Reading Assessment. 3. 75% or more Math Rtl students making 1 or more years' growth on STAR Math Assessment. 4 Establish baseline data for California Science Test (CAST).

Actual

1. SBAC outcomes: 9% increase in students meeting or exceeding ELA standards schoolwide, 8% increase ELs, 11% increase low income; 2% increase in students meeting or exceeding math standards schoolwide, 8% decline ELs, 2% increase low income. 2. 70% or more Literacy Rtl students making more than 1 level of growth on the Developmental Reading Assessment. 3. 75% or more Math Rtl students making 1 or more years' growth on STAR Math Assessment. 4 Establish baseline data for California Science Test (CAST).

### Actions / Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b>Action 1 - Access to Quality Teachers</b> a. Attract and retain high quality teachers	96% certificated classroom teacher positions were filled by returning teachers, corresponding to high levels of workplace satisfaction from the CA School Staff Survey and positive feedback to professional development. An HR consultant was contracted to provide ongoing training and support to OCEAA's HR manager.	\$2,562,230.47	\$0.00

<p><b>Action 2 - Access to Quality Materials</b> Purchase standards-aligned instructional materials required to implement high quality core curricula in Spanish &amp; English language arts, math, science, social studies, arts and technology.</p>	<p>Instructional materials purchased for implementation include Benchmark Adelante curriculum, Go Math, Stemscopes Science, EL Education ELA Modules, various trade literature, math manipulatives &amp; whiteboards, and science experiment supplies.</p>	<p>\$80,000.00</p>	<p>\$0.00</p>
<p><b>Action 3 - Access to Technology</b> a. Lease devices to maintain student:device ratio b. Update applications on devices and evaluate app/software purchases to support instructional needs and charter goals, including the renewal and monitoring of Ed Tech licenses: Accelerated Reader, Accelerated Math, Stemscopes, etc. to support targeted populations c. Repair, replace, and maintain tech devices as needed; be responsive to staff requests for tech assistance d. Staff Technology Coordinator at .7 FTE to provide support to teachers and students with integrating technology and mastering ISTE standards.</p>	<p>a. Leased devices to maintain student:device ratios. b. Updated, purchased or renewed various software &amp; apps including Accelerated Reader, Accelerated Math, Osmo, Raspberry Pi, etc. c. Through Nixsys contracting, repaired, replaced, and maintained tech devices as needed; responded to staff service tickets. d. Retained Technology Coordinator to provide key leadership, professional development and support to teachers and students with integrating technology and mastering ISTE standards.</p>	<p>\$168,000.00</p>	<p>\$0.00</p>
<p><b>Action 4 - Improved Measures of Assessment and Intervention</b> a. Maintain (1) Literacy Coach and (2) 2 literacy intervention teachers to continue providing literacy interventions based on data, prioritizing services to low income students and language learners b. Maintain a FT Math Coach to coordinate Math Rtl program based on data, prioritizing services to low income students and language learners and coordinate administration of state and local assessments. c. Hire a math intervention teacher to expand Math Rtl program d. Renew Illuminate Student Assessment System for continued data analysis and progress monitoring e. Classroom teachers to provide tutoring before and after school to students needing additional supports.</p>	<p>a.Retained (1) Literacy Coach and (2) 2 literacy intervention teachers to continue providing literacy interventions based on data, prioritizing services to low income students and language learners b.Retained a FT Math Coach to coordinate Math Rtl program based on data, prioritizing services to low income students and language learners and coordinate administration of state and local assessments. c. Hired a math intervention teacher to expand Math Rtl program d.Renewed Illuminate Student Assessment System for continued data analysis and progress monitoring e.Classroom teachers provided tutoring before and after school to students needing additional supports.</p>	<p>\$613,735.62</p>	<p>\$0.00</p>

