

Orange County Educational Arts Academy
A California Public Charter School

BOARD OF DIRECTORS
MEETING AGENDA

Special Meeting

September 23, 2020

7:00 p.m. – Open Session

Teleconference

Zoom Meeting: <https://zoom.us/j/97511368906?pwd=dTlMeTliMHRUU1VnSUtjakFkdMhkZz09>

Password: oceaaboard

Reference Materials: <https://bit.ly/3mA6eWY>

MINUTES

I. Call to Order 6:07 PM

A. Roll Call

Board Members

Dr. Alfonso Bustamante

Valerie Sullivan

Scott Overpeck, Chair

Ben Stanphill, Secretary

Boris Molina

Carmen Aparicio

Jessica Reyes

Staff/Other

Kristin Collins, School Director

Janine McFarlin, Treasurer

Mike Limon, President/Executive Director

Present

Absent

X

X

X

X

X

X

X

X

X

X

B. Approval of Agenda

II. 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

III. 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 Students with Special Needs Policy~~

B. ~~Approval of Section 504 of the Rehabilitation Act Policy~~

C. Approval of Conflict of Interest Policy

- D. Approval of Public Records Act Policy Approval of Public Records Act Policy
- E. Approval of Amended Education of English Language Learners Policy

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

IV. Approval of the 2020-2021 Learning Continuity and Attendance Plan

| | |
|---|--|
| Action: Approve 2020-2021 Learning Continuity and Attendance Plan as presented. | Motion: JR Second: VS |
| | Vote: BM, BS, JR, VS, SO for 0 against |

Valerie Sullivan left meeting at 6:30 PM

V. Approval of 2020-2021 Family Handbook

| | |
|---|-----------------------------------|
| Action: Approve 2020-2021 Family Handbook | Motion: BS Second: JR |
| | Vote: BS, BM, JR, SO, for against |

VI. Approval of 2020-2021 English Learner Master Plan

| | |
|---|------------------------------------|
| Action: Approve 2020-2021 English Learner Master Plan | Motion: SO Second: BM |
| | Vote: BS, JR, BM, SO for 0 against |

VII. Items for Future Meetings

The next regularly scheduled meeting is on October 14, 2020.

VIII. Adjournment

The meeting was adjourned at 6:41 PM.



DRAFT POLICY

Board Policy #: [INSERT]
 Adopted/Ratified: [INSERT]
 Revision Date: [INSERT], 2020

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, OCEAA hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members and all other designated employees of Orange County Educational Arts Academy “OCEAA” (“Charter School”), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”





An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee, and no OCEAA employee, officer or consultant (in the same manner as the Political Reform Act applies to a non-charter public school district and its officers, employees, and consultants), shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Positions

When a non-Governing Board member designated position determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal, who shall record the employee’s disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Position

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation’s directors are directors and have a material financial interest).





EXHIBIT A

Designated Positions

| <u>Designated Position</u> | <u>Assigned Disclosure Category</u> |
|-------------------------------|-------------------------------------|
| Board of Directors | 1, 2 |
| Executive Director/ President | 1, 2 |
| CFO/Treasurer | 1, 2 |
| | |
| School Director | 1, 2 |
| Office Manager | 1, 2 |
| Controller | 2, 3 |
| Human Resource Manager | 3 |
| Consultants/New Positions | * |

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Executive Director/ President may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The President’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).





EXHIBIT B

Disclosure Categories

Category 1:

Designated positions assigned to this category must report:

- A. Interest in real property which is located in whole or in part within a two-mile radius:
 - of any school district that has authorized an OCEAA charter school, or
 - of any facility utilized by OCEAA charter schools, or
 - of a proposed site for an OCEAA facility.

- B. Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2:

Designated positions assigned to this category must report:

- A. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by OCEAA.

Category 3:

Designated positions assigned to this category must report:

- A. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings or requirement of the type to be utilized by the designated position's department.





DRAFT POLICY

Board Policy #: [INSERT]

Adopted/Ratified: [INSERT]

Revision Date: [INSERT], 2020

ACCESS TO PUBLIC RECORDS POLICY

Requests for public records shall be made to the Orange County Educational Arts Academy "OCEAA" Office Manager. The Office Manager may then determine the most appropriate OCEAA employee(s) to assist in assembling any public records for production.

Any person may request a copy of any OCEAA record open to the public and not exempt from disclosure. While a request need not be in writing, if the request is verbal, the requestor will be asked to reduce the request to writing so there is a written record of the records being requested. If the requestor chooses not to reduce the request to writing, the Office Manager shall reduce the request to writing and confirm the request with the requestor. The request for public records must clearly identify the records requested, along with the name and mailing address of the requestor.

Provisions of the Public Records Act shall not be construed so as to delay access for purposes of inspecting or receiving copies of records open to the public. Any notification denying a request for public records shall state the name and title of each person responsible for the denial.

OCEAA may charge for copies of public records or other materials requested by individuals or groups. The charge, based on actual costs of duplication, shall be determined by the Board of Directors or designee. The current charge for copies is 25 cents per page. Requests to waive the fee shall be submitted to the Office Manager.

Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act or other statutes.

In response to a request for public records sent or received on an employee's personal devices or accounts, OCEAA shall disclose all public records that can be located with reasonable effort and that are otherwise subject to disclosure under the California Public Records Act. OCEAA's search for such public records shall be reasonably calculated to locate responsive documents. To fulfill such a request for public records, employees of OCEAA may be asked to search for and disclose all responsive disclosable public records maintained on the employee's personal devices or accounts.





Within ten (10) days of receiving any request for a copy of records, the Office Manager shall determine whether the request seeks copies of disclosable public records in the possession of OCEAA, and shall promptly inform the person making the request of his/her intent to comply with the request along with an estimated date that the records will be available.

In unusual circumstances, the Office Manager may extend the ten (10) day limit for an additional fourteen (14) days by providing written notice to the requestor and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include, but only to the extent reasonably necessary to properly process the request:

1. The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request;
2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records that are demanded in a single request;
3. The need for consultation, which shall be conducted with all practicable speed, with another agency having a substantial interest in the determination of the request or among two or more components of OCEAA having substantial subject matter interest therein;
4. The need to compile data, to write programming language or a computer program, or to construct a computer report to extract data.

If an inspection is requested, any person shall have reasonable access, during normal business hours, to the public records of OCEAA within the requirements of state law. However, if records are not readily available, or if portions of the records to be inspected must be redacted to protect exempt material, then OCEAA must be given a reasonable period of time to perform these functions prior to inspection. Such records shall be examined in the presence of the staff member regularly responsible for their maintenance





Board Policy #: S920H

Adopted/Ratified: September 9, 2020

Revision Date: September 21, 2020

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

The Governing Board of Orange County Educational Arts Academy (“OCEAA” or “Charter School”) complies with all applicable state and federal laws and regulations regarding the education of students whose primary language is one other than English, referred to as “English Learners.” OCEAA adopts this Policy to ensure high-quality language instruction and access to education for all students identified as an English Learner as defined below.

Definitions

“English learner” (“EL”) means an individual aged 3 through 21 who is currently enrolled or preparing to enroll in an elementary or secondary school whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the challenging State academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. This includes an individual who was not born in the United States or whose native language is a language other than English; an individual who is a Native American or Alaska Native, or a native resident of the outlying areas and who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or an individual who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Ed. Code § 306(a); 20 U.S.C. § 7801(25))

“Designated English Language Development” means instruction during a time set aside in the regular school day for focused instruction on the state-adopted English language development (“ELD”) standards to assist English Learners to develop critical English language skills necessary for academic content learning in English. (5 CCR § 11300)

“Integrated English Language Development” means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English.



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Identification and Assessment

Upon enrollment, each student's primary language shall be determined through use of a home language survey. (Ed. Code § 52164.1(a); 5 CCR § 11307).

Within 30 calendar days (or current state mandate) of their initial enrollment, students who are identified as having a primary language other than English, as determined by the home language survey, and for whom there is no record of results from a California English language development test shall be assessed using the English Language Proficiency Assessments for California ("ELPAC"). (5 CCR § 11511)

Any student with a disability shall take the ELPAC with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan that are appropriate and necessary to address the student's individual needs. (5 CCR § 11516.5)

To oversee test administration, the Executive Director or designee shall annually designate a Charter School ELPAC coordinator and a site coordinator for each test site in accordance with 5 CCR §§ 11518.40-11518.45.

OCEAA shall notify parents/guardians of their child's official results on the Initial ELPAC within 30 calendar days following the OCEAA's receipt of the results. (5 CCR § 11511.5).

Within 90 days of initial enrollment, students identified as having limited English proficiency shall be further assessed for primary language proficiency in comprehension, speaking, reading and writing when assessment is available. The Executive Director or designee shall develop criteria for determining student needs on the basis of these assessments.

Before students are enrolled in a program for English language learners, parents/guardians shall receive information about the program and their opportunities for parental involvement. This notice shall:

- (1) Contain a simple, nontechnical description of the purposes, method, and content of the program in which their child will be enrolled;
- (2) Inform the parent(s) or guardian(s) that they have the right and are encouraged to visit such classes in which their child will be enrolled and to come to the school for a conference to explain the nature and objectives of such education;
- (3) Further inform the parent(s) or guardian(s) that they have the right, if they so wish, not to have their child enrolled in such an education program; and
- (4) Inform the parent(s) or guardian(s) that they have the opportunity to participate in the advisory committee.





(Education Code § 52173)

No later than 30 calendar days after the beginning of the school year, each parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title III funds shall receive notification of the assessment of his/her child's English proficiency. The notice shall include all of the following:

- (1) The reason for the student's classification as English language learner
- (2) The level of English proficiency
- (3) A description of the program for English language development instruction, including a description of all the following:
 - (A) The manner in which the program will meet the educational strengths and needs of student
 - (B) The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards
 - (C) The specific exit requirements for the program, the expected rate of transition from the program into general education classrooms not tailored for ELs, and the expected rate of graduation from secondary school for schools utilizing English Learner programs.
 - (D) Where the student has been identified for special education, the manner in which the program meets the requirement to the student's IEP
- (4) Information regarding a parent/guardian's option to decline to allow the student to become enrolled in the program or to choose to allow the student to become enrolled in an alternative program.

(Education Code § 440; 20 USC § 6312)

Parents/guardians also shall be notified of the results of any reassessment. (Education Code § 52164.3)

Once identified as an English learner, a student shall be annually assessed for language proficiency until the student is reclassified based on criteria specified in the accompanying administrative regulation.

In addition, English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student





Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR §§ 854.1-854.3. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code §§ 60603, 60640; 5 CCR §§ 854.1-854.3)

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.

Instruction

The Charter School intends to provide English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the Charter School's regular course of study.

The Charter School shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

The Executive Director or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners. The Executive Director or designee may also provide an English development literacy training program for parents/guardians and community members so that they may better support students' English language development.

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level. Such instruction shall be based on sound instructional theory, be aligned with state content standards, emphasize inquiry-based learning and critical thinking skills, and be integrated across all subject areas.

No elementary or middle school student who is an English learner shall be denied enrollment in any of the following: (Education Code § 60811.8)

1. Courses in the core curriculum areas of reading/language arts, mathematics, science, and history-social science, courses required to meet high school graduation requirements, or courses required for middle school grade promotion, as specified in the OCEAA Charter.

However, an English learner may be denied participation in any such course if the student has been enrolled in a school in the United States for less than 12 months or is enrolled in a program designed to develop the basic English skills of newly arrived immigrant students, and the course of study provided to the student is designed to remedy academic deficits incurred





during participation and to enable the student to attain parity of participation in the standard instructional program within a reasonable length of time after the student enters the school system.

2. A full course load of courses specified in item #1 above

Staff Qualifications and Training

The Executive Director or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

The Charter School shall provide high-quality effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. All professional development shall be based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC § 6825)

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

To support students' English language development, the Executive Director or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

Language Acquisition Programs

The Charter School offers research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. (Education Code § 306; 5 CCR § 11300)

The specific language acquisition programs offered by the Charter School may include, but are not limited to, the following: (Education Code §§ 305-306.)



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1. A dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. (Education Code § 306(c)(1).)

2. A transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards. (Education Code § 306(c)(2).)

In establishing the Charter School's language acquisition programs, the Executive Director or designee shall consult with parents/guardians and the community during the LCAP development process. The Executive Director or designee shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code § 305.)

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the Charter School, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (5 CCR § 11310.)

Reclassification/Redesignation

OCEAA shall continue to provide additional and appropriate educational services to English language learners for the purposes of overcoming language barriers until the English language learners have:

- (1) Demonstrated English language proficiency comparable to that of the school's average native English language speakers; and
- (2) Recouped any academic deficits which may have incurred in other areas of the core curriculum as a result of language barriers

(5 CCR § 11302)



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English language learners shall be redesignated as fluent-English-proficient (“RFEP”) when they are able to comprehend, speak, read and write well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code § 52164.6; 5 CCR § 11303)

The following measures shall be considered to determine whether an English language learner shall be reclassified as fluent-English-proficient:

- (1) Assessment of English language proficiency utilizing the ELPAC as the primary criterion, and objective assessment of the student’s English reading, writing, listening and speaking skills. Examples of assessment data include, but are not limited to:
 - (a) Basic performance on the California Standards Test in English Language Arts
 - (b) Objective data on the student’s overall academic performance in English
- (2) Recommendations of the student’s classroom teacher and any certificated staff with direct responsibility for teaching or placement decisions
- (3) Parent/guardian participation and consultation.

(5 CCR § 11303)

Parent/guardians shall receive notice and a description of the redesignation process, including notice of their right to participate in the process. Parent/guardian participation in the process shall be encouraged.

The Executive Director or designee shall provide subsequent monitoring and support for redesignated students, including but not limited to monitoring for four years the performance of redesignated students in the core curriculum in comparison with their native-English speaking peers, monitoring the rate of redesignation, and ensuring correct classification and placement.

(5 CCR § 11304)

The Executive Director or designee shall develop a process to monitor the effectiveness of the Charter School’s program for English language and academic success for each English language learner.





Documentation and Translation of Documents

OCEAA will maintain documentation of all assessments and evaluations, as well as all decisions and participants in those decisions in the student's permanent record. (5 CCR § 11305)

OCEAA will translate certain records for those parents or guardians who speak a language other than English representing 15 percent or more of the pupils enrolled in OCEAA, as determined from the CALPADS data for the preceding year. Specifically, OCEAA will provide all notices, reports, statements, or records sent to such parents or guardians in the primary language, in addition to being written in English, and parents or guardians may respond to OCEAA either in English or the primary language. (Education Code § 48985.)

Program Evaluation

To evaluate the effectiveness of the Charter School's educational program for English learners, the Executive Director or designee shall report to the Board, at least annually regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR § 11309
6. Progress toward any other goals for English learners identified in the Charter School's LCAP
7. A comparison of current data with data from at least the previous year in regard to items #1-6 above
8. A comparison of data between the different language acquisition programs offered by the Charter School

The Executive Director or designee also shall provide the Board with regular reports from any Charter School or schoolwide English learner advisory committees.

Advisory Committees

If the Charter School enrolls more than 20 English language learners, parents/guardians, advisory committees shall be maintained to serve the advisory functions specified by law. (5 CCR § 11308)

Parents/guardians of English language learners shall constitute committee membership in at least the same percentage that their children represent of the total number of students in the school. (Education Code § 52176)



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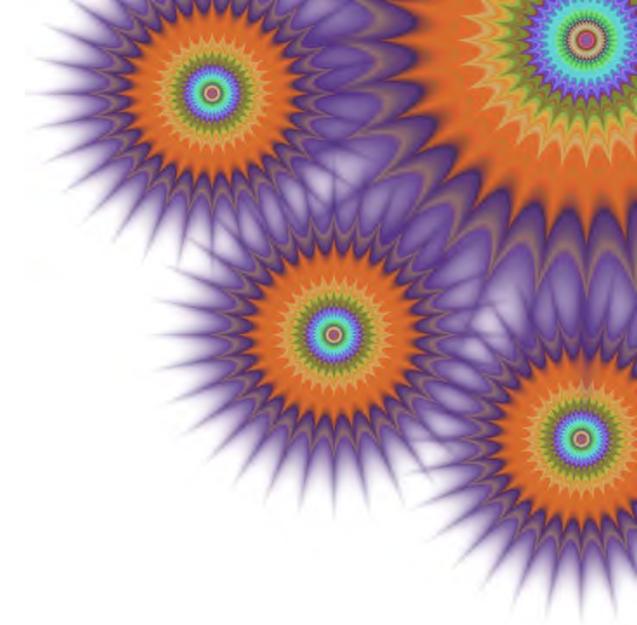
The Charter School's English language advisory committee shall annually advise the Board on at least the following tasks:

- (1) The development of a Charter School description of program goals, objectives and services for English learners, taking into consideration the school site needs for English learners;
- (2) The Charter School needs assessments;
- (3) Administration of the annual language census;
- (4) Review of and comment on the Charter School's reclassification procedures; and
- (5) Review of and comments on the written notification required to be sent to parents/guardians pursuant to 5 CCR § 11300-11316.

(5 CCR § 11308)

In order to assist advisory members in carrying out their responsibilities, the Executive Director or designee shall ensure that the committee members receive appropriate training and materials. (5 CCR 11308)





Learning Continuity and Attendance Plan (LCP) ***Plan de Asistencia y Continuidad del Aprendizaje***

For Approval - September 23, 2020 / Para aprobación - 23 de septiembre de 2020

Learning Continuity and Attendance Plan (LCP) *Plan de Asistencia y Continuidad del Aprendizaje*

Data from the Distance Learning Program/Returning to In-Person included the following:

- 75% of Spanish survey participants and 72% of English survey participants selected Strongly Agree or Agree with the following statement: Overall, I am satisfied with the distance learning classes at OCEAA.
- 60% of Spanish survey responses and 63% of English survey responses indicate a preference for in-person instruction being delayed until January.

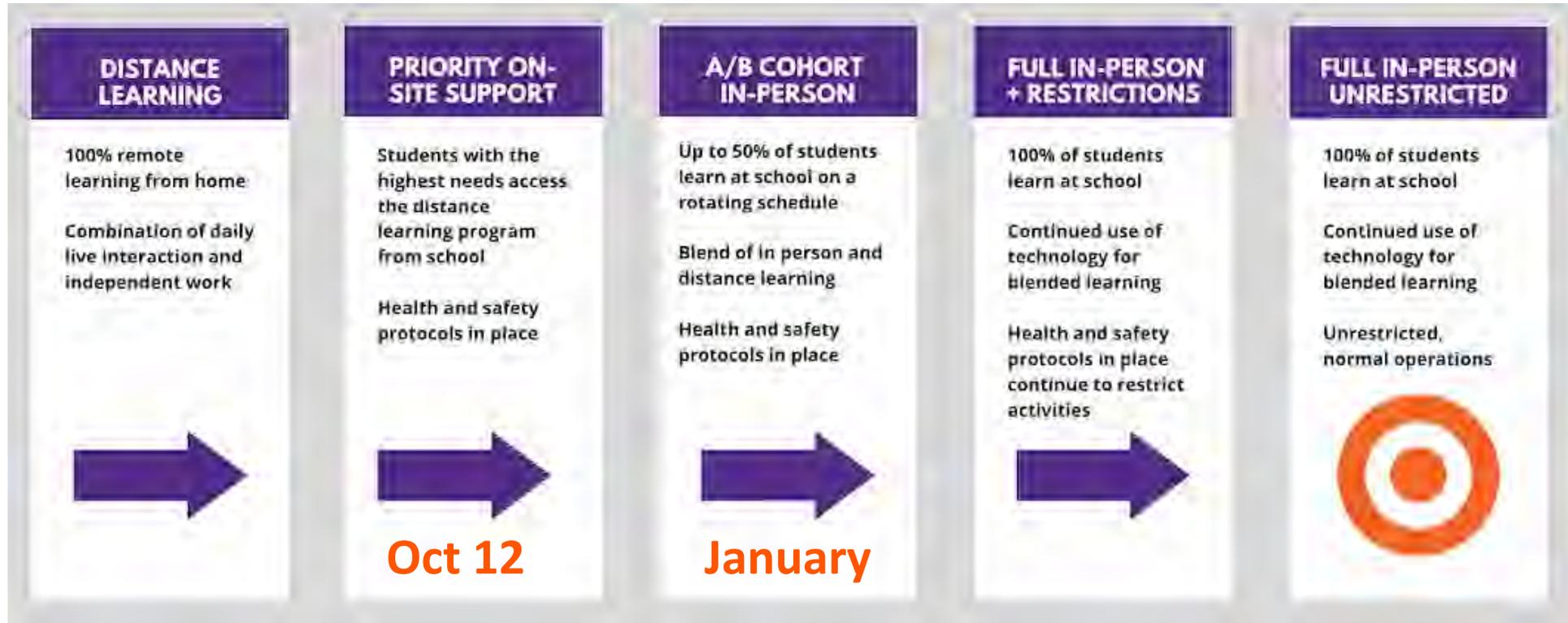
Los datos del Programa de Educación a Distancia / Regreso a en Persona incluyeron:

- El 75% de los participantes de la encuesta en español y el 72% de los participantes de la encuesta en inglés seleccionaron Muy de acuerdo o De acuerdo con la siguiente afirmación: En general, estoy satisfecho con la distancia clases de aprendizaje en OCEAA.
- El 60% de las respuestas a la encuesta en español y el 63% de las respuestas a la encuesta en inglés indican una preferencia por que la instrucción en persona se retrase hasta enero.



Planning in-person instruction and distance learning

Planificando la instrucción en persona y a distancia



Planning in-person instruction and distance learning

Planificando la instrucción en persona y a distancia

PRIORITY ON-SITE SUPPORT

Students with the highest needs access the distance learning program from school

Health and safety protocols in place



Oct 12

- October 12th-30th: practice protocols with priority support students (65-80)
- November - December:
 - teachers return to the building
 - expand priority student group
 - practice in-person & distance learning blend
- January: maximize in-person capacity

- 12 al 30 de octubre: práctica los protocolos con estudiantes de apoyo prioritario (65-80)
- Noviembre-Diciembre:
 - los maestros regresan al edificio
 - expandir grupo de estudiantes prioritarios
 - práctica en persona y combinación de aprendizaje a distancia
- Enero: maximice la capacidad en persona

A/B COHORT IN-PERSON

Up to 50% of students learn at school on a rotating schedule

Blend of in person and distance learning

Health and safety protocols in place



January

Q&A





Learning Continuity and Attendance Plan

Presented for Board Approval September 23, 2020

OCEAA Board of Directors Special Meeting

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|--|----------------------------------|--|
| Orange County Educational Arts Academy (OCEAA) | Mike Limon Executive Director | mlimon@oceaa.org (714) 558-2787 |

General Information

A description of the impact the COVID-19 pandemic has had on the LEA and its community.

OCEAA is a TK-8 charter school specializing in dual language immersion and arts education and serving a diverse population that is 47.3% English Learners, 7.7% Students with Disabilities, 68% Socioeconomically Disadvantaged and 5% Homeless. Our school's closure to address the COVID-19 emergency had a tremendous impact on our program, students and families. Programmatically, we quickly pivoted from classroom-based instruction to non-classroom based instruction with an early emphasis on student connection and wellness. Social interaction is an essential element of dual language learning, so the loss of extended time for immersion in the target language with classroom supports is significant.

When academic instruction resumed it was based on scaled back content maps focused on priority standards in math and literacy. Recognizing that both parents and teachers (who were also caring for their own families) would not be able to organize their lives around full school days, live instruction was limited to 30-60 minutes daily for grades TK-2, and 60-90 minutes daily for grades 3-8. Students were impacted in different ways: some students who struggled with attention and focus thrived in the blended learning environment, while some students who were successful in traditional school were less so learning remotely. The transition was most challenging for our special education students.

The after-school programming supported by the ASES grant was suspended and staff reassigned to support tracking device needs and checking out devices, and to provide virtual instructional aide support to teachers and students.

June survey results show that parent feedback to our emergency distance learning program is positive and appreciative. Students falling behind academically was the highest concern for parents at that time. Other important concerns were the prospect of continued social isolation should we not be able to bring students into the building at least part time next year, as well as the struggle to provide home the support and supervision needed. We are continuing to use formal and informal parent engagement opportunities (Surveys, Coffee Chats, ELAC, SSC, FSO) to create a responsive reopening plan.

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Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback.

OCEAA has been actively seeking out the experiences and needs of our families, staff members and communities. Through virtual Coffee Chats and surveys, OCEAA sought input on distance learning, reopening paths and technology access for the 2020-2021 school year. Notices for these engagement opportunities were sent through multiple formats and languages, including emailed bulletins, ClassDojo, and social media. As school resumes in the fall, OCEAA will continue to engage the school community through virtual SSC, ELAC and other school working groups. As we face a school year that will require both distance and in-person learning, regular engagement and feedback from our stakeholders will be critical.

Surveys: Parents had the opportunity to respond to four bilingual surveys: 1) Parent Learning From Home Survey administered in June - over 200 responses, results were presented to parents and the OCEAA Board; 2) Parent School Reopening Survey administered in July - about 84% participation rate; results were presented to parents and the OCEAA Board 3) Technology Needs Survey administered in July - all families completed this during annual enrollment; and 4) Distance Learning Program/Returning to In-Person Instruction Survey administered in September during the 5th week of distance learning - over 350 responses, preliminary results were shared with parents at the September 17th Coffee Chat and full results at the September 23rd special board meeting.

Staff were surveyed on reopening plans, childcare needs, and telework options. Certificated staff completed a routine feedback form at the conclusion of their June 4 professional development day; over the summer they were also provided updates by email and invited to comment on early versions of reopening plans and engaged in review and discussion of the draft LCP review during professional development time on September 9.

The Instructional Leadership Team (teachers, coordinators and OCEAA's School Director) met from June 23-June 26 to develop an instructional vision and initial plan for a hybrid model reopening aligned with our program mission and goals. They also met in early September to discuss in-person instructional offerings and provide recommendations.

Bilingual Coffee Chats with Administration were held May 27, July 2, July 31, Aug 20, Sept 3 and Sept 17th on Zoom; recordings were posted on YouTube and social media for parents who could not attend. School Site Council (June 2 and Aug 31), and English Learner Advisory Committee (Sept 4) reviewed aspects of the plan relevant to their roles. The draft Learning Continuity and Attendance Plan was posted online for public review and agendaized for public hearing at the regular public board meeting on Sept 9th. It will be agendaized for adoption at a special public board meeting held on Sept 23. School Site Council representatives expressed support for caution in providing in-person instructional offerings, adding that a priority support model makes sense before going full hybrid/cohort.

A description of the options provided for remote participation in public meetings and public hearings.

Stakeholder engagement activities were promoted across all school communication systems, including: ClassDojo, School Messenger (emails and phone calls), OCEAA's website, OCEAA's Facebook page, OCEAA's Instagram. All public meetings are held over Zoom, publicly posted, with links and access codes emailed and posted appropriately so stakeholders could join and participate. Meetings are recorded and posted on OCEAA's YouTube feed and accessible via our website, Facebook and Instagram platforms.

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A summary of the feedback provided by specific stakeholder groups.

Data from the Parent Learning From Home Survey indicated that "Falling behind academically" was the top concern among parents regardless of income or home language status, with "Child interaction with students" being the next highest concern. 14% of FRL eligible parents reported not having enough devices at home or sometimes not knowing how to use the provided hard/software. The Parent School Reopening Survey results indicated roughly half of our parents preferred a full distance learning school start due to COVID concerns - shortly afterwards the Governor's July 17 directives made distance learning the only option for the start of school based on our county health data. (Teachers were clear that distance learning was the safer, if not preferred option for starting the year.) Equipping families with multiple devices and connectivity to support full participation in a distance learning program came through as a need from our Technology Needs Survey.

Data from the Distance Learning Program/Returning to In-Person included the following take-aways:

- 75% of Spanish survey participants and 72% of English survey participants selected Strongly Agree or Agree with the following statement: Overall, I am satisfied with the distance learning classes at OCEAA. About 18% selected Neutral and less than 5% selected Disagree or Strongly Disagree.
- 60% of Spanish survey responses and 63% of English survey responses indicate a preference for in-person instruction being delayed until January.

Coffee Chat parent feedback covered a range of operational issues related to on-site instruction, such as disinfecting routines, lunch/recess supervision, mask wearing, etc. Because COVID transmission rates are higher in Santa Ana than in the county as a whole, many parents remain concerned about sending their students to school. Another concern was scheduling of the academic day in a distance format so that parents were not overwhelmed and students were not on screens all day; a related concern was coordinating siblings in a proposed A/B cohort hybrid model. Due to OCEAA's transition from SAUSD to El Dorado SELPA, parents of students with special needs had additional questions about the SPED staffing and services. Parents of English learners expressed concern for their students being able to reclassify and earn the OCDE biliteracy awards.

Instructional Leadership Team members were committed to prioritizing students' social emotional wellness, ensuring students had access and support to engage in deeper learning content, and engaging students in meaningful curricular projects as key core program elements. Teacher representatives also feel strongly that priority students should be considered for daily in-person support before moving to a rotating cohort model.

A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.

Parent feedback through surveys, Coffee Chats and parent leadership teams had direct impact on the plans for Continuity of Learning, Access to Devices & Connectivity, Pupil Learning Loss, Mental Health and Social Emotional Well-being, and Supports for Pupils with Unique needs.

The Instructional Leadership Team divided into 3 subcommittees, developed Theories of Action to inform planning and professional development activities in the areas of Crew/Social Emotional Learning, Deep Instruction, and Case Study Projects. The entire team also discussed the pros and cons of various in-person instruction scenarios. This work had direct impact on the plans for Continuity of Learning, Pupil Learning Loss, Mental Health and Social Emotional Well-being.

Continuity of Learning

In-Person Instructional Offerings

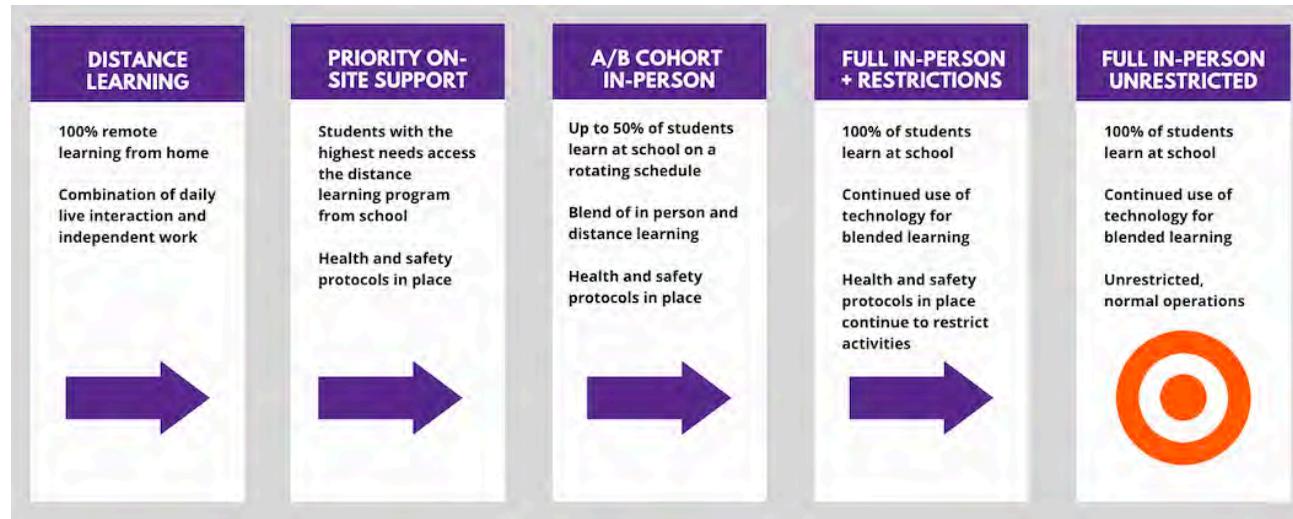
A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.

It is the goal of our Instructional Leadership Team (ILT) to design in-person instructional offerings that adhere to both our EL Education-inspired vision and our 90:10 dual immersion program model. It is accepted as a given that requirements for social distancing measures require, at best, a cohort model where both in-person instruction and distance learning will take place concurrently.

OCEAA is evaluating the best date for students to return to on-campus learning in some form. While countywide transmission rates are decreasing, it's important to note that Santa Ana remains a hotspot, creating the need for additional caution in planning for in-person offerings.

An initial plan utilizing an A/B cohort model for in-person instruction was developed by the ILT in June. That plan has been re-evaluated in light of those changes and with a better understanding of the complexity involved in undertaking in-person cohort instruction concurrent with distance learning while being compliant with various mandates.

The flow map below outlines a sequence of gradually expanding in-person offerings with a goal of beginning Priority on Site Support in October, and A/B In-Person Cohorts in January.



Priority On-Site Support will provide supervision and care for approximately 60-80 students during the instructional day. Students with disabilities, English learners, students who are frequently absent, foster youth and students experiencing homelessness will be prioritized in staff referrals. Operations for Priority On-Site Support will satisfy all of the conditions

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detailed in the state-issued Cohorting Guidance, including:

- Limiting cohort size
- Restricting cohort mixing
- Maintaining proper physical distancing, masking, cleaning and other safety measures

Regardless of how in-person instructional offerings are launched, OCEAA's planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures. Key measures include:

Physical distancing: Everyone must practice physical distancing, keeping at least 6 feet away from other people at all times. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.

Face Coverings: Wearing a cloth face covering is required for all OCEAA staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.

Ventilation and Air Flow: All HVAC filters 2-3 times per year, an increase to the current practice of once per year. OCEAA will run HVAC fans continuously throughout the 24 hour cycle, including when doors are open. Doors will be kept open, and fans may be utilized, when possible, to increase airflow.

Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.

Designated 'Care Room': Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.

Classrooms: Classrooms will be arranged to allow for 6 feet of distance between all student desks/seating and for teaching staff at the front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified. To the greatest degree possible, instructional scheduling will maintain stable student cohorts with no mixing of student groups, and with teachers traveling between classrooms rather than students changing classrooms.

Common Areas: Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.

Recess and PE: Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact. Activities will be limited to those that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

Disinfection and PPE: Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and handwashing stations if sink access is insufficient.

Health Screening: Staff and students will be provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering the site are screened with a temperature check and review of signs/symptoms, will be implemented if determined to be necessary. Staff will work with Orange County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

OCEAA will continue to communicate with parents/guardians regarding plans and to solicit their input regarding in-person instructional offerings. The Pupil Learning Loss section of this document provides curriculum, instruction and assessment plans to mitigate learning loss and accelerate student success.

Actions Related to In-Person Instructional Offerings

| Description Total Funds Contributing | Total Funds | Contributing |
|--|----------------------|--------------|
| 1.01 PPE for Staff and Students: Personal protective equipment including masks for adults and children, face shields, and sneeze guards will be purchased to ensure safety of students and staff. | [\$35,000.00] [LLMF] | No |
| 1.02 Custodial Supplies for Sanitization Protocols: Sanitation and safety equipment and supplies will be purchased, including cleaning solution, wipes for school offices and classrooms, disinfectant foggers and sprayers, gloves, hand sanitizer, and hand sanitizer dispensers. | [\$16,875.00] [LLMF] | No |
| 1.03 Health Screening Supplies: Health screening tools will be purchased including the Company Nurse daily health screening program and thermometers. | [\$1,200.00] [LLMF] | No |
| 1.04 Technology to support hybrid instruction: Possibly Swivl cameras | [\$35,440.70] [LLMF] | No |
| 1.05 Support for Homeless Students (In-Person & Distance): Priority access to daily on-site supervision for students experiencing homelessness so they may access the distance learning or hybrid learning program model successfully. | [\$ 1,865.30] [LLMF] | Yes |

Distance Learning Program

Continuity of Instruction

A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.

Following Governor Newsom's July 17 directive, OCEAA began the school year on August 17th with a full distance learning program in place. Student learning schedules were developed to meet the developmental needs of elementary and middle school students and meet the state's requirements for distance Learning, and to meet the need for families to have predictability, consistency and flexibility in learning schedules. The first 4-6 weeks of school will focus on foundational synchronous and asynchronous learning routines that will continue when we transition to a hybrid model of instruction. Beginning in mid-September, optional online enrichment activities and Math/Literacy intervention groups will be implemented from 1:30-4:30pm. Additional hours for a general education school counselor supports the effort to maintain continuity of instruction between models as a member of the Multi-Tiered System of Supports Team and Attendance and Engagement Team (details below in the Mental Health and Social and Emotional Well-Being section).

Elementary (TK-5) Learning Schedule: Meets minimum instructional minutes through a combination of synchronous and asynchronous instruction TK-K = 180; 1st-3rd = 230; 4th- 5th =240. From 8:10am-11:50am, students participate in 180-190 minutes of instruction that includes interaction with their teachers and classmates; grab and go meals are ready for pick-up between 12:00-2:00pm.

- Combination of whole and small group learning
- Lessons are focused on character development & social emotional wellness, math, literacy, ELD, and case study projects
- Math and literacy lesson videos will be available for viewing at a later time
- After lunch, students in grades 1-5 continue to work independently at a time that works best for them; teachers communicate with families and respond to student work during support times.

Middle School (6-8) Learning Schedule: Includes 260 instructional minutes + 40 minute lunch break (exceeds state minimum of 240) From 8:10am-1:40pm, students participate in 260 minutes of synchronous and asynchronous instruction and interaction with their teachers and peers. An A/B block schedule is used 4 day per week so that students have fewer daily class changes. On Wednesdays, all classes meet for shorter periods and arts specialists provide arts instruction. The learning schedule includes designated ELD and Case Study periods.

OCEAA's distance learning program maintains fidelity to the 90:10 two way immersion program model, and aligns with the 3 vision statements to ensure continuity of instruction with cohort-based in-person instruction or distance learning methods of delivery:

1. Structure and Culture of Crew in Distance Learning: All grade levels have synchronous daily Crew meetings focused on relationship building and character development. Students will access the same scope and sequence of Crew learning targets regardless of the method of delivery.

2. Ensuring joy, challenge, and personal relevance in the academic curricula students experience in Distance Learning: All grade levels have dedicated synchronous and asynchronous time each week to explore meaningful topics in depth through case study projects in science, social studies and the arts. As a lead case study project that is responsive to current events, arts specialists have planned instruction around the theme of personal identity; teachers will integrate and extend the exploration of this theme through science, social studies and literacy content lessons. Standards will be prioritized through a 'less is more' approach and planning will utilize the The 4 T's (Topic, Task, Targets, and Text) to ensure alignment between standards, instruction and assessment. Supporting online platforms and materials: STEMscopes NGSS 3D, NewsELA, Facing History and Ourselves, The California Education and the Environment Initiative (EEI) Curriculum, CK-12 FlexBooks.

3. Strategically blending online and face to face learning to deliver deep instruction that challenges, engages, and empowers students towards purposeful and effective learning in two languages in Distance Learning: All grade levels have dedicated synchronous and asynchronous core content blocks dedicated to math, literacy and ELD. OCEAA is taking steps to ensure that its core curriculum programs in math, Spanish language arts and English language arts have online components that support standards-based learning regardless of the method of delivery. Teachers will teach routines for asynchronous learning during the first weeks of school so that synchronous time can focus on higher level thinking activities (such as grapple problems in math and close reading in language arts) and small group instruction. Supporting online platforms and materials include, but are not limited to: Zoom, Seesaw, Benchmark Adelante, Conjuguemos, Eureka in Sync, Zearn, XtraMath, Freckle, EL Education English Language Arts Flex Curriculum, Accelerated Reader)

Access to Devices and Connectivity

A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.

Recognizing that students may need to transition from in-person, hybrid or distance learning delivery models at any time, the decision to bring our student:device ratio to 1:1 (plus hotspots as determined by survey needs) was made in June.

Students without access to the internet, an iPad (TK-K) or Chromebook (1st-8th) will be able to check out a device or hotspot from OCEAA during the second week of August. During registration, families were surveyed for their technology and WIFI needs. Information about free and reduced internet services will be shared with families through email, social media, texts, newsletters, and calls home.

OCEAA has a technology support “Help Line,” accessible 5 days a week, where families and students can call or email for assistance and receive support in Spanish or English. Staff will provide virtual training and recorded tutorials in Spanish and English to support parents in accessing technology to monitor their students’ progress. As new platforms are selected to enhance instruction or communicate with students, additional parent training will be offered.

During distance learning, students experiencing homelessness will be offered space in OCEAA's staff on-site childcare program so that they can have stable connectivity and routines for accessing the distance learning program. When a hybrid model begins, these students will be offered the option to learn on campus 5 days per week.

Pupil Participation and Progress

A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.

OCEAA students will have daily live contacts and synchronous instruction from their teachers during each day of Distance Learning. Student work will be aligned to content area instruction and grade level standards and be comparable in time-value and quality to that delivered during in-person instruction. Time value will be measured based upon the grade-level content, task complexity, and estimated time for student completion of each assignment.

OCEAA will utilize PowerSchool, Zoom and Seesaw reporting tools to document student attendance in synchronous instruction and asynchronous work submission. Teachers will assess student progress using formative assessments during instruction, student work products submitted via Seesaw, unit tests and other assessments administered through various tech

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platforms (Illuminate, Flipgrid, Renaissance, G Suite, etc.).

Standards-based grading is in effect during distance learning. Assignments and grades are aligned with the standards the Learning Targets address. Students and parents can view regular feedback on assignments in Seesaw Portfolios. Summative assessments, such as online exams, projects, and presentations will be graded using four-point standards rubrics. Summative assessment scores are entered into PowerSchool and can be viewed by parents with their PowerSchool accounts.

Report card grades will be provided at the end of each trimester whether distance learning, on-site learning, or a combination is in effect. Students are graded in academic achievement and citizenship. Academic standards levels from 1-4 represent current levels of student achievement as described in the California and Common Core State Standards. Citizenship grades represent achievement in OCEAA's habits of character and habits of work: Perseverance, Integrity, Collaboration, Compassion, and Courage. Students will receive E, S, N or U letters on their report cards for the select Habits of Character each trimester. Academic and citizenship grades are reported separately to ensure the information shared in report cards provides meaningful information about student progress.

Distance Learning Professional Development

A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.

Pre-service professional development topics were determined by the Instructional Leadership Team to align with our reopening vision:

- Virtual Crew resources, Learning Target scope and sequence, collaborative lesson planning
- Adapting core math and literacy instructional routines for distance learning to meet prioritized standards & Learning Targets
- Using Zoom tools for student engagement
- Designing, assigning and assessing student work in Seesaw
- Designated and Integrated ELD

Ongoing PD takes place weekly on Wednesdays from 2-4pm and is scheduled by the Instructional Leadership Team, whose members include classroom teachers, curriculum specialists in math, literacy, technology and ELD, and the School Director. Feedback is solicited regularly from teachers to determine support needs to be provided by specialists, teacher leaders, or outside experts as needed.

- As part of our contractual partnership with EL Education, a designated EL School Designer provides OCEAA with intensive consultation and training to support the implementation of crew, student engaged assessment, deeper learning and integrated case study projects.
- To strengthen our ELD practices, we have contracted with Rosa Molina, Executive Director of the Association of Two-Way & Dual Language Education, for a series of trainings and consultations, the first of which took place on August 13.

To ensure continuity of learning and student access to a full curriculum regardless of the method of delivery, OCEAA specialists have identified key digital tools and platforms for increasing our capacity to strategically blend instruction in both Spanish and English, including:

- Freckle by Renaissance, differentiation platform for Math (Spanish), ELA/ELD (English)

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- Science & Social Studies: STEMscopes NGSS 3D, EEI Curriculum, CK-12 FlexBooks (Spanish and English), NewsELA (Spanish and English)
- Math: Eureka Math in Sync (Spanish and English), Zearn (English), XtraMath (English)
- Spanish Language Arts: Benchmark Adelante, Conjuguemos, Accelerated Reader, EPIC, iStation
- English Language Arts: EL Education ELA Modules, Accelerated Reader, EPIC, Quill

Staff Roles and Responsibilities

A description of the new roles and responsibilities of affected staff as a result of COVID-19.

Distance learning will impact the roles and responsibilities of all OCEAA team members. Telework policies have been established. When on site in any capacity, all staff are responsible for actively modeling and supporting all required public health measures including mask wearing, social distancing, and handwashing. Other staff-specific adjustment include, but are not limited to, the following:

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|---|--|
| <p><u>School Director</u></p> <ul style="list-style-type: none"> • Provide coaching and support for virtual instruction • Coordinate master scheduling that adheres to the Language Allocation Plan and meets legislative distance learning requirements • Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning • Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Back to School Night or Coffee Chats held in a virtual manner | <p><u>Classroom Teachers</u></p> <ul style="list-style-type: none"> • Virtual classroom instruction, including Zoom meetings and implementation of a learning management system (Seesaw) • Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Back to School Night or Student Led Conferences held in a virtual manner. • Maintenance of Student Attendance and Engagement Logs • Communication/interventions in collaboration with MTSS team to address the needs of struggling or disengaged students |
| <p><u>Coordinators</u></p> <ul style="list-style-type: none"> • Provide coaching and general support for virtual instruction • Support teacher teams with curriculum guidance, core instructional routines and data cycles for virtual and blended instruction • Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as RtI conferences, ELAC or Coffee Chats held in a virtual manner | <p><u>School Psychologists/Counselors</u></p> <ul style="list-style-type: none"> • Virtual crisis Intervention for students, families, and staff • Virtual tiered behavioral and social-emotional learning supports to students and families • Virtual parent support for maintaining student focus during online instruction • Virtual Crew/Social Emotional Learning lessons for small groups • Virtual trauma support • Virtual home visits • Virtual assessment when appropriate |
| <p><u>Ed Specialists/Speech and Language Pathologists/Instructional Assistants</u></p> <ul style="list-style-type: none"> • Individualized Education Plan (IEP) services to students delivered virtually or telephonically | |

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| | |
|---|--|
| <ul style="list-style-type: none"> Facilitate IEP meetings virtually | |
| <u>Office Staff and Health Clerk</u> <ul style="list-style-type: none"> Coordinate school-level Engagement Team to provide outreach to students who are not participating in daily instruction COVID case procedures and reporting Daily staff & student screening COVID health education and training Phone calls home for absent students Identification of barriers to attendance and communication to the Engagement Team Mandated Health Department reports | <u>Paraeducators</u> <ul style="list-style-type: none"> Support small group online learning sessions with teachers Prove small group interventions after distance learning Assist with phone calls to parents of absent students Preparation/distribution of learning materials ELPAC testing supervision and support Support other units as needed Supervise staff childcare program |
| <u>Custodial and Maintenance Staff</u> <ul style="list-style-type: none"> Maintenance, cleaning, and sanitation of all facilities per health guidelines Move & store furniture to create socially distanced classrooms | <u>Food Services</u> <ul style="list-style-type: none"> Meal preparation & packaging for curbside distribution Supervise staff childcare program |
| <u>KEDS/ASES staff</u> <ul style="list-style-type: none"> Provide support to students by referral in accessing distance learning during the school day and afterschool Supervise staff childcare program Support other units as needed | <u>Playground Staff</u> <ul style="list-style-type: none"> Create virtual recess and PE activities through a Bitmoji classroom or choice boards Supervise staff childcare program Support other units as needed |

Supports for Pupils with Unique Needs

A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.

English Learners: Supports for English learners include English Language Development, both integrated during instruction and during a designated learning time, and scaffolds and supports during classroom instruction. Assessment and reclassification procedures will be maintained to ensure careful monitoring of student language proficiency. Interventions and supports for students at risk of being long-term English learners will be maintained, including targeted small group lessons. Student subscriptions for the Freckle by Renaissance ELA/ELD differentiation platform have been purchased for all ELs in 3rd grade and up as a supplemental curriculum resource that will provide differentiated instructional activities in word study, vocabulary and language based on benchmark assessments.