<p><b>Action 5 - Professional Development to support 100% Proficiency Goals</b>  a. CCSS ELA &amp; Math: CAASPP Training to effectively utilize interim assessments a digital library, EUREKA math training, Factswise training, EL Education partnership. b. NGSS: consultation with, and training as recommended by OCDE specialists to support transition to NGSS, off-site conferences and workshops c. New Teachers: BTSA/Induction program for qualifying new teachers d. Leadership: training on mentoring and coaching certificated staff to support effective teaching and learning, EL Education partnership e. Representative attendance at workshops and conferences such as EL Education partnership, CABE, ADTLE, CUE, etc.</p>	<p>a. Provided in-house CAASPP training to effectively utilize interim assessments a digital library; contracted for Factswise training, EL Education service days and EL Education conferences.  b. NGSS: attendance at 2018 CA Science Education Conference  c. 5 teachers participated in BTSA/Induction program  d. Leadership training provided through EL Education service days  e. Attendance at EL national conference, CUE, and other OCDE offerings.</p>	<p>\$110,145.00</p>	<p>\$0.00</p>
<p><b>Action 6 - Arts Instruction &amp; Program Development</b>  a. General Arts Instruction: F/T Arts Coordinator will: 1) support Gen. Ed. teachers delivering a general arts curriculum and integrating arts into core subjects, 2) facilitate the execution of multiple performances and exhibitions, and 3) teach art classes b. Send teacher teams to arts training in dance, theatre and visual arts c. Specialized Arts Instruction: Hire arts specialists to teach music TK-6, and a variety of disciplines in grades 7 &amp; 8 (e.g. theater, media arts, visual arts, dance)</p>	<p>a. Retained F/T Arts Coordinator  b. Check with Erica on trainings  c. Retained music, theater, visual arts and digital media specialists</p>	<p>\$118,000.00</p>	<p>\$0.00</p>
<p><b>Action 7 - Supports for Students with Disabilities</b>  a. Provide Mild/Moderate Special Education Services through Santa Ana Unified School District's Special Education/SELPA (Special Education Local Plan Area)  b. Establish a School Transformation Team representing Administration, Pupil Services, Special Ed and Gen Ed to lead the design of OCEAA's Multi Tiered Systems of Support, including professional development in co-teaching and Universal Design for Learning principles.</p>	<p>a. Mild/Moderate Special Education Services provided through Santa Ana Unified School District's Special Education/SELPA (Special Education Local Plan Area)  b. Established MTSS Team representing Administration, Pupil Services, Special Ed and Gen Ed; purchased and read UDL Now!; attended UDL and Co-teaching trainings at OCDE.</p>	<p>\$25,000.00</p>	<p>\$0.00</p>

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Overall implementation of the actions/services to achieve goal.

Implementation of the actions/services planned for Goal 1 was a collaborative effort involving the School Director, the Coordinator team, and the MTSS team. The Coordinator and MTSS teams planned the 2018-19 professional development calendar to support initiatives in standards-based grading, primary writing, biliteracy mapping, math instruction and inclusive practices. Teachers planned collaboratively to implement core curricula in all subjects, and received support in the use of Thinking Maps, interim assessments, Illuminate SAS, art integration, technology and other areas from curriculum coordinators. The second year of a dedicated Math Coach was critical to implementing math fluency and concept instruction through FactsWise and Eureka Math. Regular feedback from teachers informed ongoing professional development as the year progressed. In addition, the MTSS team attended professional development in UDL and co-teaching, selected/piloted universal screeners and continued refining tiered intervention systems. The MTSS team also revised the master schedule to better utilize personnel resources and provide push-in support to all Tier 2 and 3 students during math and literacy instruction.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

Overall our data show significant gains in ELA and modest gains in math. This suggests that we have been successful in establishing a strong foundation for literacy in Tier 1, and that strong Spanish early literacy is supporting the transition to English literacy in 3rd and 4th grades. Our 4th year of implementing the EL Education ELA modules, combined with the second year of implementing Benchmark Adelante is showing strong student growth trends. However, Tier 1 math curriculum and instruction are not yet where we want them to be. First year implementation of FactsWise, performance tasks and Eureka Math are showing promising results, and a full transition to Eureka Math in 19-20 should address the SBAC multi-year data trend of a dip in math proficiency between 6th and 7th grades, as well as the recent dip in EL math proficiency. Regarding push-in services, teachers overwhelmingly share that they have seen students of all abilities make tremendous strides in math and literacy skills through this approach as evidenced by DRA and interim data, report cards and the quality of student work over time.