Struggling students referred to the ASES program: Program staff reviewed attendance logs from spring, teacher referrals, and registration information indicating youth experiencing homelessness to identify students most likely to need initial support with distance learning. ASES staff are assigned to a grade level 'caseload' cohort and become a point of contact for supporting those students during synchronous or asynchronous instruction, establishing parent communication and support for maintaining daily routines for school attendance, and

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connecting student and parents to other school supports as needed. OCEAA's Homeless Liaison will coordinate with the ASES team to ensure that emerging youth experiencing homelessness are included in these support cohorts whenever possible.

Students with Disabilities: OCEAA will schedule Interim (30-day) IEP meetings for all special needs students to review goals and services, introduce parents and students to our new Special Education team, and make a contingency plan for remote service delivery during distance learning. This includes specially designed instruction, provision of accommodations, and teletherapy. The Special Education team has access to all program digital platforms and tools to use with their students. In addition, Ed Specialists and Instructional Assistants will hold daily consultation time in the afternoon to provide additional support to students with special needs and their parents.

Students and families who are experiencing homelessness can receive services such as medical, vision and dental assistance, housing support, and transportation; distributions of clothing, food, and school supplies are scheduled throughout the year in partnership with community agencies and foundations. OCEAA's Homeless Liaison will maintain communication with OCDE's Student Programs and Services/Homeless Education Coordinator and SAUSD's Pupil Support Services team to make sure we are receiving and promoting information useful to our families. In addition, prior to the offering of in-person instruction, students experiencing homelessness will be offered space in OCEAA's staff on-site childcare program so that they can have stable connectivity and routines for accessing the distance learning program. When a hybrid model begins, these students will be offered the option to learn on campus 5 days per week.

Actions Related to the Distance Learning Program

| Description | Total Funds | Contributing |
|--|---------------|--------------|
| 2.01 Technology for Students: Purchase of iPads, Chromebooks, Hotspots and related hardware/software to realize 1:1 student device ratio [LLMF] | [\$76,723.00] | Yes |
| 2.02 Digital Subscriptions: Purchase of new digital subscriptions/site licenses for content learning (STEMscopes, Eureka in Sync, etc.) to ensure standards-based, rigorous content learning from home during distance learning or hybrid learning models. [LLMF] | [\$38,171.50] | No |
| 2.03 Other Technology: Additional tech support (Brite City)? [LLMF] | [\$54,535.00] | No |
| 2.04 Organizational Video Conferencing Subscription: Organizational Zoom account [LLMF] | [\$5,880.00] | No |
| 2.05 Assessment/Data Warehouse System: Illuminate and EduClimber data and assessment management systems to streamline data from multiple sources into a one stop warehouse for improved progress monitoring and early warning indicator systems [LLMF] | [\$12,965.00] | No |

Pupil Learning Loss

A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.

The prolonged absence from school combined with starting the 2020-2021 year in distance learning makes learning loss a serious concern. OCEAA believes it is important to find a balance in our instruction that ensures that the right content/curriculum is being taught; that the content/curriculum doesn't lower the bar for our students; that it sets students up for success in future academic years; and that it is responsive to the needs of our students and the foundational skills they may be missing as a result of school closures in the spring. To

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ensure learning loss is addressed based on data, rather than a deficit model, the following assessments will be administered within the first 40 days of school:

Spanish and English language arts: Multiple measures for assessing SLA and ELA in grades 3-8 include STAR reading, fluency assessments, and unit assessments. TK, K and 2nd grade teams will administer assessments in phonics to determine students' proficiency in foundational skills.

Mathematics: The learning status for mathematics will be measured by STAR math to help teachers/staff determine gaps in concepts and skills. This data will support teachers to better understand the gaps in student learning and apply strategies and approaches to address those gaps within the Eureka curricular sequence.

English Language Development: Teachers will measure the learning status of our English Learners using English Language Proficiency Assessments for California (ELPAC) data and writing samples to plan integrated ELD scaffolds and small group designated ELD instruction.

Pupil Learning Loss Strategies

A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.

OCEAA serves high numbers of students who are English learners (47%) and low income (70%), and operates a schoolwide Title I program. Because of this, all of our instructional tiers are designed with the needs of these students in mind. When identifying students for interventions, care is taken to ensure that services are principally directed to English learners, low-income, foster youth, and pupils experiencing homelessness. Specialized services are provided to students with exceptional needs as identified.

OCEAA has established a Multi-tiered System of Supports (MTSS) to provide strong core instruction, targeted and intensive interventions. The MTSS team, consisting of the Literacy Coach, Math Coach, English Learner Coordinator and School Director, meet regularly to monitor students' academic progress and organize needed supports based on assessment data. A snapshot and descriptions of these tiers follow:



Tier 3: Students needing intensive intervention provided by content specialists

Tier 2: Students needing targeted interventions - may be provided by classroom teacher or math and literacy intervention team

Tier 1: Strong core instruction with universal supports and interventions- all students engage with and have access to grade level content

General Expectations for Tier 1

Strong core instruction is designed for the entire range of learners—including students identified with disabilities, students identified as advanced, English learners and Spanish learners—and ensures that students are active participants. Tier 1 includes both whole-group and small-group instruction, and teachers make decisions about instructional groupings strategically. Teachers utilize ongoing assessments of student learning from multiple sources to advance student learning through differentiation. Tier 1 instructional supports and interventions available to all students during distance learning include:

- student friendly Learning Targets
- modeling skills and strategies
- recorded math and literacy lessons for preview/review
- anchor charts and word walls
- options and choices in assignments
- visual aids and manipulatives
- oral language practice
- sentence frames & graphic organizers
- immediate feedback (to make sure assignments are started correctly)
- previewing content, concepts and vocabulary
- assessment re-takes
- sentence frames & graphic organizers
- rubrics, work samples and models
- copy of class notes

Core Instruction in Language Arts, Mathematics and English Language Development (ELD)

For Spanish and English language arts, teachers will carefully plan backwards from the core curriculum unit and module assessments to prioritize the essential Learning Targets student must master to successfully complete those assessments. Teachers will prioritize providing appropriate levels of support for all students to access complex grade level anchor texts while focusing on delivering remedial instruction on foundational skills development for struggling or early readers. In grades three and four, teachers will utilize Freckle ELA's differentiation platform for the purpose of assigning and monitoring asynchronous, differentiated lessons that support the transfer of Spanish literacy skills to English.

For Mathematics, teachers will prioritize teaching on-grade-level content while providing context-specific conceptual math remediation to ensure readiness for the upcoming grade-level. Adjustments to our Eureka Standards and Pacing Calendar have been made to remove repetitive or less critical lessons and ensure that key content can be focused on coherently in [for Board Approval September 23, 2020](#)

each grade level. Teachers will also leverage STAR Math screening data to make additional adjustments to their sequence and integrated prior-grade-level lessons that support grade-level content. Freckle Math in grades TK-2, and Zearn in grades 3-8, will provide opportunities for asynchronous, differentiated practice in math standards clusters to be assigned and monitored. Students needing additional math facts/fluency practice will utilize the XtraMath platform.

English Language Development: English language development for our 90:10 dual language program is designed differently in primary grades and upper grades. TK-2 ELD focuses on extending the themes taught in Spanish language arts with related, but not translated, lesson content in ELD. Learning targets will be pulled from the ELD standards and include experience in all four language domains. Small group work focuses on strengthening oral language practice to scaffold reading and writing practice. In second grade teachers will begin facilitating explicit instruction in sound-spelling transfer in ELD before students begin formal English literacy instruction in third grade.

3rd-8th grade integrated ELD emphasizes modeling language and processes in academic English during synchronous instruction, and providing scaffolding to access content. Teachers will design activities for students to collaborate online virtually, both synchronously and asynchronously, and provide students with opportunities to discuss topics in depth using academic language functions such as: cause and effect, compare and contrast, explain and describe, proposition and support, and sequence. Additionally, teachers will provide designated ELD small group instruction on language forms and functions based on errors observed in constructed responses. In grades 5 and up, Freckle ELA online benchmark assessments will provide an additional data point for English Learners and be used as a prevention/intervention for LTELs.

Tiered Interventions

Math and Literacy Coordinators will review data with teachers to identify learning loss. If a student meets the data-based criteria for Tier 2 or 3 intervention, the teacher, parent and student will meet to agree on a plan to address the learning loss. This plan may include, but is not limited to, the use of supplementary online lessons (Freckle, Zearn), participation in small group or one-on-one tutoring with the teacher or ASES case manager, participation in the after school math or literacy tiered intervention program. Students will be reassessed in 6- 8 weeks to measure progress towards grade level standards and their learning goals. The results of the progress monitoring data may lead to an adjustment of the students' learning to better meet their needs.

The MTSS team (Coordinators, Counselor and School Director) team will meet bi-weekly to review data and evaluate the effectiveness of Tiers 1, 2 and 3 and adjust implementation as needed. Monthly, or as needed, the MTSS team will update the Special Education Team regarding students not making progress with general education interventions.

Effectiveness of Implemented Pupil Learning Loss Strategies

A description of how the effectiveness of the services or supports provided to address learning loss will be measured.

Effectiveness of services and supports to address learning loss will be measured through the following processes:

- Ongoing formative assessments in daily instruction
- Review and grading of student work products using standards based rubrics, including mid-unit and end-of-unit assessments
- Team data analysis meetings to identify whether students are responding to universal instruction and interventions as designed, with adjustments and modifications made as needed
- Academic screening will be repeated in twelve week intervals.

The Multi-Tiered System of Supports team will take the next steps with piloting EduClimber, which was purchased last year to create multidimensional student intervention tracking records within the Illuminate data management system. This interactive tool will allow teachers and school level support teams to visualize data from assessments, behavior incidents, attendance, and response to intervention so that the information can be readily used to identify student needs, track progress, and alert staff when additional or different interventions are needed. (The system set-up was interrupted last year due to COVID closure.)

Actions to Address Pupil Learning Loss

| Description | Total Funds | Contributing |
|---|----------------|--------------|
| 3.01 Differentiated Instructional Support: iStation and Freckle Differentiation Platform subscriptions (also in DL section) to provide differentiated content lessons based on periodic screening and benchmark assessments in math and ELA/ELD standards [LLMF] | [\$ 17,000.00] | Yes |
| 3.02 EL Education Partnership to Accelerate Student Learning: Partner Services and Intensive Professional Development with EL Education School Designer [LLMF] | [\$ 56,100.00] | No |
| 3.03 ELD Professional Development Consultant: ELD training with Rosa Molina [LLMF] | [\$ 1,400.00] | Yes |

Mental Health and Social and Emotional Well-Being

A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.

OCEAA has taken to heart the National Center for School Crisis guidance that ‘the mental wellness, coping resilience, and healing before, during, and after a crisis is suddenly at the forefront of both our region’s and the world’s collective consciousness.’ Since schools have closed, children have lost the safety net provided by caring teachers, support staff, and other personnel. The guidance emphasizes the role of educators in helping to mitigate the negative impact of traumatic events and stress. By prioritizing student safety and managing stress, OCEAA educators can support the well-being and long-term academic success of students.

Staff and student Crew is the primary vehicle for building relationships and ensuring that every student is known well by an adult in the school. This will be the second year of implementing Crew, and we have increased Crew to a daily session in all grades, up from 3-4 sessions per week in some grades last year. Crew is planned collaboratively and integrates OCEAA's character traits of compassion, collaboration, courage, integrity and perseverance. Crew is the core Tier 1 support for students mental and social emotional well- being. Additional strategies include:

Tier 1: Universal Mental Health Promotion and Awareness Strategies: Provided to all students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional, and behavioral skills and well-being of all students.

- Daily crew meetings
- Schoolwide Character development and SEL lessons
- Parent Outreach & Engagement sessions focused on topics such as Self-Regulation, Trauma Informed Care, Building Resilience, Suicide Prevention, etc.
- Counselor drop-in hours

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Tier 2: Targeted Strategies: Provided to students who need more support than is universally provided using referral processes to identify students in need of interventions.

- Mentoring
- KEDS/ASES Support
- Check-in/Check-out
- Small group instruction: provides additional practice in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught and reinforced.
- Linkage to community-based services
- School-based mental health counseling (in person or virtually) for students and their caregivers
- Restorative Practices

Tier 3: Intensive Strategies: Provided to enhance a student's quality of life by increasing adaptive skills and decreasing problem behaviors.

- Functional Behavior Assessment
- Behavior Intervention Plan (BIP)
- Suicide Risk Assessment & Safety Planning
- Referral and linkage to community-based services
- Crisis Intervention
- 504 advocacy & supports
- School Attendance Review Team (SART) process

As part of the MTSS team, the school counselor has provided introductory staff training in "Addressing Trauma to Promote Student Growth," and will partner with local agencies to continue professional learning in this area. We have also increased school counselor hours to ensure strategies for behavior and mental health are well-coordinated.

Pupil and Family Engagement and Outreach

A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.

Seesaw Portfolios has been selected as the schoolwide platform for assigning work, submitting work and giving feedback to work. Parents will have the ability to directly view and monitor their student's work with Seesaw parent accounts. The user friendly platform and various assignment submission tools make Seesaw an ideal choice to support students and parents from our low income, English Learner and Students with Special Needs subgroups in accessing the Distance Learning Program.

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OCEAA's Parent Involvement Policy and Parent-School Compact have been updated with parent input to address some of the unique circumstances of distance learning

Attendance in distance learning is defined as evidence of “engaging with the assigned material” at least one time per day. Evidence of attendance will be measured in at least one of the following ways (including, but not limited to):

- Attendance in live synchronous instruction via Zoom
- Assignments submitted to Seesaw that were due on that day
- Participation in an online discussion or other collaboration activity
- Student participation during scheduled related services
- Phone call with the teacher or Related Services provider

It is expected that parents shall, to the maximum extent possible, ensure that their child participates in the Distance Learning program. A student will be marked absent when:

- the student does not participate in any part of the learning activities for the day,
- or has not checked in with the teacher, and
- when the student’s parent does not contact the teacher or attendance office

OCEAA will develop an engagement tracking and reporting system compliant with legislative intent in order to identify students who are not attending or engaging in virtual learning, assess individual situations, and work with staff and families to eliminate barriers to participation.

Attendance and Engagement Team members will include the Office Manager and Office Assistant, Health Clerk, Counselor and School Director. The steps in the Engagement Plan are outlined below:

1. Teachers will take daily attendance in PowerSchool based upon presence in Virtual Crew and Engagement Logs.
2. Office Assistants and Health Clerk will monitor daily attendance. The Office Assistant of the Health Clerk will call home daily to identify the reason for a student absence, and communicate the importance of daily attendance to parents. Phone call records and reasons for absences will be recorded in the PowerSchool attendance system.
3. Counselor and School Director will contact families of students disengaged for three or more days in a week via multiple methods, including phone, email, Class Dojo, letters, or home visits if needed. All attempts and contacts will be noted in PowerSchool.
4. Health Clerk and Counselor will work to build rapport and support parents in order to address barriers to attendance and engagement. Services, referrals, and training will be provided as needed.
5. Outcomes of reengagement efforts will be reported to the student’s teacher and the School Director.
6. Ongoing monitoring and follow-up will be provided to identified students to see if attendance has improved. Additional supports and services will be provided to ensure that

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reengagement efforts are successful.

- Confidential records will be maintained of all reengagement efforts. Services to be provided will include support with technology and internet connectivity, academic supports, school meals and groceries, behavioral and counseling support, and parent education and coaching.

School Nutrition

A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.

OCEAA will continue to provide free meals through valet zone pick up on Sycamore Street until August 28, 2020. Starting Monday, August 31, meals will be charged according to the meal National School Lunch Program (NSLP) status. Letters will be going home the first week of school to inform each family of their status. Each family will be given a meal card to be presented to receive their meals. Service will occur Mondays and Wednesdays between 12:00pm and 2:00pm. Meal bags will include breakfast and lunch for the following days.

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Funds | Contributing |
|---|---|----------------|--------------|
| Pupil and Family Engagement and Outreach | Purchase of Seesaw as schoolwide learning management system to support parents, especially low income parents and parents of English Learners, in monitoring and participating in their child's education. [LLMF] | [\$ 3,448.50] | Yes |
| Mental Health and Social and Emotional Well-Being | Additional gen ed counselor hours to ensure coordination of tiered MTSS behavioral and social emotional supports [LLMF] | [\$ 20,202.00] | Yes |

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

| Percentage to Increase or Improve Services | Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--|--|
| [24.83]% | [\$1,227,042] |

Required Descriptions

For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.

OCEAA's unduplicated count is over 75%, compelling us to provide many services outlined in this plan on a schoolwide basis. The following key actions are principally directed and specifically designed to increase and improve services to English Learners, Low Income, Homeless, and Foster Youth students by supporting access to high quality core instruction and targeted support services:

- Zoom organizational subscription for access to the full range of engagement tools, ease of recording lessons and automatic attendance taking
- Professional development to support our EL Education strategic plan
- Additional ed tech platforms in Spanish and English such as Eureka in Sync, NewsELA and STEMscopes, to provide individualized, asynchronous learning pathways in core content for all students,
- Illuminate and EduClimber systems for administering diagnostic assessments, behavior screeners and progress monitoring assessments and managing student data in order to track progress and identify needs of all unduplicated students

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

- 1:1 technology devices and hotspots to eliminate the “digital divide” for low-income students
- Adding adaptive software programs such as iStation and Freckle to improve interventions in reading and math through diagnostic assessment, differentiated content, and progress monitoring, and to mitigate learning loss for ELs, low income, homeless and foster youth, and students with disabilities.
- Seesaw learning management system that 1) embeds visual and audio supports into daily assignments, a key part of supporting English learners and students who are struggling academically, and 2) provides a user friendly way for Spanish speaking and low income parents to monitor student work and participate in their children's education
- Professional development to improve ELD practices
- Additional hours for a school Counselor to meet increased mental health referrals for students and families and coordinate Tiered interventions for low income, EL, homeless and foster youth



Family Handbook

2020 – 2021

Board Approved 9/23/20

DRAFT



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OCEAA Important Contacts

OCEAA 714-558-ARTS (2787)

www.oceaa.org

| Leadership, Administration, and Office Staff | | |
|--|-----------------|--|
| Executive Director | Mike Limón | mlimon@oceaa.org |
| School Director | Kristin Collins | kcollins@oceaa.org |
| Office Manager | Cathy Finneran | cfinneran@oceaa.org |
| Attendance | Attendance | attendance@oceaa.org |
| Health Office | Ruth Aispuro | health@oceaa.org |
| Main Building Receptionist | Giovanna Lua | receptionist@oceaa.org |
| Nutrition Services | Susie Cooper | scooper@oceaa.org |
| FSO Parent Group | FSO | fso@oceaa.org |
| OCEAA Board of Directors | OCEAA Board | board@oceaa.org |

| Multi Tiered System of Supports Team (MTSS) | | |
|---|--------------------|--|
| Counselor | Cesar Alcaraz | calcaraz@oceaa.org |
| English Learner Coordinator | Monica Bennett Gee | mbennettgee@oceaa.org |
| Literacy and 504 Coordinator | Marlynne Carrera | mcarrera@oceaa.org |
| Math Coordinator | Nicole Kubasek | nkubasek@oceaa.org |
| Psychologist | Laura Hernandez | lhernandez@oceaa.org |
| Special Education Director | Kristin Collins | kcollins@oceaa.org |

| Program Leaders | | |
|--------------------------------------|--------------------|--|
| Arts | Erica Vicario | evicario@oceaa.org |
| Facilities | Enrique Luna | eluna@oceaa.org |
| Foster and Mobile Youth Liaison | Cathy Finneran | cfinneran@oceaa.org |
| KEDS | Miriam Ramirez | mramirez@oceaa.org |
| Instructional Technology Coordinator | Monica Bennett Gee | mbennettgee@oceaa.org |

| OCEAA Family Tech Help Hotline | |
|--------------------------------|--|
| (714) 404-4326 - 8am-12pm | FamilyTechHelp@oceaa.org |

OCEAA Academic Calendar

Revised School Year ~ OCEAA 2020 ~ 2021 ~ Reviso año escolar

Due to COVID-19 the 2020-2021 OCEAA School Calendar has changed as of July 28, 2020. Please Review the changes to First, Last, and Non-Student Days carefully.

First Day of School/Primer día de clases
 Non-Student Days/No regreso a clases
 Holiday/Vacation / Festivos, Vacaciones
 Conferences/Conferencias
 End of Trimester
 Last Day of School/Último día de clases

| AUGUST / AGOSTO | | | | | | |
|-----------------|----|----|----|----|----|----|
| S | M | T | W | H | F | S |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

8/17- First day of school / Primer día de clases

| SEPTEMBER / SEPTIEMBRE | | | | | | |
|------------------------|----|----|----|----|----|----|
| S | M | T | W | H | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

9/7- Labor Day / Festivo de día del trabajo

| OCTOBER / OCTUBRE | | | | | | |
|-------------------|----|----|----|----|----|----|
| S | M | T | W | H | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| NOVEMBER / NOVIEMBRE | | | | | | |
|----------------------|----|----|----|----|----|----|
| S | M | T | W | H | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

11/11 - Veterans' Day / Día de los veteranos
 11/23-27 - Thanksgiving holiday / Vacaciones de día de acción de gracias

| DECEMBER / DICIEMBRE | | | | | | |
|----------------------|----|----|----|----|----|----|
| S | M | T | W | H | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

12/21-1/5 - Winter Holiday / Vacaciones de invierno

| JANUARY / ENERO | | | | | | |
|-----------------|----|----|----|----|----|----|
| S | M | T | W | H | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

1/6-Classes Resume / Continuar clases
 1/19- ML King Holiday / Día festivo de ML King
 1/19 - No clases / No regreso a clases

| FEBRUARY / FEBRERO | | | | | | |
|--------------------|----|----|----|----|----|----|
| S | M | T | W | H | F | S |
| 21-Jan | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |

2/15 Presidents Holiday / Día de los presidentes
 2/16 - No clases / No regreso a clases

| MARCH / MARZO | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | H | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| APRIL / ABRIL | | | | | | |
|---------------|----|----|----|----|----|-------|
| S | M | T | W | H | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 1-May |

4/5-6/6 - Spring break/Vacaciones de primavera

| MAY / MAYO | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | H | F | S |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

5/26 - Last Day of School / Último día de clases

Please see the calendar on our website for the most up to date information:

www.oceaa.org

Favor de revisar el calendario en nuestro sitio de internet para obtener la información más actualizada

ELPAC Initial Testing - Prueba inicial ELPAC
 August and September - agosto y septiembre

ELPAC Summative Testing - Prueba sumativa ELPAC
 February to May - febrero a mayo

State CAASPP Testing - Pruebas estatales de CAASPP
 April and May - abril y mayo

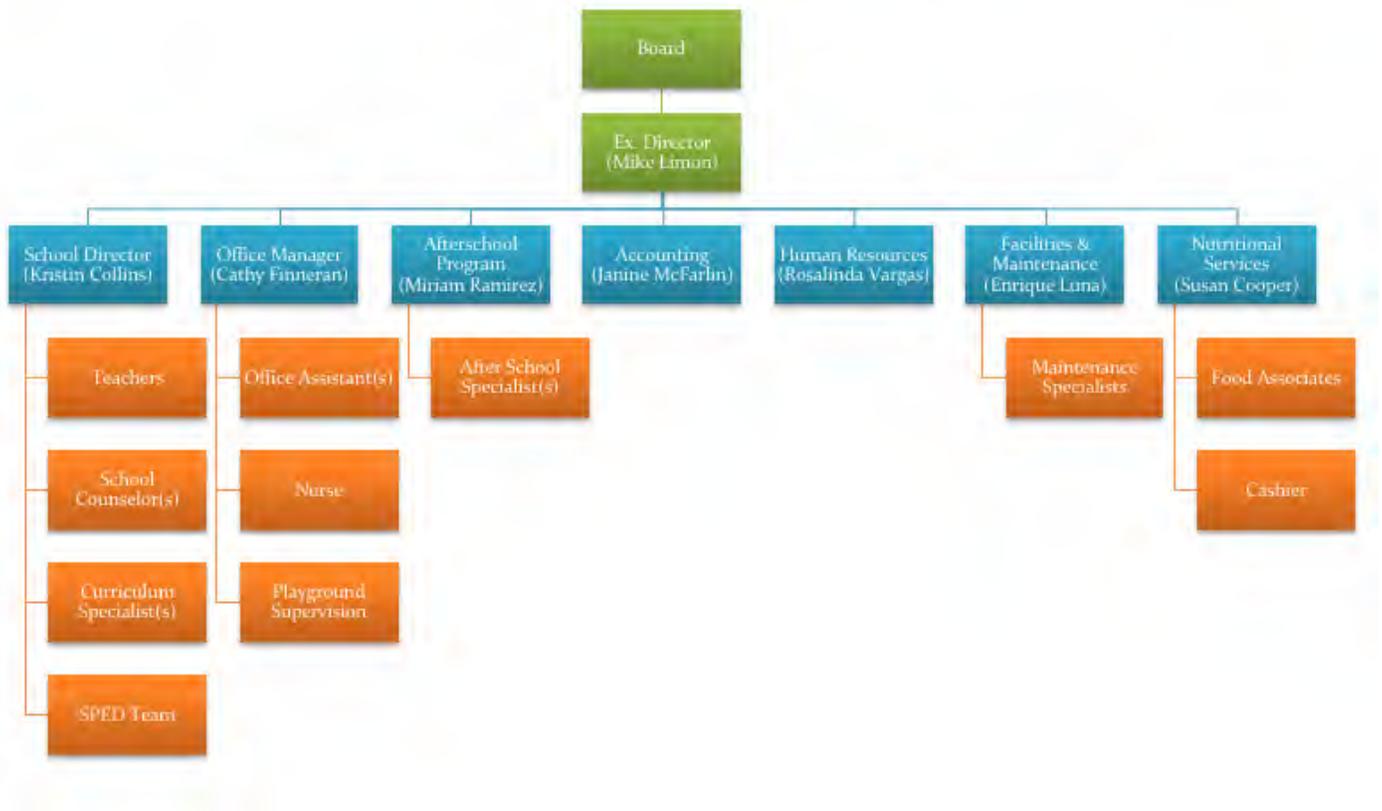
Parent Involvement - OCEAA 2020 ~ 2021 - Participación de los padres

Click the links to see agendas and meeting dates
 Haga clic en los enlaces para ver las agendas y las fechas de las reuniones:

- [English Learner Advisory Committee \(ELAC\) - Comité Consultivo de Apoyados del Inglés](#)
- [School Site Council \(SSC\) - Consejo escolar del plan de educativo](#)
- [OCEAA Board - Mesa directiva de OCEAA](#)

Note: The OCEAA Board reserves the right to change school days if circumstances arise (emergencies, regulations, weather, etc.) making the need to make changes. / Nota: La mesa directiva de OCEAA reserva el derecho de cambiar los días escolares si circunstancias se presentan (emergencias, regulaciones, clima, etc.) exigiendo cambios.

OCEAA Organizational Chart



OCEAA Attendance Policies

OCEAA students must be punctual and in attendance for all classes. Regular attendance is vital to a student's success at OCEAA. The student who is frequently absent misses social interaction and direct instruction even though written work is made up. California Education Code specifies excused absences as those resulting from illness, medical/dental appointments, religious observances, or death in the immediate family. All other absences are considered unexcused and may result in disciplinary actions. Just as the OCEAA team works with all students to help them succeed, students and parents must understand they are accountable for regular class attendance and daily assignments. OCEAA encourages parent(s)/guardian(s) to schedule the student's non-school activities and vacations during non-instructional time, before and after school. Students must attend school in order to participate in any extracurricular events taking place on the same day.

Due to the Covid-19 pandemic, Attendance Policies are outlined in the companion Distance Learning Guide. Students are expected to be on time for on-site instruction and distance learning as scheduled.

Enrollment and Registration

Non-Discrimination in Enrollment

OCEAA does not discourage students from enrolling or seeking to enroll in OCEAA for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being a foster or mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. OCEAA shall not encourage a student currently attending OCEAA to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with OCEAA's charter and relevant policies. OCEAA does not request nor require student records prior to a student's enrollment.

Two-Way Bilingual Immersion (TWBI) Program

OCEAA exclusively offers the TWBI program for all students. The parent or legal guardian of all families who wish to have their child participate in our (TWBI) Program must attend an orientation (even if there are sibling students already enrolled in the program).

Transitional Kindergarten/Kindergarten Enrollment

To be eligible to begin TK students must turn five (5) years of age by January 31st of the TK school year; priority will be given to students who will have their fifth birthday on or after September 2nd and on or before December 2nd of the TK school year.

To be eligible to begin kindergarten students must turn five (5) years of age by September 1st, of the Kindergarten school year.

Sibling/Employee Priority Enrollment

Priority Enrollment is available to:

1. Siblings (brother/sister, step-brother/step-sister living in same home) of existing OCEAA students
2. Children (legally living with) of current OCEAA employees

In order to receive enrollment priority for siblings of children currently enrolled at OCEAA or children of current OCEAA employees, the family must be in good standing in the following areas:

1. For transitional kindergarten (TK) and kindergarten (K) complete the sibling/employee's child survey during re-registration one (1) year prior to the child starting TK/K. For grades 1st through 8th grade complete the Interest Forms (located on our website) by the announced date, the year prior to enrollment date. Parent or legal guardian must view the dual language virtual orientation and participate in a scheduled meeting prior to the posted Lottery date, even if another family member is enrolled in OCEAA's TWBI program.
2. Provide the necessary academic support for student success (i.e. homework support, attendance at conferences, checking PowerSchool gradebook regularly, working with teachers to meet academic goals set at conferences, etc.).
3. Comply with the attendance policy.
4. Ensure that there are no outstanding balances with any OCEAA programs, nutrition services, or FSO.

If steps 1-4 are met and space is available, the Registrar will contact the parent to complete the enrollment.

Parents will have a maximum of three (3) days to accept the enrollment offer.

The following documents must be presented at the enrollment appointment:

- Birth Certificate.

- Vaccination Record.
- Oral Health Assessment Form.
- Report of Health Examination Form.
- Report Card, (1st - 8th).
- State Testing Reports, if applicable (3rd - 8th).

If the number of priority students wishing to attend OCEAA exceeds the school's capacity, the priority students will be placed on the school waitlist based on the enrollment date of the current OCEAA student or current OCEAA employee start date.

The Lottery

If the number of new students wishing to attend OCEAA exceeds the school's capacity, enrollment will be determined by a public random lottery drawing.

Foster and Mobile Youth

Homeless (Unhoused) students

OCEAA adheres to the provisions of the McKinney-Vento Homeless Assistance Act and ensures that each homeless child or youth has equal access to the same free, appropriate public education as provided to other children and youths. OCEAA shall comply with all applicable provisions of Education Code Sections 48850-48859.

Temporarily displaced students

For the purposes of enrollment, if an enrolled student leaves OCEAA for any of the following reasons, the school will consider the leave a temporary displacement will re-enroll the scholar upon his/her return.

- Homeless or foster youth
- Child of active duty military
- Child of migrant worker

School-Parent Compact

OCEAA staff seek to involve parents in an effective home-school partnership in order to provide the best possible education for our students and distributes annually to parents a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards.

OCEAA recognizes parents as essential partners and expects all parents to participate in the educational process for their children. As necessary, accommodations for parents with special needs will be taken into consideration. This includes parents who may have disabilities, may be limited English speakers, or may have limited access to school functions due to their employment/work schedules.

ACHIEVEMENT GOALS

OCEAA strives to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet program goals in three dimensions:



MASTERY OF KNOWLEDGE & SKILLS

OCEAA graduates achieve academic excellence in Spanish and English.



CHARACTER

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



HIGH QUALITY STUDENT WORK

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

SHARED TEACHER, STUDENT AND PARENT RESPONSIBILITIES

Teacher Responsibilities

- Being ready for virtual or on-site instruction at 8:10 am daily
- Clearly communicating class schedules, routines, norms and expectations for all interactions and collaboration, both online and in-person
- Fostering a sense of community and connectedness through student Crew
- Developing appropriate learning activities and assignments for students with consideration of their unique needs in a distance, hybrid, or on-site learning environment
- Providing timely feedback to student work in Seesaw, Google apps or other submission platform
- Being responsive to parent and student questions or concerns
- Keeping parents informed about progress through Class Dojo, Seesaw, virtual conferences, emails and/or calls home.
- Protecting the safety, interests, and rights of all individuals in the classroom

Student Responsibilities (level of parent support varies by age)

- Setting up a workspace with table, chair and materials needed for learning, charging your device overnight
- Joining Zoom classes on time ready to learn
- Demonstrating good Digital Citizenship and Habits of Character while collaborating and interacting online and at school
- Knowing where and how to get assignments on Seesaw, Google apps or other platform
- Carefully completing the work assigned by your teachers, participating in online lessons, and making the best use of extra help opportunities
- Communicating with teachers by email or Seesaw when you have questions about an assignment
- Respecting the safety, interests, and rights of all individuals in the classroom

Parent Responsibilities

- Establishing a daily routine that supports attending virtual or on-site instruction on time and completing independent work
- Contacting the teacher or attendance office if your student is unable to participate in any of the day's learning activities
- Helping set up an organized work space at home with needed materials
- Providing login assistance or supervision during home instruction appropriate to the student's age
- Setting up Class Dojo and Seesaw accounts to stay informed about class information and assignments
- Helping your child preview and plan for the week's activities and work
- Checking-in with your child regarding their work and engaging them in a discussion of their work
- Contacting your child's teacher when you have questions, concerns, or support needs

COMMUNICATION

Excellent communication with families is of paramount importance to us. Regular school-parent communication occurs in a variety of ways:

- **Weekly Parent Bulletin** - The bulletin informs parents and the community of OCEAA activities for the upcoming week. The bulletin is emailed to all families based on the email addresses provided during enrollment. Please make sure your email is kept up to date with our receptionist.
- **ClassDojo** – Please sign up with your student's homeroom teacher to facilitate easy communication and view school and class information.
 - In the event of a safety drill a Class Dojo message will be made to notify parents. In the event of a real emergency (fire, earthquake, lockdown), a Class Dojo message will be sent as soon as it is safe to do so. Follow up communications will occur after the emergency has passed.
- **SchoolMessenger & Staff Phone Calls** - For the safety of school children and to notify parents, daily absence calls are made to all parent/guardian numbers listed for the student when a student is absent from school without parent notification. Phone calls are also occasionally made to home numbers regarding important event reminders and announcements. If you have a missed call from SchoolMessenger and are unable to retrieve the message, you may contact SchoolMessenger at (844)881-2391 to listen to the last message distributed.

PARENT CONFERENCES

Parents will be able to access the conference schedule at least two weeks prior to the conference dates. Additional parent conferences may be offered throughout the year to address student achievement and/or concerns.

- Student-Led Conferences: Held twice per year, these conferences are student-led demonstrations of progress towards key standards in language, math, and writing.
- Rtl Conferences: Parents of students receiving literacy or math interventions will be contacted by the Intervention Team to schedule additional conferences to discuss intervention services and progress.
- Informal Conferences: Parents are encouraged to actively participate in their child's education. If you wish to discuss your child's progress, you are welcome to contact his/her teacher at any time. Informal parent-teacher conferences regularly take place at OCEAA to discuss student academic and social progress. Your child's teacher will work with you to arrange an appropriate time and place to meet.

PARENT TRAINING/SUPPORT

OCEAA's administration and teachers will support parent involvement by providing tutorials and workshop opportunities to help parents develop skills to use at home that support their children's academic efforts and social development. Meetings will also provide an explanation of academic and social emotional learning components. Additionally, parent groups, such as FSO and ELAC, will coordinate parent trainings based on parent interest.

HOMEWORK

Homework is assigned each school night and serves a number of purposes: to practice classroom learning, to develop responsibility and work habits, and to provide parents an opportunity to interact with their children and their education. Parents can be involved in their children's homework by reviewing it for completeness and by signing homework, contracts, agendas, reading logs, etc. Homework routines may need adjustment to be appropriate in hybrid and distance learning formats.

- Seesaw - Teachers post assignments Seesaw. Parents can view assigned and completed work with their Seesaw accounts.
- PowerSchool - Teachers record assessments and grades in PowerSchool. Parents can access PowerSchool with their individual log in, which will be given out at registration.

CITIZENSHIP AND STUDENT CHARACTER

Students are to display good citizenship in all areas of campus including the lunch area, on the playground and in the classroom. Staff and parents can work together to help children understand the meaning and importance of good citizenship and importance of demonstrating OCEAA's school wide character traits: compassion, collaboration, perseverance, integrity and courage. Students can earn character certificates and ribbons monthly. Specific rights, rules and responsibilities regarding student behavior are detailed later in this handbook.

PARENT PARTICIPATION

Parents are encouraged to involve themselves in school committees. These committees meet to plan for student activities, and academic programs, to discuss parent and staff concerns, to approve categorical

budgets and to enhance parent understanding and skills. Without parent participation, our many extra programs and activities could not exist, and our students would not be nearly so successful. Notices about meetings and activities listed below will be sent home regularly in both English and Spanish. During COVID 19 operations, meetings may take place virtually.

- **School Site Council (SSC)** – Reviews, modifies, and approves the Single Plan for Student Achievement, determines school improvement goals, prioritizes budget expenditures for some categorical programs, monitors progress toward meeting the goals and collaborates to develop the School-Parent Compact and Parent Involvement Policy.
- **English Learner Advisory Council (ELAC)** – Assists in planning the program to serve English Language learners at the school site and explore opportunities for all students to learn English. The council also collaborates to develop the Parent Involvement Policy.
- **Families Supporting OCEAA (FSO)** – A parent-led organization that fundraises to support teachers, plan community events, and organize memorable student field trips.
- **Coffee Chats** – Parents are encouraged to participate and share news with school administration through our Coffee Chats held in the Garden Grill. These have been developed as a means to open communication in a relaxed, community style where members of the Administration are in attendance. (Exact dates posted at www.oceaa.org or obtained from OCEAA front office staff).

PARENT VOLUNTEERING

Note: Volunteer opportunities will be adjusted to account for COVID 19 operations: access to campus is limited to the front office unless approved by administration.

Research has shown that when parents are involved in their child’s education, they do better in school. And when parents are involved in school activities, children are more apt to succeed, and overall school performance increases. Students also are more likely to become life-long learners.

OCEAA was founded on the principle that teachers and parents together can make a positive impact in the lives of our families and our community. It is strongly encouraged that every family volunteer at least three (3) hours per academic trimester per child. Such activities may include making instructional materials, chaperoning, teaching/demonstrating or assisting however there is a need. Such service may take place during the school day, evenings or even on the weekend.

OCEAA does not require volunteer hours for purposes of enrollment or other benefits. A logbook is maintained in the front office solely to document overall volunteer hours for grant applications, insurance purposes and statistical data. If a parent would like us to keep track of their hours for community services, immigration or other legal purposes, they must speak to a member of the Administration to make prior arrangements. We thank our families for their support because together we can make a difference!

SCHOOL-PARENT COMPACT AT A GLANCE

The school-parent compact at-a-glance provides a visual summary of the commitments described above and is provided as a practical reference at the end of this handbook.

School Operations and Procedures

Due to the Covid-19 pandemic, Arrival and Dismissal Procedures will change. Parents will be updated by the Administrative Team as new policies are finalized and approved.

Main Building Arrival and Dismissal

Main Building Traffic Patterns, Parking and Transportation

It is quite busy during morning drop-off and afternoon pick-up in the Valet Zone and Garden Grill areas. To reduce the congestion and make this area safe for our students, drive with caution and do not stop or block the entry or exit on Sycamore or Broadway. Cell phone use is prohibited in the Valet Zone. Please obey requests by the Safety Monitors and staff - their requests are meant to keep the traffic flow moving efficiently and to keep all students and families safe.

Main Building Valet Zone Expectations

- Follow the directions given by the OCEAA staff/volunteers/Safety Monitors, and do not speed through the Valet Zone.
- Cell phone use is prohibited during the pick-up and drop-off procedures as it detracts from your focus and can place our students in danger.
- Use appropriate crosswalks for safety and to avoid citations.
- Avoid traffic accidents and citations by not making illegal U-turns on Sycamore Street.
- Do not obstruct the parking structure entrance adjacent to OCEAA and drop-off your child only in the Valet Zone.
- Do not park on Sycamore between the hours of 7:00 AM - 8:00 AM and 2:00 PM - 4:00 PM to avoid receiving a ticket.
- Do not enter the parking lot adjacent to OCEAA. Parking in this lot is prohibited without an OCSA pass. Doing so places you at risk for a ticket and OCEAA is not responsible.
- Remind your child that during dismissal time they should pay attention and listen for their name to be called.
- If requested, please circulate your car through the Valet Zone if your student has not arrived promptly. If your student is still not present after your second attempt, ask an OCEAA staff member for assistance.
- Have your Dashboard Valet Card clearly visible from the driver's side front window, with the names of the students you are picking up ready to give to the Valet personnel along with the name of the teacher and grade level.
- Be courteous and respectful with Valet personnel at all times.

Parking Note

Please be mindful that the parking spaces OCEAA can offer its volunteers and visitors are limited. The parking lots adjacent to OCEAA are 'permit only' from the Orange County School of the Arts (OCSA), and not OCEAA. Parking there places you at risk for a fine and you are responsible for payment. You may park in one of the three the spaces marked "OCEAA Visitor" if available in the lot adjacent to OCEAA with an OCEAA pass. Some parking spaces available to OCEAA families are:

- Discounted tickets for paid parking in a Diamond Parking lot on Broadway are available in our front office.
- Parking meters along Sycamore (not between the hours of 7:00 AM - 8:00 AM and 2 PM - 4 PM).
- The parking structure next to OCEAA is available for paid parking. Rates vary according to parking

locations.

- Please check with the front office for any other parking spaces that may be available.

Walkers

Transitional Kindergarten and Kindergarten students may not walk home. Students in 1st, 2nd and 3rd grade may only walk home if they have an older sibling to accompany them. Students must have written permission on file with the front office to walk home. Examine a local map to determine the safest route to OCEAA from your home. Accompany your child to school. Encourage your child to take the same route each day, so that they become familiar with the route. Remind your child never to talk to strangers and to cross streets only in designated crosswalks. OCEAA will supervise the dismissal area and make sure students do not loiter; OCEAA is not responsible for students once they walk home.

Students who exit with a permission to walk home sticker are expected to leave campus and walk home. Any “walker” who is observed waiting for a parent pick-up will result in he/she being returned to the office for administrative contact of parent/guardian to correct the problem and a \$20 late pick-up fee.

Bicycles

Students riding bicycles to and from school can park and lock their bicycles in the bike rack near the Sycamore entrance. Helmets are required by law for all students on bicycles. Bicycle riding is prohibited on the campus, sidewalks, parking lots and valet traffic zones.

Annex Arrival and Dismissal

Please make sure you ALWAYS use the crosswalks on Broadway Street to walk from the Main Campus to the Annex. SAPD will fine jaywalkers and OCEAA is not responsible for payment.

To help us maintain general safety, please...

- Don't block the entrance or exit of our parking lot at any time.
- Don't make a line to enter our lot. Birch street only has parking on the opposite side of the street from us.
- Don't make left turns coming into or leaving the lot from Birch St. To enter the lot, turn right onto Birch St. from Civic Center and to leave the lot turn right onto Birch St. to 10th St. Police continue to ticket cars making a left turn into and out of the lot.
- Do wait for a staff member to open the vehicle's door and escort the student from your vehicle.
- Do make sure to buckle your child on the RIGHT side of the vehicle (behind the passenger). It is important that we do not cross in front or behind vehicles.
- Do be patient; we will do our best to make sure you are in and out as quickly as possible.
- Do make sure to use the crosswalk on 10th Street or Civic Center Drive if you are coming from the main building. Jaywalking is illegal, puts our school operations at risk, and police will ticket anyone who does not use the crosswalk.
- Don't exit your vehicle. A staff will escort your child out of the car.
- Please have your child's backpack and lunch with them.

Change of Address/Telephone Number and Notification of Student Pick-ups

Parents are legally required to advise the school immediately of any contact information changes e.g. telephone numbers, addresses and emergency contact information. Additionally, if parents are called to pick up their children from school (illness, soiled clothes, behavior, etc.) the parent is expected to arrive within

thirty (30) minutes or make arrangements for another person on the emergency contact list to pick up the child.

Summary of OCEAA's Returned Check Policy

These procedures will be used to collect outstanding funds on a returned check.

The writer of the check will be notified by telephone by the Business Office of the Insufficient Funds check. You must call the Business Office within three (3) days of telephone message. The amount owed is immediately due and payable. A certified letter will be sent if you have not contacted the Business Office after the 3-day telephone message.

The fees will apply as follows:

- \$25 Service Fee (plus the face value of the check).
- \$10 if failure to contact Business Office within three (3) business days of notice (plus service fee and face value of check).

Upon a third incident of OCEAA receiving a returned check no further payments will be allowed by check. Only cash or Money Orders will be accepted.

To avoid being referred to a collection agency or having your check writing privileges terminated please contact the Business Office to make arrangements for payment.

Messages and School Instruction

Our goal at OCEAA is to enable “teachers to teach, and students to learn.” In order to accomplish this goal we are always looking for ways we can protect the valuable instructional time in the classroom from unnecessary interruptions. Therefore, we request that you help eliminate any unnecessary classroom interruptions.

Please do not call the office to relay messages to your child unless it is an absolute emergency or change in prior arrangements.

Lost and Found

Please put your child's complete name on everything he/she brings to school.

There usually are several children with identical book bags, lunch boxes or jackets. There may also be several children with the same first and/or last name. Having your child's name on everything makes it easier for him/her and the staff to identify belongings. The lost and found collection is in the hallway outside the Garden Grill. Lunch boxes and clothing items are often found there. All items not claimed at the end of each grading period are donated to charitable organizations. OCEAA is not responsible for lost or stolen items.

Toys, Electronics and Cell Phones

Students may not bring toys, electronic/video games, trading cards, spinners, still/video cameras, or mp3 players to school. Items brought to school for “sharing time” must remain in the classroom and should not be brought to recess or lunch.

All cell phones/personal mobile devices must be turned off, out of sight and placed in backpack (not on the person) during school hours and when on-campus. At times students may be granted permission by OCEAA staff to use electronic items on an as needed basis, as well as for instructional purposes. Parents may contact and relay messages to students by calling the school. Once students have left the school campus and Valet Zone, they may turn on and use their cell phones.

All cell phones, electronic devices and toys that are made visible at any time without school staff permission will be confiscated and only parents/guardians may make an appointment to pick them up at a later date from the School Director or designee. Anything brought from home is brought at the student's own risk, realizing that items can be misplaced or lost when on the school campus. OCEAA is not responsible for lost, stolen damaged or misused toys, electronics, or cell phones.

Restitution

Student grades, diplomas, and transcripts may be withheld from students and parents/guardians when a student has damaged, destroyed, not returned loaned property of the school, not maintained financial accounts up to date, and restitution has not been made. The records are withheld from the student and parent/guardian, but will not be withheld from a requesting school.

Non-Discrimination

OCEAA is committed to providing equal opportunity for all individuals in school programs and activities. No one will be denied access or participation to any activity or club on the basis of actual or perceived age, ancestry, ethnicity, parental status, pregnancy status, color, mental or physical disability, gender, gender identity, gender expression, genetic information, immigration status, marital status, medical information, nationality, race, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. All student clubs and activities shall have equal access to each school's facilities to conduct a meeting and have a fair opportunity to meet.