Material differences between budgeted expenditures and estimated actual expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Goal 2

100% of students in the TWBI program exit 8th grade fully biliterate, bilingual and bicultural; 100% of ELs meet or exceed state targets for attaining proficiency in English.

State and/or Local Priorities addressed by this goal:

State Priorities	2,4,6,8
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### Annual Measurable Outcomes

Expected

1. EL Progress Indicator 1.5% change increase. 2. Increase or maintain reclassification rate. 3. Increase percentage of students reading at or above grade level by 2% on APRENDA 3. 4. Increase number of students earning biliteracy award by 3%.

Actual

1. EL Progress Indicator is under development with new ELPAC. 2. New baseline with new reclassification guidelines. 3. Metric has changed from APRENDA to California Spanish Assessment (CSA). 4. Not Yet Available.

### Actions / Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Action 1 - EL Services</b>                      a. Maintain a P/T EL Coordinator (.03 FTE) to • oversee implementation of OCEAA’s Title III plan • provide services to ELs to support reclassification and biliteracy, including organizing designated ELD classes based on data, coordinating EL tutoring/interventions, and monitoring I/RFEPS • coordinate with the ELAC facilitator to provide notifications and workshops to EL families • coordinate the administration and reporting of ELPAC assessments</p>	<p>a.Retained a P/T EL Coordinator (.03 FTE) to •oversee implementation of OCEAA’s Title III plan •provide services to ELs to support reclassification and biliteracy, including organizing designated ELD classes based on data, coordinating EL tutoring/interventions, and monitoring I/RFEPS •coordinate with the ELAC facilitator to provide notifications and workshops to EL families •coordinate the administration and reporting of ELPAC assessments</p>	<p>\$29,709.00</p>	<p>\$0.00</p>

<p><b>Action 2 - High quality professional development to support ELs and SLs in acquiring a second language</b></p> <p>a. Dedicate PLC time for teachers to: 1) plan, teach, and analyze data for year 2 of Benchmark Adelante curriculum; 2) continue integrating the ELA/ELD framework to support ELs in acquiring English b. ELPAC training for EL Coordinator and relevant staff c. Leadership training to implement and assess instructional program using the Dual Language Guiding Principles</p>	<p>a.Primary grade PLCs 2x per month for teachers to: 1) plan, teach, and analyze data for year 2 of Benchmark Adelante curriculum; 2) continue integrating the ELA/ELD framework to support ELs in acquiring English  b.EL Coordinator and School Director attended ELPAC training, Blueprints for Effective Leadership and Instruction for our English Learners' Future (B.E.L.I.E.F.) training  c.Coordinator team purchased and read "Teaching for Biliteracy: Strengthening Bridges Between Languages" to integrate best practices; Linda Hardman Greene, consultant, provided whole staff and targeted training in the Dual Language Guiding Principles to support program improvements.</p>	\$4,000.00	\$0.00
<p><b>Action 3 - Dedicated Support Staff to Service ELs and SLs in Acquiring a Second Language</b></p> <p>a. 3 F/T Instructional aides in kindergarten will provide small group and individualized instruction, as well as assist with supervision and social skills development during recreational activities. b. 1 F/T Spanish and EL intervention teacher to support late-entry Spanish Learners in the TWBI program and identified ELs not making progress on CELDT/EPLAC c. 1 P/T librarian to support ELs and SLs success with the Accelerated Reader program</p>	<p>a.Retained 3 F/T Instructional aides in kindergarten will provide small group and individualized instruction, as well as assist with supervision and social skills development during recreational activities.  b.Retained 1 F/T Spanish and EL intervention teacher to support late-entry Spanish Learners in the TWBI program and identified ELs not making progress on CELDT/EPLAC  c.Retained 1 P/T librarian to support ELs and SLs success with the Accelerated Reader program</p>	\$147,011.00	\$0.00
<p><b>Action 4 - Multicultural Education and Culturally Relevant Instruction</b></p> <p>a. Continue partnership with Cal State Fullerton to provide follow-up consultation and training in effective multicultural education and culturally relevant instruction.</p>	<p>a. Expanded partnership with EL Education to develop authentic, high quality projects and expeditions that support multicultural competencies and dual language outcomes.</p>	\$3,700.00	\$0.00