Public Records Requests

Any person may request a copy of any OCEAA record open to the public and not exempt from disclosure. Requests for public records shall be made to the Orange County Educational Arts Academy "OCEAA" Office Manager. Within ten (10) days of receiving any request for a copy of records, the Office Manager shall determine whether the request seeks copies of disclosable public records in the possession of OCEAA, and shall promptly inform the person making the request of his/her intent to comply with the request along with an estimated date that the records will be available.

OCEAA may charge for copies of public records or other materials requested by individuals or groups. The charge, based on actual costs of duplication, shall be determined by the Board of Directors or designee. The current charge for copies is 25 cents per page. Requests to waive the fee shall be submitted to the Office Manager.

Academic Policies

Due to the Covid-19 pandemic, Grading Policies are outlined in the companion Distance Learning Guide. Standards-based grading is in effect during this time.

General Information

OCEAA students are held accountable for appropriate conduct and for learning the skills necessary to meet grade level performance standards. At the beginning of the year, the school and its teachers will communicate to parents and students a description of their course curricula, and the essential knowledge and skills to be learned in order to attain grade level proficiency and be promoted to the next grade.

Students are expected to meet proficiency requirements in all subjects, as determined by standards-based rubrics and benchmarks. Student academic performance is evaluated with a variety of measures including state standardized tests, interim assessments, exams, projects and performances.

English Learners

Students who have not been enrolled in a California K-12 public school prior to being enrolled in OCEAA and whose Home Language Survey completed during enrollment indicates any language other than English the student must by California law be tested with the current CA English Proficiency test (5 CCR § 11511). The results of the assessment will be shared with the parent within 30 days of receipt of results by OCEAA. Before students are enrolled in a program for English language learners, parents/guardians shall receive information about the program and their opportunities for parental involvement.

Once identified as an English learner, a student shall be annually assessed for language proficiency until the student is reclassified based on criteria specified in the accompanying administrative regulation. Parents will be notified of the results of all reassessments.

English language learners shall be re-designated as fluent-English-proficient (“RFEP”) when they are able to comprehend, speak, read and write well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code § 52164.6; 5 CCR § 11303)

All staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

Student Services (IEP/504)

A student with disabilities attending OCEAA shall receive special education instruction or designated instruction and services, or both, in a manner consistent with his or her individualized education program (“IEP”) or 504 Plan, as applicable and in compliance with the IDEA. OCEAA shall be responsible for providing all special education services to all actively enrolled OCEAA students regardless of their school district of residence. The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

OCEAA understands that all children with disabilities residing in the community, including those who are homeless or are wards of the court and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services must be identified, located and evaluated. OCEAA personnel will actively seek out children in need of special education and related services in compliance with Child Find including, but not limited to, careful analysis of all student cumulative records, data, parent/family communications, and community notices.

Code of Honor/Cheating/Plagiarism

Cheating in any form is a very serious infraction of school rules. Cheating is interpreted as copying or loaning of homework and other assignments, whether in class or out of class, as well as giving, receiving or allowing to be given, the answers to quizzes and tests. Plagiarism is stealing or passing off as one’s own the ideas or words, images or other creative works of others or using a creative production without crediting the source. Credit must be given for every direct quotation, paraphrasing, or summarizing a work (in whole or in part, in one’s own words), and information, which is not common knowledge. Determining additional forms of

cheating/plagiarism will be the responsibility of OCEAA staff including teachers and administration. Cheating/Plagiarism is unfair to the students who have worked hard on their assignments, unfair to teachers who have worked hard to help them learn, and most of all it is unfair to the student involved. The objective of a student activity at OCEAA is to learn. The grade only signifies his/her achievement of that learning. An unearned grade only signifies that he/she has learned the worst kind of lesson. Cheating/Plagiarism the first time will result in an automatic “no credit” on a test or assignment plus an on-campus suspension. Cheating/Plagiarism the second time, and subsequent incidents of cheating/plagiarism, will result in an automatic “no credit” on the test or assignment plus a formal suspension.

Student Recognitions, Awards and Honors

There are many ways students receive special recognition. Some of the most valued awards are as follows:

Character Awards

OCEAA takes great pride in recognizing and rewarding its role model students. Those students who follow the OCEAA character traits of Perseverance, Integrity, Collaboration, Compassion, and Courage will be eligible for one or more of the following types of recognition:

- Various recognitions and student of the month certificates.
- Raffles
- Special activities and field trips.
- Positive feedback
- Congratulatory notes and letters sent home

Academic Awards

Throughout the year teachers will recognize students for their academic achievement in a variety of areas, including: Independent Reading/AR, Art, Most Improved Academically, science, math, social studies, arts etc.

K, 3rd, 5th and 8th Grade Pathways to Biliteracy Awards

Students in the Two-Way Bilingual Immersion Program can apply for these important recognitions of their language skills.

Multi-Tiered System of Supports

OCEAA is committed to providing high quality instruction and support to promote the highest achievement of all students. Multi-Tiered System of Supports (MTSS) is the framework we use to provide instruction and support that maximizes the success of all students.

The goal of a MTSS is to provide high-quality instruction and the degree of support each student needs to be successful. MTSS is not a special program, class, or intervention, but rather a way of organizing instruction and intervention to help all students and promote early identification of students needing additional academic or behavioral support to be successful.

The key components of OCEAA's MTSS are:

- High quality academic, behavioral and social emotional curriculum and instruction in the general education setting for all students

- Universal screening to identify students needing supplemental support
- Academic, behavioral and social emotional interventions matched to student need
- Ongoing progress monitoring of student performance (response to interventions)

MTSS organizes instruction and intervention into tiers, which provide differing levels of supports:

- Tier 1 – All students receive high quality, core academic, behavioral and social emotional instruction and supports.
- Tier 2 – Students needing supplemental support receive more focused, targeted small group instruction/intervention and supports in addition to core academic, behavioral and social emotional curriculum, instruction and support.
- Tier 3 – Students needing intensive support based on individual student need in addition to core and supplemental supports.

How does OCEAA identify and support students?

- We screen all students to identify students needing additional support.
- For students needing supplemental or intensive support, the MTSS Team uses a problem solving process to develop and implement evidence-based interventions and monitor student response.
- Problem-solving teams at the individual student level should always include the parents of the student.

What can I expect with MTSS?

- Information on my child’s progress in meeting grade-level standards/expectations
- Early identification of academic or behavioral concerns
- Instruction and intervention support that is matched to my child’s academic or behavioral needs
- Involvement in data-based problem solving for my child
- Feedback on how my child is responding to targeted and individual interventions

Character Development & School Discipline

Character Development

OCEAA maintains high expectations for student character as expressed in the following habits of character and habits of work: Perseverance, Integrity, Collaboration, Compassion, Courage. We strive for our graduates to be ethical community members who take pride in their language, culture, and ability to face challenges with a growth mindset. OCEAA students are compassionate, collaborative leaders who advocate for themselves and others.

To develop student character at such a high level, students and teachers build community through regular class Crew meetings. Character habits are taught at the beginning of each school year and assessed each trimester to help students monitor their behavior choices and set goals.

School-wide Discipline Policy

OCEAA views student discipline as a teaching and learning opportunity. Students are expected to take responsibility for their own actions and are required to abide by the consequences, both positive and negative, of those actions. Students will be held accountable for demonstrating good character habits in

school, during any school sponsored activity and arriving to/departing from school.

While most expected behaviors are managed through redirection, re-teaching and reinforcement, some behaviors will need concrete consequences to help the student make better choices that demonstrate good character.

OCEAA's Multi-Tiered System of Supports (MTSS) is a data-informed system; therefore, two types of discipline reports are used to assist us in identifying behavior trends at the whole school, grade level, classroom and individual student level:

- 1. Character Communications:** Minor behavior problems are managed by teachers and general staff through redirection, re-teaching and logical consequences. Character Communications are issued when attempts to remedy the behavior are unsuccessful and a logical consequence has been given (detention, apology, community service, etc.). Character Communications let parents know that steps to manage behavior are being implemented.

Character Communications help the MTSS Team determine when students need supplemental or individual behavioral or social emotional supports. Character Communication document minor behavior problems by definition, are handled by teachers or other non-administrative staff, and are not part of a student's formal school record.

- 2. Office Discipline Referrals (ODRs):** Office Discipline Referrals are given by teachers and general staff for major behavior violations and are handled by administration. When necessary, these referrals are investigated before administrative consequences are determined. (It is important to note that **3 MDRs earned in the same category in the same trimester = 1 ODR.**) ODRs document major and/or recurring behavior violations requiring administrative attention and are recorded in PowerSchool as part of a student's formal school record.

Disciplinary Consequences: Suspension, Expulsion and Dismissal

OCEAA administration may, in its discretion, choose to suspend, dismiss or expel a student who has committed any of the acts prohibited by this Handbook.

Suspension is a temporary period during which a student may not attend classes. OCEAA may suspend a student for between one (1) and five (5) days.

Expulsion is the permanent, indefinite removal of a student from OCEAA. It is more severe in nature than a dismissal. OCEAA may, in its discretion, expel a student in lieu of dismissing the student if OCEAA determines that the student engages in any act prohibited by this Handbook. An expelled student may only return to OCEAA in accordance with Education Code section 48916.

Dismissal is the permanent, indefinite removal of a student from OCEAA. It is less severe in nature than an expulsion because Education Code sections 48915.1 and 48915.2 explicitly apply to expelled students and may not apply to dismissed students. OCEAA may, in its discretion, dismiss a student in lieu of expelling the student if OCEAA determines that the student engages in any act prohibited by this Handbook.

Major Violations Requiring Suspension or Expulsion

A student may be subject to suspension or expulsion if OCEAA determines that he or she engaged in any of the following acts:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) An act of cyber sexual bullying.

(I) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(II) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Searches

A student’s attire, personal property, vehicle or school property, including books, desks and school lockers, may be searched by a School Director or designee who has reasonable suspicion that a student possesses items prohibited on campus such as electronics, phones, cameras, toys, illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances that may be injurious to the student or to others. Illegally possessed items shall be confiscated and may be turned over to the police. OCEAA may participate in trainings with local police departments, which include having search dogs present on campus. If these dogs identify any illegal substances during training, students involved will receive consequences in accordance with our policies and procedures.

Consequences for Bullying, including Harassment and Intimidation

According to the California Department of Education, bullying is an unwanted, aggressive behavior that involves an imbalance of real or perceived power between individuals with the intent to cause harm.

Students who are the targets of bullying behavior and those who exhibit bullying behavior toward others may suffer serious, lasting consequences. In order to be considered bullying, the behavior must include:

A **Deliberate Act**: To cause emotional or physical harm to another individual.

An **Imbalance of Power**: Those who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and vary in different situations, even if they involve the same people.

Repetition: Bullying behaviors that display more than one time or have the potential to happen more than once.

Verbal, Social/Psychological/Relational, and Physical are three types of bullying outlined by the federal government and the U.S. Department of Health and Human Services.

| | | |
|--|---|---|
| Verbal Bullying is saying or writing hurtful things. | Social Bullying, sometimes referred to as relational bullying, involves harming someone's reputation or relationships. | Physical Bullying involves inflicting harm upon a person's body or damaging their possessions. |
| <p>Examples include:</p> <ul style="list-style-type: none"> • Teasing • Name-calling • Inappropriate sexual comments • Taunting • Threatening to cause harm | <p>Examples include:</p> <ul style="list-style-type: none"> • Leaving someone out of an activity on purpose • Influencing others not to be friends with someone • Spreading rumors about someone • Embarrassing someone in public | <p>Examples include:</p> <ul style="list-style-type: none"> • Hitting/kicking/pinching • Spitting • Tripping/pushing • Taking or breaking someone's possessions • Making cruel or rude hand gestures |

Students can play the role of bully (instigator/perpetrator of bullying behavior), of target (recipient/object of bullying behavior), or of bystander (witness/observer of bullying behavior). Students may play one or more of these roles at different times.

Cyberbullying

Cyberbullying can involve all three types of bullying and takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets, as well as communication tools including social media sites, text messages, chat and websites. This type of bullying is becoming more prevalent every day. Examples include:

- Demeaning or hateful text messages or emails
- Rumors sent by email or posted on social networking sites
- Embarrassing pictures, videos, website, or fake profiles posted online

Why is Cyberbullying Different?

Students who are being cyberbullied are often bullied in person as well. Additionally, students who are cyberbullied have a more difficult time escaping the negative behavior. Cyberbullying can occur 24 hours a day, 7 days a week, and reach a student when he or she is alone and/or when in their own home.

Cyberbullying messages and images can be posted anonymously and distributed quickly to a very wide audience. It can be difficult and sometimes impossible to trace the source.

Deleting inappropriate or harassing messages, texts, and pictures is extremely difficult after they have been posted or sent.

OCEAA believes prevention is a critical strategy for protecting all students from bullying. Through class discussions and CREW, students are supported to take a stand against bullying. Students are expected to immediately report incidents of bullying to any staff member, including the principal. Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner. Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way. Retaliation against anyone who tells an adult when bullied, or who helps in an investigation, is prohibited and constitutes bullying behavior.

Resources for students and parents can be found at

- stopbullying.org
- pacer.org/bullying
- <https://oag.ca.gov/cybersafety/children/cyberbullying>.

Any student who engages in bullying may be subject to disciplinary action up to and including expulsion. The following consequences ** will be implemented when an ODR for bullying behavior is made by any OCEAA staff member:

**Steps may be skipped depending on the severity of the incident.

| 1 st Referral | 2 nd Referral | 3 rd Referral | If persists |
|--|--|--|--|
| Investigation to determine if the behavior is bullying or another problem behavior | Investigation Parental conference with administration | Investigation Parental conference with administration | Investigation Parental conference with administration |
| Parental notification | 1-3 days in-school suspension (including mediation with students) | Suspension notice | Suspension/expulsion notice |
| Mediation session with students involved | Discipline & Intervention Behavior Plan (including referral to counseling) | 2-3 days out-of-school suspension | 5-day out-of-school suspension/expulsion recommendation |
| 1-3 days in- school intervention | Perpetrator writes apology letter to victim(s) | Discipline & Intervention Behavior Plan (including referral to counseling) | Perpetrator writes apology letter to victim(s) |
| Perpetrator reads literature on bullying | Restitution for any damages | Perpetrator writes apology letter to victim(s) | Restitution for any damages |
| Perpetrator writes apology letter to victim(s) | Review this discipline plan | Restitution for any damages | Review this discipline plan |
| Restitution for any damages | | Review this discipline plan | |
| Review this discipline plan | | Discuss if OCEAA is a match for family | |

If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the School Director or the Executive Director. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Dress Code

OCEAA's students, staff and families commit to the following guidelines for student dress:

| What to wear during school hours or at any school function | What NOT to wear during school hours or at any school function |
|---|---|
| <ul style="list-style-type: none"> ● Clothing that covers torso from shoulders to short/skirt length ● Chest, stomach, back and undergarments should be covered at all times. ● Clothing with any insignia that promotes a positive message. ● Clothing that is properly fitting, clean, modest (age appropriate) and in good repair. ● Shorts/skirts must be longer than the tips of the student's longest finger as arms rest in a relaxed state on the side. ● Closed-toed shoes suitable for athletics, soles with heels no higher than one inch, with socks are preferred. ● Earrings with post or small hoops and necklaces inside shirts, so as not to get caught when moving around. ● Hats, bandanas, headscarves, and hoods worn outdoors only. | <ul style="list-style-type: none"> ● Clothing that may be gang-related such as: chains, hair nets, monikers, or other gang markings, bandanas which signify gang membership, jewelry with gang symbols, Khakis worn with Pendleton-type shirts, web, untied or dangling belts (gang-related), combat-type boots worn with flight jackets, any combination of clothing which law enforcement agencies currently consider gang related. ● Ripped or shredded clothing, including jeans. ● Bare midriffs, halters, tank tops (that are less than 2 fingers wide), undershirts, spaghetti straps, short shorts, tight or revealing clothing, clothing which allows undergarments to be exposed. ● Any message that contains offensive, adult content, obscene symbols, signs, slogans or words degrading any person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation. ● Sandals, platform shoes, Crocs, flip flops. ● Make up for students in grades TK-5 is not allowed. Students in 6th-8th grade can wear simple lip gloss or mascara. Eyeliner, eye-shadow, foundation make-up, lipstick or any other make-up is not allowed. ● Blankets and other items that are not clothing. |

Consequences

- Confiscation of hat, bandana, headscarf, or other removable item.
- Change into garments provided by school and parents will be contacted. Submit article of value for alternative garment to be returned in clean condition the following day.
- Turn garment inside out.
- Each dress code infraction is a minor discipline violation

Other items will be handled on a case-by-case basis by OCEAA staff. Students who are not dressed appropriately will be sent to the office and parents will be called to bring a change of clothes as needed.

Technology: Acceptable Use Agreement and Regulations

Acceptable Student Use of Technology Policy

Computers and other electronic resources are important tools for students to use in school and other parts of student life. OCEAA recognizes that electronic communication devices are an important part of our everyday world and are increasingly being used in teaching and learning. However, these resources should nurture, not distract from learning. OCEAA's technology resources have been established for the limited educational purpose of furthering OCEAA's educational mission. It is expected that students will use these resources in a responsible manner to protect their safety and the safety of others, as well as to protect the electronic resources themselves. Users understand that all rules of conduct described in the Family Handbook apply when using the network.

Regulations restricting the use of School Technology also apply to Personal Technology used at school and school-related activities. Students are encouraged to follow these regulations regarding the use of School Technology with respect to the use of their Personal Technology off campus as well.

Before students are authorized to use School Technology and/or bring Personal Technology to school or school activities, each student and his/her parent/guardian shall sign and return the Acceptable Use Policy and Agreement for Student Technology Use Form in order to use School or Personal Technology. Students will not be permitted to use any School or Personal Technology until OCEAA receives this signed document. Parents must agree not to hold OCEAA or its personnel responsible for the failure of any technology protection measures, violations of copyright restrictions, or user's mistakes or negligence. Parents will also acknowledge they may be held liable for damages caused by their child's intentional or accidental misuse and/or abuse of School or Personal Technology.

As part of OCEAA's educational program, users may have the opportunity to use School or Personal Technology, which are connected to the Internet, email, and personal and shared folders in the Google Drive. OCEAA makes no warranties of any kind, whether expressed or implied, for the service it is providing. OCEAA will not be responsible for any damages, including loss of data as a result of delays, missed deliveries, or service interruptions caused by the system or user errors or omissions. Use of any information obtained via OCEAA's network is at the user's risk.

Users accept personal responsibility for the use of the School or Personal Technology. Users understand that all rules of conduct described in the Handbook apply when using the network.

Definitions

- "Technology" includes computers, tablets, the Internet, telephones, mobile telephones (cell phones), personal digital assistants (PDAs), pagers, MP3 players (such as iPods), USB Drives, Wireless Access Points (WAP), Portable Game Units, smart watches, fitness trackers, and still and video cameras or any other device or mechanism that enables users to communicate electronically person-to-person or through social-networking websites such as Facebook, Twitter, Instagram, Snapchat, Tik Tok and/or MySpace.
- "School Technology" is technology owned or provided by the School, including network resources and access.
- "Personal Technology" is non-school owned technology.

Access to Online Materials

Students shall not use School Technology to access the following:

- Social network sites, including but not limited to Facebook, Twitter, Instagram, Snapchat, Tik Tok and/or MySpace etc.; except OCEAA's official social networking pages.
- Material that is obscene and/or depicts sex and/or nudity.
- Material that promotes or otherwise depicts violence, weapons and/or death.
- Material that is designated as "adults only."
- Material that promotes the use of tobacco, alcohol, or illegal drugs.
- Material that promotes academic cheating.
- Material that advocates participation in bullying, hate groups or other potentially dangerous groups.
- Any other material not educational in nature or purpose.

Inadvertent Access

If a student mistakenly accesses prohibited material, he/she should save any record of this material and immediately report this access to a teacher or school administrator. This may help protect the student against a claim that he/she has intentionally violated this policy.

Report to School Officials

Students should promptly disclose to a teacher or school staff, any message or other materials they receive that are inappropriate or make them feel uncomfortable. Students should NOT delete this information or close the windows of the web browser before it has been documented by a staff member.

Personal Information/Monetary Gain

It is important for students to protect their personal contact information, including their full names, family names, home addresses or locations, school addresses or locations, work addresses or locations and phone numbers. Students shall not:

- Disclose their personal contact information or the personal contact information of others.
- Students may, with prior approval from a parent/guardian and staff, apply for sanctioned scholarships, competitions, or activities that require personal data.

Students shall not use School Technology for personal and/or commercial financial gain. Product advertisement and/or political lobbying is prohibited.

Unauthorized Access/Hacking

Students shall not gain or attempt to gain unauthorized access to School Technology or Personal Technology of another individual. Prohibited conduct includes exceeding authorized access, attempting to log in to or with another person's account, and accessing another person's files or their own files with ulterior motives.

Attempt to Damage Resources

Students shall not deliberately attempt to disrupt School Technology or Personal Technology of another individual. Prohibited conduct includes attempting to destroy or alter data and spreading computer viruses. School Technology (hardware and/or software) may not be repaired or removed from a school site or OCEAA property or altered in any way without written permission.

Unlawful Activities

Students shall not use School Technology to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, arranging for the purchase and/or sale of drugs and/or alcohol; engaging in criminal and/or gang activity; threatening the safety of any person or property; stealing; cheating or any activities in violation of local, state, and federal law.

Students shall not use School Technology for personal and/or commercial financial gain. Product advertisement and/or political lobbying is prohibited.

Students shall not access information to advance criminal or dangerous activities. Such information includes, but is not limited to, information that, if acted upon could cause damage, present a danger, or cause disruption to the school, other students, or the community.

Students may be disciplined if the use of technology incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school.

Photographs and audio or video recordings may be taken/made only with the written permission of all individuals being photographed or recorded. Recordings made at the school or on school activities require the advance permission of the teacher and the School Director.

Inappropriate Use

Students shall not use School or Personal Technology at school or school-related activities to engage in:

- Sending, sharing, viewing or possessing pictures, text messages, emails, or other material of an obscene nature in electronic or any other form.
- Profane, lewd, vulgar, or threatening language.
- Sexual harassment (See Ed. Code 212.5).
- Hate violence (See Ed. Code 233).
- Harassment, threats, or intimidation directed against School personnel or students. The phrase “harassment, threats, and intimidation” is defined in Education Code section 48900.4.
- Cyber-bullying, which is bullying by means of an electronic medium (see “Consequences for Bullying, including Harassment and Intimidation” section).

All students or others, who experience, witness or become aware of the above activities, shall immediately report it to a teacher or school administrator and present all evidence accessible to them.

Bullying/Cyberbullying

OCEAA prohibits all bullying, including but not limited to, discrimination, harassment, intimidation and bullying based on actual or perceived characteristics set forth in Penal Code section 422.55 and Ed. Code section 220, namely disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. In addition, OCEAA prohibits retaliation against complainants.

A student may be disciplined for cyberbullying carried out on Personal Technology if the student’s words or conduct so incites pupils as to create a clear and present danger of the commission of unlawful acts on

school premises, the violation of lawful school regulations or the substantial disruption of the orderly operation of the school.

“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Ed Code section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have an effect of one or more of the following:

- a. Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person(s) or property.
- b. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- c. Causing a reasonable pupil to experience substantial interference with his or hers academic performance.
- d. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate or benefit from the services, activities, or privileges provided by a school.

While not an exhaustive list, examples of bullying, including cyberbullying may include:

- Threats to harm another person.
- Written assaults, such as teasing or name-calling.
- Social isolation or manipulation.
- Posting harassing messages, direct threats, social cruelty, or other harmful texts, sounds or images on the internet, including social networking sites.
- Posting or sharing false or defamatory information about another person.
- Posting or sharing information about another person that is private.
- Pretending to be another person on a social networking site or other electronic communication in order to damage that person’s reputation or friendships.
- Posting or sharing photographs of other people without their permission.
- Breaking into another person’s account.
- Spreading hurtful or demeaning materials created by another person (e.g., forwarding offensive emails or text messages).
- Retaliating against someone for complaining that they have been bullied.

Obscene Photographs

Students may not take, send, receive, share, view or possess pictures, text messages, emails, or other images or material of an obscene nature in electronic or any other form on Personal Technology at school or school-related activities, or using School Technology.

No Expectation of User Privacy

Students should not maintain any expectation of privacy as to their activity when using School Technology or when using Personal Technology at school or during school-related activities. “Activity” includes websites visited, files created, files downloaded, files uploaded, and all trackable clicks and views. All student use of School Technology will be supervised and monitored. OCEAA’s monitoring of student Internet usage can reveal all activities students engage in using the school’s Internet System.

- Teachers and staff shall supervise students while using School or Personal Technology at the school site, and may have instructional assistants and student aides assist in this supervision. While teachers

shall make their best effort to ensure that students are supervised while using School or Personal Technology, OCEAA cannot guarantee that students will be directly observed at all times while using these on-line services. The School Director or designee shall oversee the maintenance of OCEAA's technological resources and may establish guidelines and limits on their use.

- Maintenance and monitoring of OCEAA's Internet System or other technology may lead to discovery that a student has violated this Policy or the law. An individual search will be conducted if there is reasonable suspicion that a student has violated this Policy, OCEAA's student discipline policy or the law.

Filtering

In compliance with the Children's Internet Protection Act, 47 U.S.C. § 254, the School Director or designee shall ensure that all school computers or mobile devices with internet access have a technology protection measure that blocks or filters internet access to visual depictions that are obscene or harmful to minors and child pornography, and that the operation of such measures is enforced. While OCEAA employs every effort to help prevent student access to inappropriate content and websites, OCEAA cannot guarantee and specifically disclaims any responsibility for the appropriateness of any material that a user may obtain through its network. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the School Director or designated representatives.

Education of Students about Appropriate Online Behavior

It shall be the responsibility of all members of the OCEAA staff to educate, supervise and monitor appropriate usage of the online computer network and access to the internet in accordance with this policy, and in compliance with the Children's Internet Protection Act (CIPA), the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act. The School Director or designated representatives will provide age-appropriate educational materials, guidelines and procedures which shall be used to educate minors on appropriate online behavior, including without limitation interacting with other individuals on social networking Web Sites and chat rooms and cyberbullying awareness and response. The training provided will be designed to promote OCEAA's commitment to the standards and acceptable use of internet services as set forth in OCEAA's Acceptable Student Use of Technology Policy. Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of OCEAA's Acceptable Student Use of Technology Policy.

Mobile Devices

A. Personal Mobile Devices (Personal Technology)

The use of personal mobile devices, such as laptops, cellular phones, tablets, pagers, smart watches, fitness trackers or other, electronic signaling devices by students on campus or while attending school-related activities is subject to all applicable school policies and regulations concerning technology use, as well as the following rules and understandings:

- Permission to have a mobile device at school is contingent on parent/guardian permission in the form of a signed copy of the Acceptable Student Use of Technology Agreement, unless that mobile device is determined by a licensed physician and surgeon to be essential for the health of the student and use of which is limited to purposes related to the health of the student pursuant to Education Code section 48901.5(b).
- OCEAA is not financially responsible for damage, loss or theft of personal mobile devices. Students should store devices in a secure place when not in use. Devices should not be left unattended.

- All costs for data plans and fees associated with mobile devices are the responsibility of the student. The school does not require the use of personal mobile devices in its instructional program or extracurricular activities.
- Mobile devices with Internet access capabilities may access the Internet only through the school's filtered network while on school property. Other means of Internet access are prohibited. Students may not access the school's wireless networks from their personal devices.
- Use of personal mobile devices may only occur during class when authorized by the teacher.
- Photographs and audio or video recordings may be taken/made only with the express permission of all individuals being photographed or recorded. Recordings made in the classroom require the advance permission of the teacher and the School Director.
- Students may not take, send, receive, possess or share obscene photographs, videos or other materials.
- Students may not photograph, videotape, or otherwise record teacher-prepared materials such as tests.
- The school will monitor all internet and intranet access.
- If the school has reasonable cause to believe a student has violated the law or School policy, authorized personnel may search the device and/or law enforcement may be contacted.

B. School-Owned Mobile Devices (School Technology)

The use of school-owned mobile devices, such as laptops, cellular phones, tablets, pagers, still or video cameras, or other electronic signaling devices by students on campus or while attending school-related activities is subject to all applicable school policies and regulations concerning technology use, as well as the following rules and understandings:

- The device may be used only for school-related purposes.
- User may not download applications ("apps") to the device without permission from the teacher or technology department employee.
- Users must follow use agreements for all applications.
- The student and parent/guardian will be financially responsible for the replacement cost if the device is lost, stolen or damaged while in the student's possession.

Academic Dishonesty

Electronic resources can make academic dishonesty easier and more tempting for students. Students are reminded that academic dishonesty includes the following:

A. Cheating

- Copying work from others.
- Communicating exam answers with other students during an examination.
- Offering another person's work as one's own.
- Sharing answers for a take-home examination or assignment unless specifically authorized by the instructor.
- Tampering with an examination after it has been corrected, then returning it for more credit.
- Using unauthorized materials, prepared answers, written notes or concealed information during an examination.
- Allowing others to do the research and writing of an assigned paper (including use of the services of a commercial term-paper company).

B. Dishonest Conduct

- Stealing or attempting to steal an examination or answer key from an instructor.
- Changing or attempting to change academic records without proper sanction.
- Allowing another student to copy off of one's own work during a test.

C. Plagiarism*

Plagiarism is intellectual theft. Plagiarism is the use of intellectual creations of another without proper attribution. Plagiarism may take two main forms, which are clearly related:

- To steal or pass off as one's own the ideas or words, images, or other creative works of others.
- To use a creative production without crediting the source.
- Credit must be given for every direct quotation, paraphrasing, or summarizing a work (in whole or in part, in one's own words), and information, which is not common knowledge.

D. Collusion

Any student who knowingly or intentionally helps another student perform any of the above acts of cheating, dishonest conduct or plagiarism is subject to discipline for academic dishonesty.

Copyrights

Students may not inappropriately reproduce or share a work that is protected by copyright. Students may not quote extensively from any source without proper attribution and permission.

Students may not make or share copies of copyrighted software, songs or albums, digital images, movies or other artistic works unless explicitly permitted by fair use provisions of copyright law. Unlawful peer-to-peer network file sharing may be a criminal offense.

System Security

Students are responsible for their individual School account and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should students provide their password to another person. Students shall immediately notify a teacher or administrator if they identify a possible security problem.

Resource Limits

Students shall not download any files without prior permission of a teacher or administrator. Students shall not misuse School distribution lists or discussion groups by sending irrelevant messages.

Violations of Technology Policy

The School will cooperate fully with local, state, or federal officials in any investigation related to any unlawful activities. In the event that there is a claim that a student has violated the law, this Policy, or the School's discipline policy, the student's access to School Technology may be terminated, permission to bring personal mobile devices to school or school activities may be revoked, and/or the student may be disciplined under the discipline policy.

Responsibility for Damages

Parents can be held financially responsible for any harm that results from a student's intentional misuse and/or abuse of School or Personal Technology.

Access to Social Media Sites

OCEAA does not permit students to access social media sites such as Facebook, Twitter, Instagram, Snapchat, Tik Tok, MySpace, etc.; except OCEAA's official social media/networking sites at school. This includes the use of Personal Technology with Internet access capabilities.

Student and Parent Technology Agreement

These responsibilities apply to both school provided and personal use technology, while at school and school-related activities. The use of technology tools at OCEAA is a privilege, not a right. The privilege is given to those who act responsibly. Administrators and staff reserve the right to review files and communications and remove inappropriate files.

Student Responsibilities

- I will treat others with respect. When communicating with others I will use appropriate language and images.
- I will not read, alter or delete the files of other users.
- I will not reveal personal information about myself or others.
- I will treat equipment with respect, keep it in working order, keep food and drink away from the equipment and conserve resources.
- I will not gain or attempt to gain unauthorized access to school technology or personal technology of another person.
- I will not install software on school computers.
- I will follow federal and state laws and abide by all copyright regulations and licensing agreements.
- I will credit sources I use.
- I will turn off technology at school or at a school activity when requested to do so by OCEAA staff.
- I will use the school's technology tools only for educational purposes and will access only resources I have permission to use. I will not access social network sites, except OCEAA's official social network pages with permission from OCEAA staff.
- Photographs and audio or video recordings may be taken/made only with the written permission of all individuals being photographed or recorded. Recordings made at the school or on school activities require the advance permission of the teacher and the School Director.
- I will immediately alert my teacher or other OCEAA employee if I encounter something inappropriate and provide any evidence available to me.
- I will notify an adult if I become aware of any technology problems or violations.
- I agree to not engage in cyberbullying. I can prevent cyberbullying by:
 - Guarding my personal information. Never give out personal information online, whether in instant messages, social media profiles, chat rooms, blogs or personal websites.
 - Never giving out my passwords to anyone except my parents, that includes friends.
 - Not responding if someone sends a mean or threatening message.
 - Remembering that, for a bully, a reaction constitutes victory. Instead, saving the message or printing it out and showing it to an adult.
 - Never opening emails from someone I don't know or from someone I know is a bully.
 - Never putting anything online, even in an email, that I wouldn't want my classmates to see.

- Never sending messages when I am angry, asking myself, before clicking "Send," how I would feel if I received the message.
- Helping kids who are bullied online by refusing to join in and showing bullying messages to an adult.

As a user of OCEAA's technology resources, I have read, understand and will comply with all the terms as set forth in the Acceptable Student Use of Technology Policy and Agreement. I understand that violations may result in disciplinary action and/or financial responsibility.

As the parent or legal guardian, I have read, understand and will comply with all the terms as set forth in the Acceptable Student Use of Technology Policy and Agreement. I grant permission for my child to use the OCEAA technology resources in accordance with the rules in this Agreement. I understand that violations will result in disciplinary action and/or financial responsibility.

Photographs and audio or video recordings may be taken/made only with the written permission of all individuals being photographed or recorded. Recordings made at the school or during school activities require the advance permission of the teacher and the School Director. These images may be used and posted publicly by OCEAA to promote the school's interests.

Health Services Information

**Due to the Covid-19 pandemic, Health Services policies may change.
Parents will be updated by the school director as new policies are finalized and approved.**

Medication at school requires written authorization. Forms are available from the school or OCEAA website. Medication authorization forms must be signed by physician and parent. The medication must be in a pharmacy labeled container in order for the medication to be given at school. This also includes over-the-counter medications. Please provide school with extra medication in case of disasters. Students may not bring medication of any kind (including aspirin, inhalers, etc.) to school. All Parents must sign an authorization form for over the counter products to be administered by OCEAA personnel. This form must be turned in for every student at the beginning of each school year.

Administration of As Needed Medication (PRN) Before a PRN medication is administered, the school personnel must validate the symptoms being experienced by the student as symptoms identified on the written authorization. OCEAA staff will not call for PRN medication that needs to be administered, unless the parent requests this. It is the parent responsibility to let office staff know if a medication has been stopped.

Accidents If your child is seriously injured at school, we will call you immediately. If you cannot be reached, we will contact the emergency number listed on your child's Emergency Card. In case of an accident requiring medical attention, we will call paramedics and will make every attempt to contact parents/guardians. For this reason it is imperative that you inform the office immediately if there is a change in address or telephone numbers.

To **Prevent Spread of Illness**, please keep your student home for 24 hours if he/she has been vomiting,

had diarrhea or had a temperature over 100°F the night before or in the morning before school. Students must be fever-free, without medication, for 24 hours before returning to school. Please inform the school health clerk when your student has a contagious illness. OCEAA has a health clerk who is trained in first aid procedures but is not qualified to diagnose or treat health problems. For this reason, sick children must be picked up at school and parents must determine the correct course of action.

Immunizations The school is required to have medical documentation of each student’s immunizations upon enrollment. Immunization requirements must be met prior to school entry. Under a new law, SB 277, exemptions based on personal beliefs, including religious beliefs, will no longer be an option for the vaccines that are currently required. Personal beliefs exemptions on file for a child already attending child care or school will remain valid until the child reaches the next immunization checkpoint. If the Medical Exemption is temporary an expiration date no more than 12 calendar months from the date of signing. Please let the school know when your child’s immunizations are updated. Should an update be needed, a note will be sent home.

Mental Health In addition to OCEAA’s School Culture and Character Coordinator, the following are resources for students and parents.



The OC Links Information and Referral Line provides telephone and online support for anyone seeking information or linkage to any of the Health Care Agency's Behavioral Health Services. These services include children and adult mental health, alcohol and drug inpatient and outpatient, crisis programs, and prevention and early intervention services. Callers can be potential participants, family members, friends or anyone seeking out resources, or providers seeking information about Behavioral Health programs and services. Trained Navigators provide information, referral, and linkage directly to programs that meet the needs of callers.

If you would like to learn more about services available through Behavioral Health Services, please call (855) OC-LINKS between the hours of 8 am - 6 pm to be connected to a Behavioral Health Navigator, or click on the OC Links Chat icon during open chat hours. TDD Number: 714-834-2332.

- www.didihirsch.org/orange-county-services (877) 7-CRISIS or (877) 727-4747
- <https://suicidepreventionlifeline.org>
- <https://twitter.com/800273TALK> (1-800-273-8255)



Nutrition Services Department

Due to COVID19: Parents and volunteers, temporarily, may not enter the kitchen or dining hall. We will no longer have our salad bar. For meals, we will be distancing, with plexiglass, in the dining hall on the main campus and in classrooms at the Annex. We will not be allowed to share food. We cannot allow food at celebrations. Allergies must be reported to the school nurse

Proper nutrition and adequate physical activity have tremendous implications for academic achievement and life-long health. Thus, it is imperative that OCEAA along with students, parents and communities

support, teach, model and practice a healthy lifestyle.

The general health of children and youth is at risk, in part, due to poor nutrition and inadequate physical activity. Studies show that for the first time in two centuries the current generation of children in America may have shorter life expectancies than their parents due to the rapid rise in childhood obesity. They eat too much fast food and soda that is high in fat or sugar and too few fresh fruits and vegetables. Children are also less physically active than ever before.

The OCEAA School Board has approved and implemented a Wellness Policy. This policy plays a critical role by setting expectations and making important policy decisions that determine how student health and teaching a healthy lifestyle is a priority throughout the school.

Wellness Policy

OCEAA is guided by the eight-component model of coordinated school health as established in the Health Frameworks for California Public Schools. Coordinated school health is an integrated and collaborative approach that includes: health education, physical education, nutrition services, health services, a safe and healthy school environment, parent and community involvement, health promotion for staff, and psychological and counseling services. OCEAA is a scratch cooking school and we cook with only local fresh ingredients and provide a healthy balanced meal for breakfast and lunch with a salad bar offered daily.

The Wellness Committee will continue to promote and support a culture of health and fitness at 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.

- OCEAA will work in accordance with the coordinated school health approach, which improves students' health and their capacity to learn.
- Due to COVID19, OCEAA will must withhold from celebrations that involve food until further notice.
- OCEAA will discourage students from sharing their food or beverages with one another during meal or snack times given concerns about allergies and other restrictions on some children's diets.
- OCEAA will not use foods and beverages as rewards and foods will not be withheld as punishment.
- OCEAA fundraising activities will include activities other than food and/or healthy food options to support children's health and school nutrition education efforts.
- OCEAA is in full compliance with California SB12 requirements.

Meal Debit Account Policy

Account Numbers: Every student has an account in the Dining Hall point-of-sale system. The account number is assigned when a student first enters school and remains the same throughout the student's enrollment. There is no correlation between the account number and the student's meal payment status.

Participation in National School Breakfast/Lunch Program

OCEAA participates in the national School Breakfast and Lunch Programs. Upon enrollment and the first day of each school year every family will be asked to complete an application.

Payments

All students must keep positive account balances for purchasing meals. Parents may deposit any dollar

amount in their account for future use. Deposits must be given to the front office so a receipt may be given and may be made anytime during the school day. Please list the child's full name and account number on the check or envelope.

Checks make it easy to research a deposit if a question ever arises; however, if your bank notifies you that your check was returned to us unpaid, please contact the Nutrition Services Accountant Office (714) 558-2787 xt. 3050 immediately to arrange to cover the check.

Parent/Visitor Opportunities and Expectations

Parent Volunteer Expectations

Due to the Covid-19 pandemic, volunteering in classrooms or school buildings is suspended until further notice. Parents will be updated by the Administrative Team as new policies are finalized and approved.

Visitor Policy (Including Parents and Guardians)

Due to the Covid-19 pandemic, visitors are strictly limited to front office entry and may access the campus with administrative approval only. Parents will be updated by the Administrative Team as new policies are finalized and approved

Parent/Guardian Standards of Conduct

- Parents and guardians are expected to act in conformity with the policies as defined in this Handbook.
- Parents and guardians shall treat all OCEAA employees with whom they interact with care and respect. Parents and guardians shall act professionally and use language appropriate for a school setting.
- Parents and guardians shall not confront or otherwise negatively engage any students on campus. Parents and guardians shall not enter a classroom without the consent of the classroom teacher.
- Parents and guardians shall immediately leave campus upon request of an OCEAA teacher or administrator.

If a parent or guardian fails to adhere to these standards of conduct or otherwise inappropriately conducts himself or herself, OCEAA shall provide a written warning to the parent or guardian describing the unacceptable behavior and notifying the parent or guardian that his or her student(s) may be disenrolled from OCEAA if another such incident of the parent's or guardian's failing to adhere to OCEAA rules occurs.

If the parent or guardian engages in disruptive, disrespectful, or other unacceptable behavior after the written warning is provided, an OCEAA administrator must meet with the parent or guardian in person regarding the unacceptable behavior. If the parent or guardian refused to schedule a meeting with the OCEAA administrator, OCEAA shall write to the last known address of the parent or guardian setting a date and time for the conference that is at least seven (7) calendar days after the correspondence is mailed.

If a third incident of disruptive, disrespectful or other unacceptable behavior by the parent or guardian occurs after the conference or if the parent or guardian refuses to participate in the conference with an OCEAA administrator, OCEAA may refer the parent or guardian to OCEAA's Board of Directors. The Board of Directors may vote to un-enroll the student or students of the disruptive parent or guardian if the Board determines that it is not in the best interests of OCEAA's students to continue that student's or students' enrollment.

Student Safety

Child Abuse Reporting

OCEAA is committed to following its legal responsibilities in reporting suspected child abuse/neglect to the proper authorities. While the responsibility of enforcing legal prohibitions against child abuse and neglect lies with the protective agencies such as the local police department and Children's Protective Services, OCEAA child care custodians (including teachers, administrative officers, certificated personnel, etc.) are mandated reporters of known or suspected child abuse/neglect and are required to fulfill this legal responsibility. Every child care custodian of OCEAA must sign a "Child Abuse Reporting" form indicating they understand their responsibilities to report known or suspected child abuse/neglect. The School Director or designee does not need to inform the child's parent/guardian prior to an interview by a social worker/police officer who are responding to a report of child abuse/neglect. The child may elect to be interviewed in private or may select any adult who is a member of the staff of the school, including any certificated or classified employee or volunteer aide, to be present at the interview. (Penal Code § 11174.3). When a social worker or police officer takes a suspected child abuse victim into custody, the School Director or designee shall provide the social worker/police officer with the address and contact information of the minor's parent/guardian.

Emergency Medical Care

All students must have emergency information completed by the parent or guardian at the beginning of each school year. This information delineates what care the parent desires for their child in the event of an emergency, along with noting the current medical and emergency information. **It is the parent/guardian's legal responsibility to ensure that the emergency information is up to date at all times.** Information may be updated at any time in the office.

Emergency Preparedness

OCEAA has emergency preparedness procedures and every office/classroom has a current copy. It is the administration's responsibility to schedule emergency drills throughout the year.

Release of Students

Every student must have complete and up-to-date Emergency Contact Information on file in the school Office. Students may only leave campus during school hours with an adult whose name is listed in the emergency contact information. The adult must appear in person and his/her identity must be verifiable.

We will attempt to reach parents and, if necessary, emergency contacts listed on the Emergency Contact Information with the numbers provided to OCEAA. **It is the parents' responsibility to keep this information**

current.

When students are picked up late, it greatly affects our school staff's ability to perform their other responsibilities. It is for this reason that if any student is not picked up on time after-school for more than one day, a charge of \$20/hour will be charged for each incidence on your students' account. In order to make sure we have enough supervision, we must collect the aforementioned charge. If you know that you will not be picking up your child on time, please call ahead so we may attend to the safe direction of your son or daughter.

Safety Before and After School

For the safety of students, parents/guardians are not to drop students off, nor are students to arrive at school prior to scheduled arrival time. Similarly, parents/guardians are to arrange to have their student leave or be picked up right after school.

Anti-Tobacco/Alcohol Policy

OCEAA is a tobacco/alcohol-free zone. Under the organization's policy, possession of tobacco, vaping paraphernalia and/or alcoholic beverages is prohibited in all school buildings, outside on school property, and all school sponsored events. Parents and visitors are asked to support the school's effort to maintain a "Smoke/Alcohol Free Zone." Please refrain from smoking, vaping or possessing alcoholic beverages on any school campus or at any school event or activity.

Pictures/Consent to Photograph

Photographs that include your child may be taken throughout the year at school functions, events and performances and may be chosen for use on the OCEAA and/or teachers' websites/social media sites, and/or websites/social media sites associated with OCEAA functions, events and performances. Consent is automatic upon enrollment as an OCEAA student to allow student photographs to be posted on the OCEAA website and teachers' websites, unless OCEAA is otherwise notified by a parent or guardian in writing.

Members of the media, including newspaper photographers and/or television camera crews may visit our campus during the school year to photograph and/or interview students. Parents will be notified if members of the media are expected. You may choose whether or not you would like to give permission for your child to participate.

Please also note that no pictures or videos of OCEAA students, families or staff may be placed on any media without the express permission of the Executive Director or designee.

Parents wishing to take photos of school events are allowed to include only their own children in those photos unless otherwise agreed to by both the Administration and the parents of the other students.

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School Director [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the School to amend a record should write the School Director [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW

Uniform Complaint Procedures

The Orange County Educational Arts Academy has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs.

The Orange County Educational Arts Academy shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our local board. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, mental or physical disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in: Consolidated Categorical Aid Programs Child Nutrition Programs Complaints must be filed in writing with the following compliance officer:

Name and/or Title of Compliance Officer: Mike Limon
Address: 825 N. Broadway Street, Santa Ana, CA 92701
Telephone Number: (714) 558-2787 X3020

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the Executive Director or designee. Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant.

A copy of the Orange County Educational Arts Academy's UCP policy and complaint procedures shall be available free of charge.



Board Policy #: S920I

Adopted/Ratified: September 9, 2020

Revision Date: September 9, 2020

Title I School-Level Parent and Family Engagement Policy

September 9, 2020

OCEAA has developed a written Title I Parent Engagement Policy with input from Title I parents. The policy was developed with parental input collected through open discussions at parent forums including: School Site Council (SSC), English Learner Advisory Committee Meetings (ELAC), Administrative Coffee Chats, and annual Title I Parent Meetings. OCEAA distributes the policy to parents of Title I students through the OCEAA Family Handbook during the annual registration process. The policy describes the means for carrying out the following Title I parental involvement requirements.