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Overall implementation of the actions/services to achieve goal.

OCEAA continued to implement a strong program for English Learners including year 2 implementation of Benchmark Adelante in grades TK-3, biliteracy mapping in grades 4-8, designated ELD, speaking and listening protocols, ELD tutoring based on data, reclassification monitoring and motivation through biliteracy awards. We decided to discontinue APRENDA testing and switch to the CSA, which is better aligned our Common Core en español based curriculum. Teachers and students utilized the practice tests to become oriented to the content and format prior to administration. The School Director and EL Coordinator attended the Blueprints for Effective Leadership and Instruction for our English Learners' Future (B.E.L.I.E.F.) training series in order to lead professional development for OCEAA teachers. The series was very effective and priority elements shared with OCEAA teachers were well received. However, a continued challenge is finding sufficient time for administering the ELPAC, training staff in the ELPAC domains, and revising designated and integrated ELD to better align with the ELA/ELD framework. Teachers in grades 4-8 received consultation and training in curriculum mapping for biliteracy outcomes and created integrated curriculum maps. This year's cultural competency and critical literacy work was supported through our EL Education partnership, rather than through CSU Fullerton. The EL Education model emphasizes authentic, meaningful projects that impact students' lives and communities and will be integrated holistically through our long and short term strategic plans. Six teachers will attend EL Education summer institutes to be implementation leads at OCEAA.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

Due to so many new metrics, this seemed to be more of an information gathering and planning year. The B.E.L.I.E.F. training series was powerful and improved our leadership capacity and, with a sufficient investment in time, will prove instrumental in improving ELD program quality.

Material differences between budgeted expenditures and estimated actual expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As described above, metrics have changed from CELDT to ELPAC, and from APRENDA to CSA, thereby establishing new baselines and expected outcomes.



### Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities	1,5,8
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#### Annual Measurable Outcomes

Expected	Actual
Decrease Suspension Rate by .1%No administration	

#### Actions / Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Action 1 - Clean and Safe Facility</b>            a. Daily general cleaning by custodial staff will maintain campus cleanliness using only “green” products; Annual and monthly facility inspections will screen for safety hazards b. Annually, all school employees will be trained on the elements of the School Emergency Response Plan. Students and staff will participate in Fire, Earthquake, and other safety training. c. Invest in safety-related facilities improvements as recommended during the annual safety review.</p>	<p>a.Custodial staff maintained campus cleanliness on a daily basis            b.Staff and students and staff participated annual/periodic safety drills.            c.Entrance buzzers were installed at both buildings; at the main building the rear doors are now alarmed from 8:10-2:55, and an entry code is required for access to the third floor.</p>	<p>\$130,000.00</p>	<p>\$0.00</p>