A. Involvement of Parents in the Title I Program

To involve parents in the Title I program at OCEAA, the following practices have been established:

- a) OCEAA convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - Parents are given notification of the meeting in parent's designated home language by the weekly bulletin using *SchoolMessenger*, the school's automated communications system
 - Flyers which are distributed to students (when school is open for in-person instruction)
 - The Title I presentation is posted on the school's website

- b) OCEAA offers a flexible number of meetings for Title I parents in the mornings and afternoons; presentations are posted or live-streamed on social media for parents who cannot attend in person.
 - Annual Title I Meetings are held at 10:00 a.m. and 5:30 p.m.
 - School Site Council meetings are scheduled monthly on the second Monday of the month at 3:30 p.m. The schedule is coordinated with council members.
 - ELAC meetings are scheduled monthly on the first Friday of the month at 3:00 p.m. The schedule is coordinated with ELAC office holders.
 - Coffee Chats with Administration are held every other Thursday at 3:30 p.m.



825 N. Broadway, Santa Ana, CA 92701



714-558-2787



receptionist@oceaa.org



- c) OCEAA involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental engagement policy.
- OCEAA's School's School Site Council plans for the upcoming year by reviewing the Single Plan for Student Achievement (SPSA) for its Title I programs
 - Title I parent engagement policy is reviewed and revised through open discussions at parent forums including: School Site Council (SSC), English Learner Advisory Committee Meetings (ELAC), Administrative Coffee Chats, and annual Title I Parent Meetings.
 - Input from all stakeholders is synthesized for approval.
- d) OCEAA provides parents of participating children with the following
1. Timely information about Title I programs is communicated through SSC meetings, ELAC meetings, Coffee Chats, and OCEAA's Family Handbook; presentations or meeting recordings are posted on social media for parents who cannot attend in person.
 2. Descriptions and explanations of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet are communicated through the OCEAA Family Handbook, Back to School Night, Coffee Chats, SSC meetings, ELAC meetings, classroom teacher posts on ClassDojo or Seesaw, and individual parent-teacher communication.
 3. OCEAA routinely invites parent questions and suggestions at bi-weekly Coffee Chats with Administration and is committed to:
 - Responding to parent suggestions as soon as possible via scheduled parent meetings, ClassDojo, weekly bulletins, or other schoolwide communication platforms.
 - Holding any additional parent-requested forums that engage parents in participatory decision-making
- e) If the schoolwide program plan is not satisfactory to the parents of participating children, OCEAA will submit all written documentation or parent comments that reflect dissatisfaction with the program to the School Site Council and Executive Director.

B. Building Capacity for Involvement

OCEAA engages Title I parents in meaningful interactions with the school. It supports a partnership among the school, parents, and the community to improve student. To help reach these goals OCEAA has established the following practices:





- a) OCEAA provides provides Title I parents with assistance in understanding the State’s academic content standards, assessments, and how to monitor and improve the achievement of their children:
- Parent teacher conferences by request at any time, student led conferences two times per year, and intervention conferences for participating students two times per year.
 - Seesaw accounts to facilitate parent review of student assignments and teacher feedback.
 - PowerSchool accounts for parent review of summative, standards-based scores in core subject areas
 - Information about Common Core Standards, school and state assessments such as STAR, ELPAC and CAASPP, are disseminated through SSC, ELAC Meetings and Coffee Chats
- b) OCEAA provides materials and training to help parents work with their children to improve their children's achievement, including:
- Workshops and presentations hosted by OCEAA's Literacy, Math and English Learner Coordinators, counselor, Special Education Director and other specialists.
 - Math and Literacy Nights
 - Parent education training provided by community agencies such as Discovery Cube, OCDE, The Priority Center, etc.
- c) OCEAA, with the assistance of parents, educates staff members in the value of parent contributions and how to work with parents as equal partners.
- Spanish is elevated and valued in all settings as part of OCEAA's dual immersion program.
 - Schoolwide character traits of courage, integrity, compassion, collaboration and perseverance are to be modeled by staff in addition to developed in students.
 - OCEAA's Family Handbook is updated and distributed annually.
 - School site Council, ELAC and FSO representatives, including teachers, staff and parents, are trained by OCDE or site personnel on the processes of working together as shared leadership groups.
 - Office staff are trained annually in parent customer service.
- d) OCEAA coordinates and integrates the Title I parental engagement program with other programs, and conducts other activities, to encourage and support parents in more fully participating in the education of their children.





- e) OCEAA distributes information related to school and parent programs, meetings, and other activities to Title I parents in Spanish and English through:
- Weekly parent bulletins and flyers
 - Automated phone calls
 - ClassDojo administrator and teacher posts
 - Website content
- f) OCEAA is responsive to other reasonable support for parental involvement activities under this section as parents may request through SSC, ELAC, Coffee Chats or other modes of communication.

C. Accessibility

OCEAA provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Activities on-site are wheelchair accessible. School information and reports are provided in a format and language that parents understand, including:

- Regular communication through weekly bulletins, automated calls, ClassDojo and OCEAA's website
- Back to School Night and Open House
- Grade Level Informational Parent Meetings
- Individual Education Plan meetings for special education students
- Trimester Report Cards
- Required written notifications
- Parent-teacher and student led conferences conferences
- SSC, ELAC and FSO
- Coffee Chats
- Parent trainings and workshops

D. School-Parent Compact

OCEAA distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students:

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning





- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to participate in classroom activities

The policy and the school-parent compact are developed with parental input collected through open discussion at SSC, ELAC and Coffee Chat meetings. All stakeholder input is synthesized for revision and approval. The policy and compact are distributed through students' registration materials and posted on the OCEAA website.





2020-21 SCHOOL-PARENT COMPACT



OCEAA's School-Parent Compact, jointly developed with parents, outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards.

TEACHER, STUDENT AND PARENT RESPONSIBILITIES

Teacher Responsibilities

- Being ready for virtual or on-site instruction at 8:10 am daily
- Clearly communicating class schedules, routines, norms and expectations for all interactions and collaboration, both online and in-person
- Fostering a sense of community and connectedness through student Crew
- Developing appropriate learning activities and assignments for students with consideration of their unique needs in a distance, hybrid, or on-site learning environment
- Providing timely feedback to student work in Seesaw, Google apps or other submission platform
- Being responsive to parent and student questions or concerns
- Keeping parents informed about progress through Class Dojo, Seesaw, virtual conferences, emails and/or calls home.
- Protecting the safety, interests, and rights of all individuals in the classroom

Student Responsibilities (level of parent support varies by age)

- Setting up a workspace with table, chair and materials needed for learning, charging your device overnight
- Joining Zoom classes on time ready to learn
- Demonstrating good Digital Citizenship and Habits of Character while collaborating and interacting online and at school
- Knowing where and how to get assignments on Seesaw, Google apps or other platform
- Carefully completing the work assigned by your teachers, participating in online lessons, and making the best use of extra help opportunities
- Communicating with teachers by email or Seesaw when you have questions about an assignment
- Respecting the safety, interests, and rights of all individuals in the classroom

Parent Responsibilities

- Establishing a daily routine that supports attending virtual or on-site instruction on time and completing independent work
- Contacting the teacher or attendance office if your student is unable to participate in any of the day's learning activities
- Helping set up an organized work space at home with needed materials
- Providing login assistance or supervision during home instruction appropriate to the student's age
- Setting up Class Dojo and Seesaw accounts to stay informed about class information and assignments
- Helping your child preview and plan for the week's activities and work
- Checking-in with your child regarding their work and engaging them in a discussion of their work
- Contacting your child's teacher when you have questions, concerns, or support needs

ACHIEVEMENT GOALS



MASTERY OF KNOWLEDGE & SKILLS

OCEAA graduates achieve academic excellence in Spanish and English.



CHARACTER

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



HIGH QUALITY STUDENT WORK

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

BUILDING PARTNERSHIPS

There are many opportunities at OCEAA for parents to play an active role in their child's education. Please consider joining us at some of the following activities:

- Free parent education workshops and presentations
- Informational Coffee Chats with administration.
- Parent and student-led conferences.
- Presentations of student work
- Arts performances and community events
- School Site Council (SSC), English Learner Advisory Committee (ELAC), and Families Supporting OCEAA (FSO)
- Volunteer opportunities
- OCEAA Board meetings

COMMUNICATION

OCEAA is committed to regular communication with families through:

- ClassDojo
- Weekly Bulletins
- Phone or Zoom Conferences
- OCEAA Website

Promesa de OCEAA

El día de hoy se me ha dado fresco y nuevo,

Con valentía, abogaré por hacer lo correcto en todas las áreas de mi vida.

Con integridad, daré lo mejor de mí mismo.

Con colaboración, trabajaré en equipo.

Con compasión, ayudaré a los demás.

Con perseverancia, iré más allá de lo que creo que puedo hacer.

Aprenderé de este día, no lo desperdiciaré.

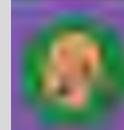
Familias Unidas



825 N. Broadway, Santa Ana, CA 92701



714-55-2787 receptionist@oceaa.org



Dual Language

English Learner (EL) Master Plan

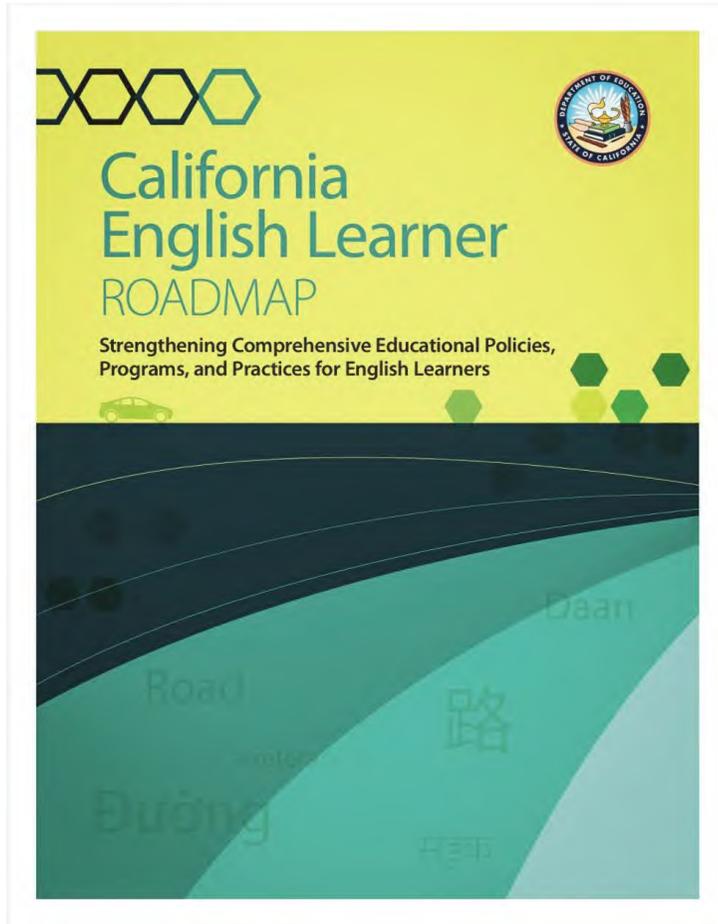
Orange County Educational Arts Academy



Plan maestro para aprendices de inglés en Orange County Educational Arts Academy



California English Learner Roadmap



- Principle #1: Assets-Oriented and Needs-Responsive Schools
- Principle #2: Intellectual Quality of Instruction and Meaningful Access
- Principle #3: System Conditions That Support Effectiveness
- Principle #4: Alignment and Articulation Within and Across Systems

2. THE GUIDING PRINCIPLES FOR DUAL LANGUAGE EDUCATION

OCEAA's primary instructional program for all students is Two-Way Bilingual Dual-Immersion informed by the *Guiding Principles for Dual Language Education*'s "vision of multilingualism and multiculturalism for dual language programs [which] incorporates the concept of additive bilingualism, in which students are provided the opportunity to acquire a second language at no cost to their home language (Hamayan, Genesee, & Cloud, 2013)" (*Guiding Principles for Dual Language Education*, 11). In the recent past, Dual Language education has become more widely available to students across the United States and has proven to offer a variety of academic benefits for all student. The benefits are even greater for English Learners, "Researchers have consistently reported that the higher the quality of implementation of the dual language education model, the stronger the results of dual language over English-only instruction for English learners (Genesee et al., 2006; National Academies, 2017)" (*Guiding Principles for Dual Language Education*, 10). The four *Guiding Principles* and their key points are below:

Principle 1- All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.

Key Point A: The program design is aligned with program mission and goals.

Key Point B: The development of bilingualism and biliteracy is part of the program design.

Key Point C: The development of sociocultural competence is part of the program design.

Key Point D: Appropriate grade-level academic expectations are clearly identified in the program design.

Key Point E: The program is articulated across grades.

Key Point F: There is deliberate planning and coordination of curriculum, instruction, and assessment across the two languages of instruction.

Principle 2- The program ensures equity for all groups.

Key Point A: All students and staff have appropriate access to resources.

Key Point B: The program promotes linguistic equity.

Key Point C: The program promotes cultural equity.

Key Point D: High-quality instruction in both program languages is provided to all students in all grades in a way that is consistent with the program model.

Principle 3- The program has strong, effective, and knowledgeable leadership.

Key Point A: The program has robust, shared leadership.

Key Point B: Decision-making is aligned to the program mission and includes communication with stakeholders.

Key Point C: Leaders are advocates for the program.

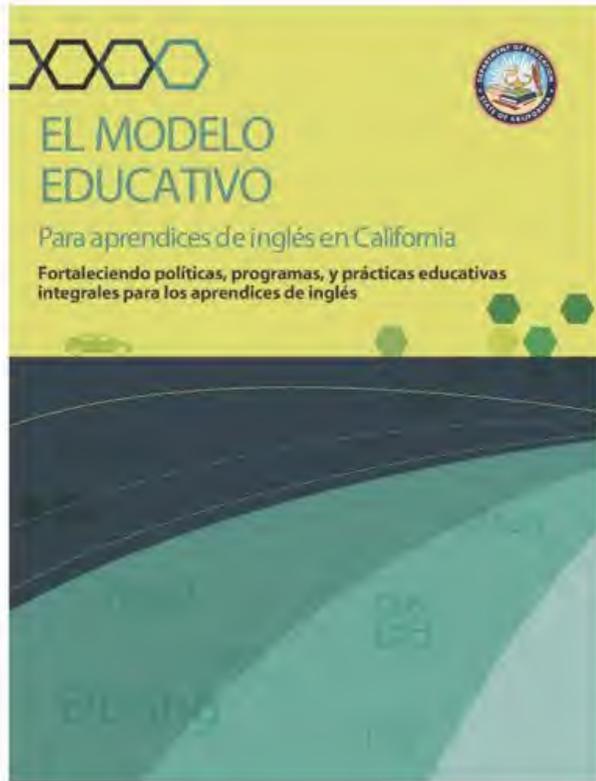
Principle 4- An effective process is in place for continual program planning, implementation, and evaluation.

Key Point A: The program is adaptable and engages in ongoing self-reflection and evaluation to promote continual improvement.

Key Point B: There is a clear PreK–12 pathway for students in the program.



El modelo educativo para aprendices de inglés en CA



- Principio #1: Las escuelas se enfocan en las fortalezas y responden a las necesidades
- Principio #2: La calidad intelectual de la instrucción y el acceso significativo
- Principio #3: Condiciones de un sistema que apoyan la eficacia
- Principio #4: Alineación y articulación dentro y a través de sistemas



Terminology

ENGLISH LEARNER (EL): Student whose first language is not English and who is in the process of acquiring fluency in social and/or academic English or whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny [them] the ability to meet the challenging State academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. (Ed. Code § 306(a); 20 U.S.C. § 7801(25))



Definiciones de términos

APRENDIZ DE INGLÉS (EL): Estudiante cuyo primer idioma no es el inglés y que está en proceso de adquirir fluidez en el inglés social y / o académico o cuyas dificultades para hablar, leer, escribir o comprender el idioma inglés pueden ser suficientes para negar [ellos] la capacidad de cumplir con los exigentes estándares académicos estatales, la capacidad de triunfar en las aulas donde el idioma de instrucción es el inglés, o la oportunidad de participar plenamente en la sociedad. (Código de Ed. § 306 (a); 20 U.S.C. § 7801 (25))



Terminology

- **Long-Term EL (LTEL):** A student who has been classified as an EL for more than 6 years.
- **Newcomers:** Newcomers were not born in the U.S. and they have been in U.S. schools for less than 3 full school years. Newcomers should receive the most intensive support in years 1 and 2, but are monitored throughout their tenure as EIs and for the 4 years immediately following reclassification. Generally, TK, K and 1st grade students who are also newcomers will not receive specialized newcomer services, but rather targeted instruction within their regular classroom.



Definiciones de términos

- **EL a largo plazo (LTEL):** un estudiante que ha sido clasificado como EL durante más de 6 años
- **Recién llegados:** han estado en escuelas de EE. UU. durante menos de 3 años escolares completos. Si llegan después del 1er grado, recibirán apoyo más intensivo

Terminology

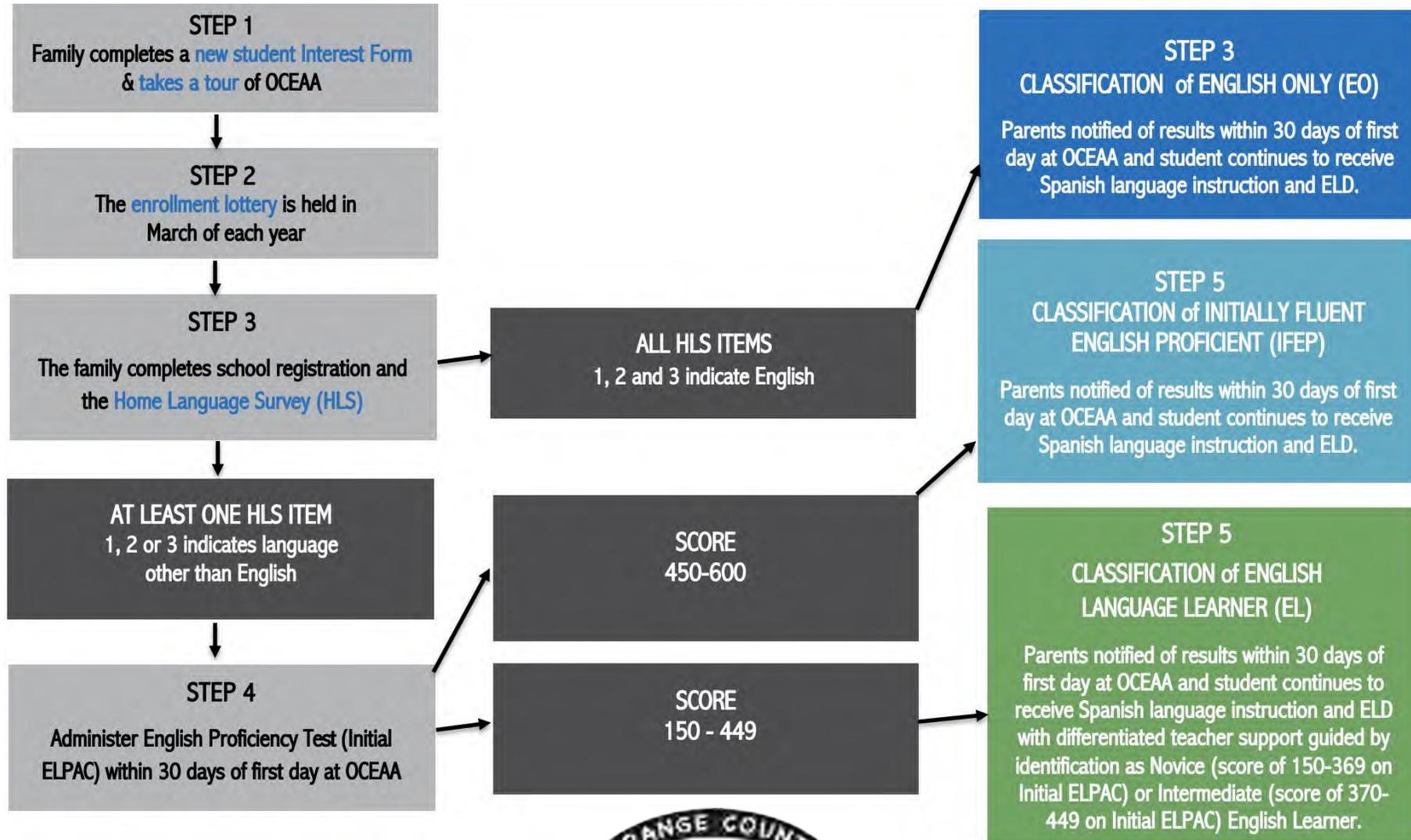
- **INITIALLY FLUENT ENGLISH PROFICIENT (IFEP):** A Student who, upon enrollment in U.S. schools, is proficient in English along with another language identified in their Home Language Survey.
- **RECLASSIFIED FLUENT ENGLISH PROFICIENT (RFEP):** A former EL student who has met the criteria to be “reclassified” as fluent English proficient.
- **ENGLISH ONLY (EO):** A student whose only home language is English.



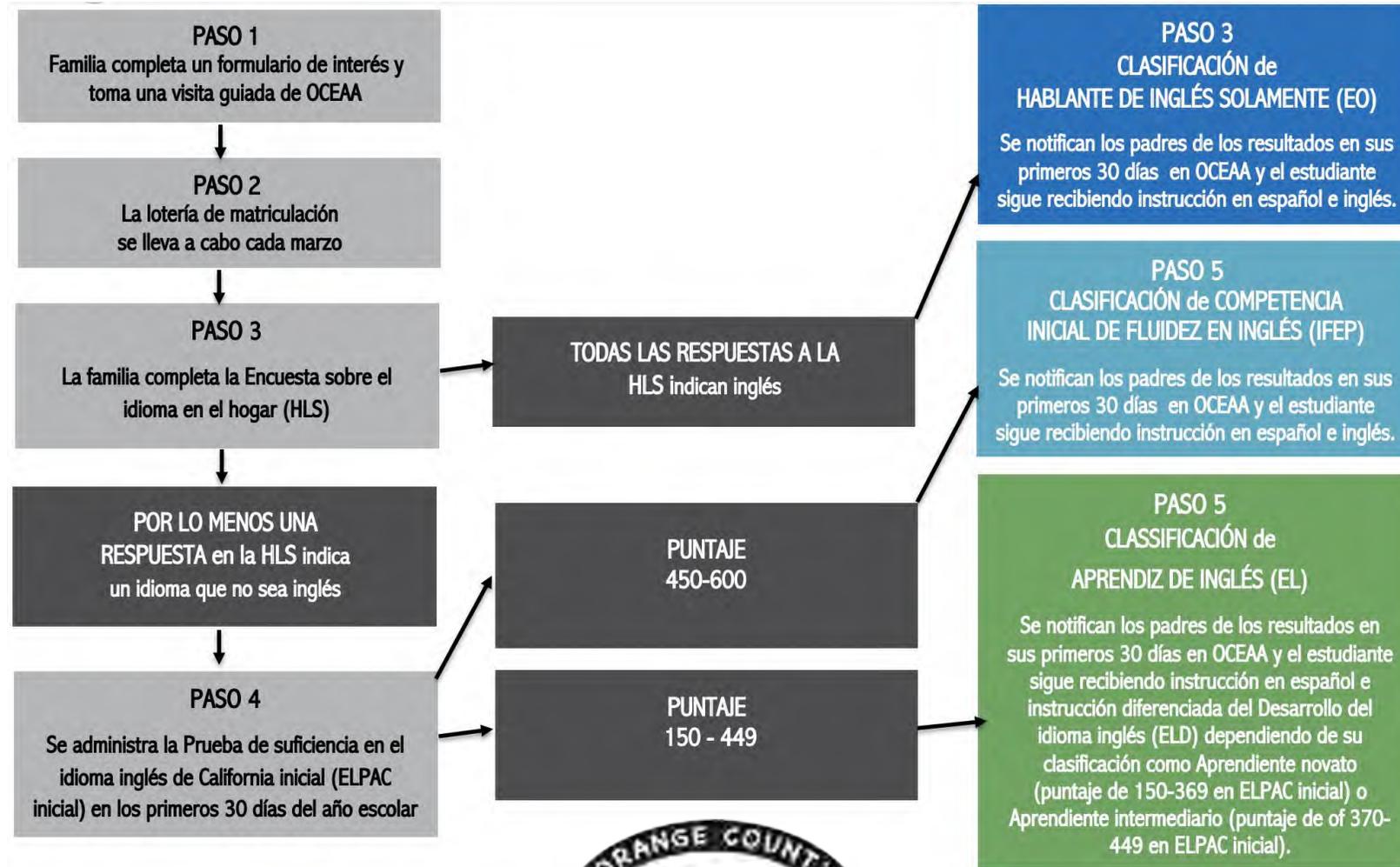
Definiciones de términos

- **Competencia inicial de fluidez en inglés (IFEP):** al inscribirse en escuelas de los EE. UU., domina el inglés junto con otro idioma identificado en su Encuesta sobre el idioma del hogar
- **Reclasificado como competente en inglés con fluidez (RFEP):** Un ex alumno EL que ha cumplido con los criterios para ser “reclasificado” como competente en inglés con fluidez
- **Hablante de inglés solamente (EO):** Un estudiante cuyo único idioma en el hogar es el inglés

Intake, Assessment and Placement



Matriculación, evaluación e identificación de aprendices de inglés



Annual Language Proficiency Tests Are Required For All ELs

- Parents have the right to exclude their children from daily Designated ELD classes, but we advise against that decision.
- EL students must continue to take the Summative ELPAC annually until reclassified as RFEP. Parents cannot exclude students from ELPAC tests.
- Students who have Individualized Education Plans (IEPs) take the ELPAC tests with the necessary accommodations. An alternative version of ELPAC adapted to severe needs will be published next year.