<p><b>Action 2 - Physical Health and Wellness</b>  a. Maintain a Nutritional Services Supervisor to promote participation in the Federal Free and Reduced Breakfast and Lunch programs, instruct teachers, staff, students and parents in the various components of OCEAA's Wellness Policy, and work with representatives to update OCEAA's Wellness Policy, monitor policy implementation, and dialogue with stakeholders for continuous improvement. b. Hire a F/T Health Clerk to manage student medications, administer first aid, and coordinate screenings. c. Hire a PE team (1 lead teacher and up to 3 supervisors) to provide structured play recess 2x per day and weekly PE classes. d. Provide required screenings and health education classes in partnership with UC Irvine's School of Nursing</p>	<p>a.Retained Nutritional Services Supervisor  b.Retained a F/T Health Clerk to manage student medications, administer first aid, and coordinate screenings.  c.Retained a PE team (1 lead teacher and up to 3 supervisors) to provide structured play recess 2x per day and weekly PE classes.  d.Required screenings and health education classes in partnership with UC Irvine's School of Nursing were provided</p>	\$246,345.00	\$0.00
<p><b>Action 3 - Positive and Responsive School Climate</b></p>		\$133,764.00	\$0.00
<p><b>Action 4 - Extra-Curricular Activities</b>  a. Partially subsidize staffing for an after school program for students who are referred for academic support. b. With financial assistance from Families Supporting OCEAA (FSO), plan at minimum 1 field trip experience for each grade level to motivate learning and provide enriching experiences beyond school walls, with an emphasis on increasing cultural capital of low income students and English Learners. c. Maintain and expand club offerings such as Safety Monitors, Student Leadership Team, Math Competition and others to build student connectedness to school. D. Utilize OCDE Community Partnerships to engage students in service learning and Academic Pentathlon activities during regular or extended day programming</p>	<p>a.After school program was partially subsidized for students who are referred for academic support.  b.Every grade participated in at least 1 field trip experience  c.Math clubs expanded to all grade levels and some student initiated their own clubs with staff support.  d.Not implemented</p>	\$222,763.00	\$0.00
<p><b>Action 5 - Continuous Improvement</b>  a. Administer the California Healthy Kids Survey, School Climate Survey and Parent School Survey (CAL-SCHLS System) every other year; results of surveys will be shared with stakeholders for discussion and follow-up</p>	<p>a.2018-19 was not an administration year; next administration is 2019-20.</p>	\$600.00	\$0.00

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Overall implementation of the actions/services to achieve goal.

OCEAA maintained its positive school climate through the PBIS model, including: Year 3 implementation of Second Step SEL curriculum in grades TK-5, year 2 implementation of crew/community circles 4 times per week in grades 6-8, and collecting data on minor and major behavior violations in order to target interventions such as CICO and social skills groups. Behavioral and academic interventions are in the initial stages of integrating through MTSS, including the use of universal screening tools. Expanding club and extracurricular activities was not as successful as anticipated due to lack of available sponsors; therefore, a focus on expanding Math Clubs to all grades was prioritized in alignment with Goal 1.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

School climate continues to be positive as evidenced by low numbers of office referrals and almost no suspendable offenses. However, we need to improve monitoring processes to better evaluate implementation fidelity and to adhere more consistently to data-based exit and entry criteria for supplemental and intensive supports. We also need to better communicate the system to all stakeholders

Material differences between budgeted expenditures and estimated actual expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will continue using this goal to unify actions and services related to the policies in OCEAA's Family Handbook that articulate our vision of a healthy, safe, and positive school environment. With EL Education's support, actions and services will shift from promoting positive behavior to promoting character development and an ethic of contributing to a better world.

## Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities	3,5
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### Annual Measurable Outcomes

Expected

1. Maintain ADA above 95% 2. Increase lowest scoring indicators on CAL-SCHLS Surveys by 3%. 3. Decrease Chronic Absenteeism

Actual

1. Met - ADA above 95% 2. NA - CAL-SCHLS Surveys administered every other year 3. Not Met - Chronic Absenteeism increased by 1.1% but is well below the state average of 9%.

### Actions / Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Action 1 - Proactive Attendance Monitoring and Enrollment Communication</b>            a. OCEAA's Attendance Clerk and Annex receptionist will promote OCEAA's Family Handbook Attendance Policies to make sure parents have access to regulations about absences, tardies, early dismissals, SART, and SARB, and will work with administration and counselor to enforce these policies based on data from PowerSchool. b. Partner with OCDE to improve SART/SARB procedures. c. OCEAA's Registrar will maintain communication with families of students who dis-enroll, and maintain contact with new institutions, until transfer of official documents has occurred.</p>	<p>a.P/T Attendance Clerk and P/T Registrar positions were eliminated and duties were redistributed among an Office Manager and two office assistants.            b.Attendance Clerk and School Director attended OCDE training on reducing chronic truancy; per OCDE specialist, charter schools have no access to SARB.            c.P/T Attendance Clerk and P/T Registrar positions were eliminated and duties were redistributed among an Office Manager and two office assistants.</p>	\$0.00	\$0.00

<p><b>Action 2 - School Promotion and Recruitment</b> Maintain a P/T Community Outreach/Recruitment position to foster positive word-of-mouth and generate parent pride in OCEAA, recruit English Learners, RFEPs and Spanish Learners who would excel in a dual language program, and orient new families to OCEAA with an emphasis on parents of English Learners and RFEPs</p>	<p>Retained a P/T Community Outreach/Recruitment position to foster positive word-of-mouth and generate parent pride in OCEAA, recruit English Learners, RFEPs and Spanish Learners who would excel in a dual language program, and orient new families to OCEAA with an emphasis on parents of English Learners and RFEPs</p>	<p>\$18,000.00</p>	<p>\$0.00</p>
<p><b>Action 3 - Parent Organizations and Education</b> a. OCEAA will promote and work with parent leadership organizations including but not limited to: • Families Supporting OCEAA (FSO) • English Learner Advisory Council (ELAC) • School Site Council (SSC) • Wellness Committee b. Continue partnering with Centennial Education Center/Santa Ana College School of Continuing Education to offer classes of interest to parents of low income and EL students c. Provide at least three additional workshops or trainings of interest to parents</p>	<p>a.OCEAA promoted and worked with: •Families Supporting OCEAA (FSO) •English Learner Advisory Council (ELAC) •School Site Council (SSC) •Wellness Committee b.Not implemented c.Parent workshops and activities offered included: effective parenting, financial literacy, helping your kindergarten student succeed, coding, family fitness and nutrition</p>	<p>\$5,500.00</p>	<p>\$0.00</p>
<p><b>Action 4 - Parent Participation and Communication</b> a. Invite parents to participate in school events that support their child’s social, emotional and academic development, including but not limited to Student-Led Conferences, arts performances, Literacy Night, Jog-a-thon, etc. b. Hire a social media consultant to maintain website, social media communications and other avenues of parent communication in Spanish and English. c. Provide tech support for registering parents on PowerSchool and Class Dojo at registration and BTSNs d. Administer the Parent School Survey (CAL-SCHLS System) every other year; results of surveys will be shared with stakeholders for discussion and follow-up</p>	<p>a.Multiple school events were held, including Student-Led Conferences, arts performances, movie nights, and festivals. b.Retained a social media consultant to maintain website, social media communications and other avenues of parent communication in Spanish and English. c.Provided tech support for registering parents on PowerSchool and Class Dojo at registration and BTSNs d.This was not an administration year; next administration is 2019-20.</p>	<p>\$20,000.00</p>	<p>\$0.00</p>

## Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Overall implementation of the actions/services to achieve goal.

OCEAA continues to provide parents with multiple opportunities to be engaged in the education and development of their children including conferences, performances, community building activities, leadership opportunities and volunteering. Workshops were held through out the year on topics of interest to parents. Parents were democratically represented at School Site Council and ELAC meetings. Decreasing chronic truancy has been a challenge due to various staffing changes.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

Parent participation in events continues to be strong based on bi-annual surveys and attendance sheets. Attendance and access to informational meetings such as Coffee Chats was increased through livestreaming on social media. OCEAA's presence on social media continues to grow. Re-organization of support staff should improve attendance monitoring and interventions through SART and SARB.

Material differences between budgeted expenditures and estimated actual expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.