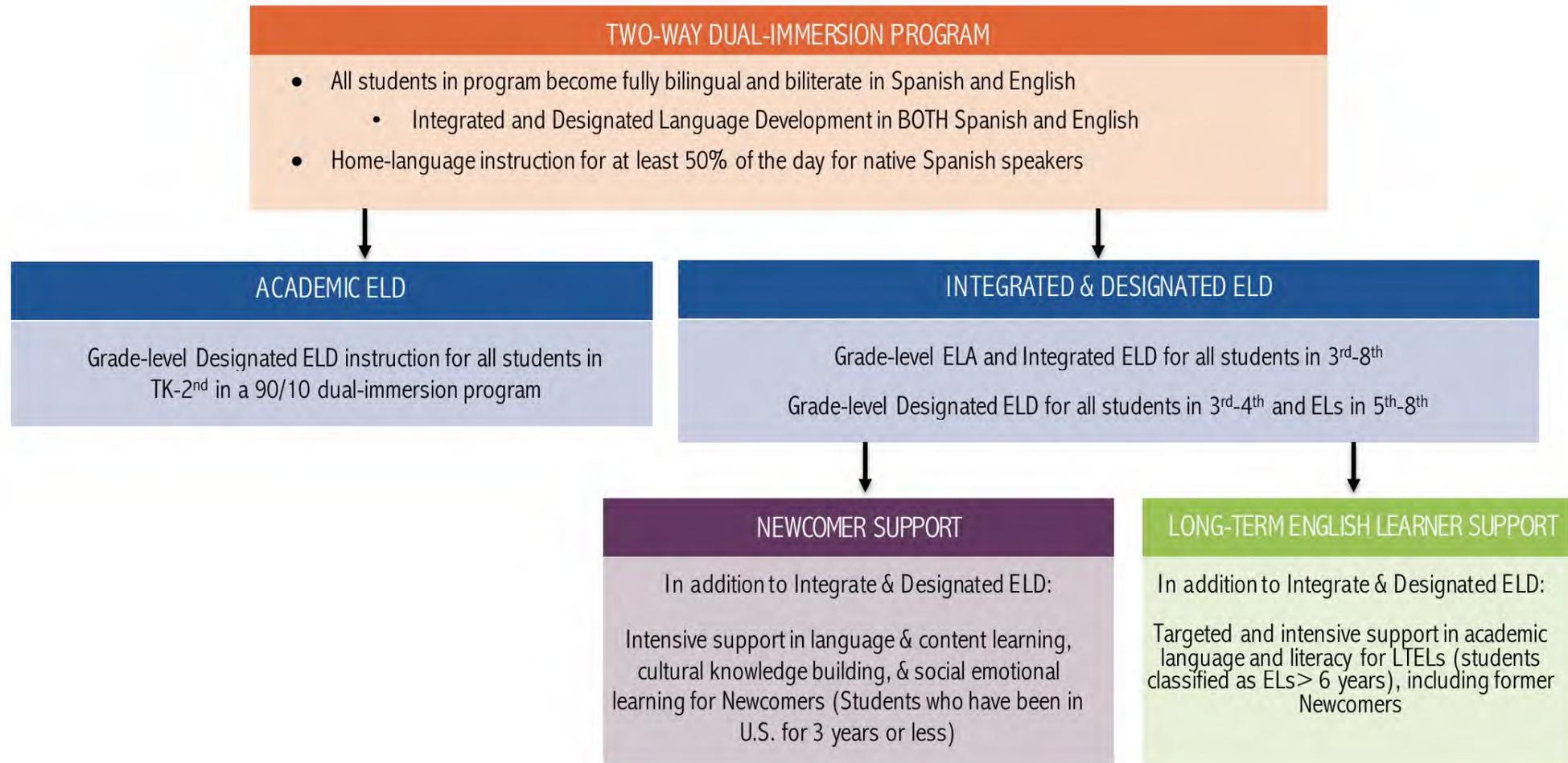


Las pruebas anuales de dominio del idioma son requeridas para todos los aprendices de inglés

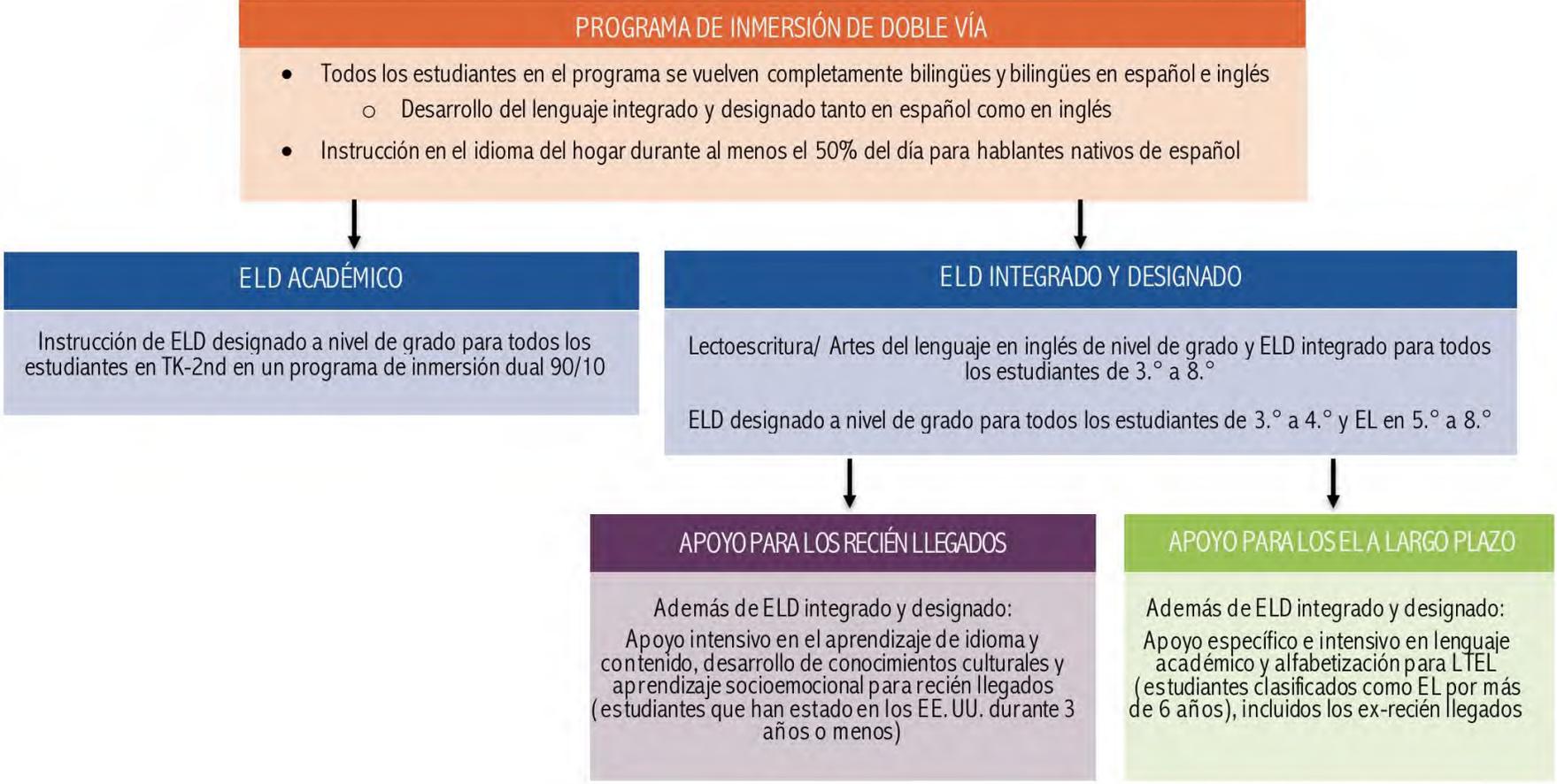
- Los padres tienen el derecho de excluir a sus hijos de las clases diarias de ELD designado, pero aconsejamos contra esa decisión
- Los estudiantes EL deben continuar tomando el ELPAC Sumativo anualmente hasta ser reclasificados como RFEP. Los padres no pueden excluir a los estudiantes de las pruebas ELPAC.
- Los estudiantes que tienen Planes educativos individualizados (IEP) toman las pruebas ELPAC con los arreglos necesarios. Se publicará una versión alternativa de ELPAC el año que viene adaptado a necesidades severas



Instructional Programs for ELs



Programas de instrucción



Scheduling ELD

| Minutes x Days Per Week | Transitional Kindergarten & Kindergarten | 1 st Grade | 2 nd Grade |
|-------------------------|--|-----------------------|-----------------------|
| Academic ELD | 25 min x 5 days | 30 min x 5 days | 40 min x 5 days |

| Minutes x Days Per Week | 3 rd Grade | 4 th Grade | 5 th Grade | 6 th Grade | 7 th & 8 th Grades |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| Designated ELD | 25 min x 5 days | 20 min x 5 days | 30 min x 5 days | 45 min x 5 days | 45 min x 3 days |
| Each ELA & Integrated ELD | 30 min x 4 days | 40 min x 4 days | 55 min x 2-3 days | 65 min x 2-3 days | 65 min x 2-3 days |
| Integrated ELD Taught During | n/a | Math | Math | Science | History/ Social Studies |



Programación de clases de ELD

| Minutos x días a la semana | Kínder transicional y jardín de niños | 1.º grado | 2.º grado |
|----------------------------|---------------------------------------|-----------------|-----------------|
| ELD académico | 25 min x 5 días | 30 min x 5 días | 40 min x 5 días |

| Minutos x días a la semana | 3.º grado | 4.º grado | 5.º grado | 6.º grado | 7.º & 8.º grado |
|---|-----------------|-----------------|-------------------|--------------------|-----------------------------|
| ELD designado | 25 min x 5 días | 20 min x 5 días | 30 min x 5 días | 45 min x 5 días | 45 min x 3 días |
| Ambos lectoescritura en inglés y ELD integrado | 30 min x 4 días | 40 min x 4 días | 55 min x 2-3 días | 65 min x 2-3 días | 65 min x 2-3 días |
| ELD integrado también se enseña durante | n/a | Matemáticas | Matemáticas | Ciencias naturales | Historia/ Estudios sociales |



Minimum Progress Expectations

| | “Emerging” ELPAC 1 | “Low Expanding” ELPAC 2 | “High Expanding”/ “Low Bridging” ELPAC 3 | “High Bridging” ELPAC 4 but Does Not Yet Meet Other Reclassification Criteria | “High Bridging” ELPAC 4 and Meets All Other Criteria for Reclassification |
|--------------------|-----------------------|----------------------------|--|--|--|
| End of Year 1 | Student A | Student B | Student C | Student D | Student E |
| End of Year 2 | | Student A | Student B | Student C | Student D |
| End of Year 3 or 4 | | | Student A | Student B | Student C |
| End of Year 4 or 5 | | | | Student A | Student B |
| End of Year 5 or 6 | | | | | Student A |



Expectativas mínimas de progreso

| | “Emergente” Nivel 1 de ELPAC | “En crecimiento módico” Nivel 2 de ELPAC | “En crecimiento”/ “Superando módicamente” Nivel 3 de ELPAC | “Superando” Nivel 4 de ELPAC pero todavía no ha logrado los otros criterios para reclasificación | “Superando” Nivel 4 de ELPAC y ha logrado los otros criterios para reclasificación |
|-------------------------------|---------------------------------|---|--|---|---|
| Final del primer año | Estudiante A | Estudiante B | Estudiante C | Estudiante D | Estudiante E |
| Final del segundo año | | Estudiante A | Estudiante B | Estudiante C | Estudiante D |
| Final del tercer o cuarto año | | | Estudiante A | Estudiante B | Estudiante C |
| Final del cuarto o quinto año | | | | Estudiante A | Estudiante B |
| Final del quinto o sexto año | | | | | Estudiante A |



Multi-Tier Systems of Support (MTSS)

| | | |
|----------------------|---|---|
| ALL STUDENTS |  | Tier 1 (26 th percentile and above) Standards-aligned curriculum, structures that support small group instruction focused on data |
| SOME STUDENTS |  | Tier 2 (25 th to 11 th percentile) Teacher intervention (individual or small group) and possible push-in and/or pull-out support by a specialist |
| FEW STUDENTS |  | Tier 3 (10 th percentile and below) Intensified pull-out support by a specialist |

Sistema de Apoyo de Múltiples Niveles (MTSS)

TODOS los
estudiantes



Nivel 1

(Percentil 26 y superiores)

Plan de estudios alineado con los estándares, estructuras que apoyan la instrucción en grupos pequeños centrada en datos

ALGUNOS
estudiantes



Nivel 2

(Percentil 25 a 11)

Intervención del maestro (individual o en grupos pequeños) y posible apoyo de en el salón o fuera del salón proporcionado por un especialista

POCOS
estudiantes



Nivel 3

(Percentil 10 e inferior)

Apoyo intensificado fuera del salón proporcionado por un especialista

Forums for Families

- [English Learner Advisory Committee](#) (ELAC) (7 ~monthly meetings per school year)
- [Schoolsite Council](#) (SSC) (Monthly meetings)
- [Title I](#) Meeting (Annual meeting)
- [Families Supporting OCEAA](#) (FSO) (Monthly meetings)
- [Coffee Chats](#) with OCEAA's Administration (Meetings every 2-4 weeks)



Foros para familias

- **Comité consultivo de aprendices de inglés** ([English Learner Advisory Committee](#); ELAC) (7 juntas ~mensuales)
- **Consejo escolar** ([Schoolsite Council](#); SSC) (Juntas mensuales)
- Junta de [Título I](#) (Junta anual)
- **Familias apoyando a OCEAA** ([Families Supporting OCEAA; FSO](#)) (Juntas mensuales)
- **Charlas con café** ([Coffee Chats](#)) con la administración de OCEAA (Juntas cada 2-4 semanas)



Support for Families

Academic Support and Tutoring:

- [The Wooden Floor](#)
- [Schools on Wheels](#)

General Family Support, Counseling, and Parenting Workshops:

- [OC Health's Parent & Family Support Services](#)
- [OC Parent Wellness Program](#)
- [Help Me Grow Orange County](#)
- [Families Forward](#)
- [OC Family Solutions Collaborative](#)
- [ALMA Family Care Center](#)

Support for Food and Housing Stability:

- [Orange County United Way's F.A.C.E.](#)
- [The Salvation Army](#)
- [2-1-1 OC](#)

Mental Health and Specials Needs Resources:

- Bilingual Mental Health Support Guides [SanaMente/Each Mind Matters](#)
- [Didi Hirsch of Orange County](#) (877) 7-CRISIS o (877) 727-4747
- [Suicide Prevention Lifeline](#)
- [800-273-TALK](#) (1-800-273-8255)
- [The Center for Autism and Neurodevelopmental Disorders](#)



Apoyo para familias

Apoyo académico y tutoría:

- [The Wooden Floor](#)
- [Schools on Wheels](#)

Apoyo familiar general, consejería y talleres para padres:

- [OC Health's Parent & Family Support Services](#)
- [OC Parent Wellness Program](#)
- [Help Me Grow Orange County](#)
- [Families Forward](#)
- [OC Family Solutions Collaborative](#)
- [ALMA Family Care Center](#)

Apoyo a la estabilidad alimentaria y vivienda:

- [Orange County United Way's F.A.C.E.](#)
- [The Salvation Army](#)
- [2-1-1 OC](#)

Recursos de salud mental y necesidades especiales:

- Guías de apoyo de salud mental bilingües [SanaMente/Each Mind Matters](#)
- [Didi Hirsch of Orange County](#) (877) 7-CRISIS o (877) 727-4747
- [Suicide Prevention Lifeline](#)
- [800-273-TALK](#) (1-800-273-8255)
- [The Center for Autism and Neurodevelopmental Disorders](#)

Evaluation and Accountability of EL Programs

Three main structures support our continuous improvement of services to ELs:

1. ~~The EL Review~~
2. The EL Data Dive
3. The School Plan for Student Achievement (SPSA), with a special emphasis on Goal 2 and participation from the ELAC

Rather than existing in isolation, these structures work together to enhance data collection, reflection, planning and improved implementation. The first two, the EL Review, and the EL Data Dive, provide critical data and recommendations that allow the third, the SPSA, to fully support robust and effective EL services.



Evaluation and Accountability of EL Programs

THE LCAP & SPSA CYCLE OF CONTINUOUS IMPROVEMENT

OCEAA utilizes an integrated approach to planning for the Local Control and Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA). This planning process includes an examination of outcome data and effectiveness of practice in relation to stated goals. The table below summarizes the continuous improvement cycle used at OCEAA which, combined with the EL Data Dive, ensure ELs are supported to make annual progress towards LCAP & SPSA goals:

| | | | |
|--|----------------------------------|--|--|
|  | Measurable Outcomes | In the Annual Measurable Outcomes part of a goal, an LEA or school indicates the metrics it will use to measure a goal's effectiveness. A baseline, along with expected outcomes, is provided for each metric included. | Stakeholder Engagement: facilitate ongoing involvement with stakeholder groups and incorporate collected feedback into the relevant plan <ul style="list-style-type: none"> • SSC • ELAC • Staff Meetings • Surveys • Coffee Chats with Administration • OCEAA Board Meetings |
| | Actions & Services or Strategies | The actionable change ideas that result from the analysis may serve as actions in an LCAP or strategies in a School Plan. | |
| | Goal | SMART goal statements are specific, measurable, achievable, relevant and time-bound | |
| | Identified Need | Based on the analysis, the identified need may remain the same from one year to the next or it may be modified. | |
| | Analysis | Describe the overall implementation and effectiveness of the actions or strategies to achieve the goal along with any differences between planned and actual expenditures and any changes made to the goal moving forward. | |

Evaluación y control de programas para aprendices de inglés

Tres estructuras principales respaldan nuestra continua mejora de los servicios a los EL:

1. ~~La revisión de EL~~
2. La inmersión de datos acerca de EL
3. El Plan Escolar para el Rendimiento Estudiantil (SPSA), con un énfasis especial en la Meta 2 y la participación del ELAC.

En lugar de existir de forma aislada, estas estructuras trabajan juntas para mejorar la recopilación de datos, la reflexión, la planificación y una mejor implementación. Las dos primeras estructuras, la revisión de EL y la inmersión de datos acerca de EL, proporcionan datos críticos y recomendaciones que permiten que el tercero, el SPSA, respalde plenamente servicios robustos y eficaces a EL.

Evaluación y control de programas para aprendices de inglés



What Questions or Suggestions do you have about our EL Master Plan?



¿Cuáles son sus preguntas y/o sugerencias acerca de este Plan maestro para aprendices de inglés?



- DRAFT for board approval 9/23/20 -



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1. INTRODUCTION

"One language sets you in a corridor for life. Two languages open every door along the way."

Frank Smith

This Dual Language English Learner Master Plan, revised in the Fall of 2020, is designed to ensure that OCEAA does everything possible to open doors for all of our English Learners.

Built on the combined guidance of the [Guiding Principles for Dual Language Education](#), the [California English Learner Roadmap](#), and the recommendations for ELD in dual-immersion classrooms made by The Association of Two-Way and Dual Language Education (ATDLE), OCEAA has crafted a plan that leverages the various benefits of dual-immersion education for all students, in particular for students whose home language our program celebrates and develops. "Rather than viewing bi- or multilingualism as a problem to be solved, leaders and teachers [at OCEAA] create a school and classroom culture to optimize it as an asset" ([EL Education's Core Practices](#), 47).

Our vision for [English Learner \(EL\)](#) success goes above and beyond a mastery of the English language. Regardless of English Language Proficiency upon enrollment, it is our vision that:



- MASTERY OF KNOWLEDGE & SKILLS**
OCEAA graduates achieve academic excellence in Spanish and English.
- CHARACTER**
OCEAA graduates become effective learners, ethical people, and culturally competent leaders who contribute to a better world.
- HIGH QUALITY STUDENT WORK**
OCEAA graduates create complex, authentic work that demonstrates a high level of craftsmanship.

We are dedicated to supporting all OCEAA students in achieving bilingualism and biliteracy, and college and career readiness.

This document outlines how we fulfill our legal responsibilities to ELs, as well as the additional supports that OCEAA provides for English Learners and their families. The online version of the document contains many links to references, resources, and other relevant information.

We hope you share our excitement as we continue this new chapter to accelerate EL achievement, and we hope that this newly revised Dual Language EL Master Plan is a robust resource for guidance now and in the years ahead.

2. THE GUIDING PRINCIPLES FOR DUAL LANGUAGE EDUCATION

OCEAA's primary instructional program for all students is Two-Way Bilingual Dual-Immersion informed by the [Guiding Principles for Dual Language Education](#)'s "vision of multilingualism and multiculturalism for dual language programs [which] incorporates the concept of additive bilingualism, in which students are provided the opportunity to acquire a second language at no cost to their home language (Hamayan, Genesee, & Cloud, 2013)" ([Guiding Principles for Dual Language Education](#), 11). In the recent past, Dual Language education has become more widely available to students across the United States and has proven to offer a variety of academic benefits for all student. The benefits are even greater for English Learners, "Researchers have consistently reported that the higher the quality of implementation of the dual language education model, the stronger the results of dual language over English-only instruction for English learners (Genesee et al., 2006; National Academies, 2017)" ([Guiding Principles for Dual Language Education](#), 10). The four [Guiding Principles](#) and their key points are below:

Principle 1- All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.

Key Point A: The program design is aligned with program mission and goals.

Key Point B: The development of bilingualism and biliteracy is part of the program design.

Key Point C: The development of sociocultural competence is part of the program design.

Key Point D: Appropriate grade-level academic expectations are clearly identified in the program design.

Key Point E: The program is articulated across grades.

Key Point F: There is deliberate planning and coordination of curriculum, instruction, and assessment across the two languages of instruction.

Principle 2- The program ensures equity for all groups.

Key Point A: All students and staff have appropriate access to resources.

Key Point B: The program promotes linguistic equity.

Key Point C: The program promotes cultural equity.

Key Point D: High-quality instruction in both program languages is provided to all students in all grades in a way that is consistent with the program model.

Principle 3- The program has strong, effective, and knowledgeable leadership.

Key Point A: The program has robust, shared leadership.

Key Point B: Decision-making is aligned to the program mission and includes communication with stakeholders.

Key Point C: Leaders are advocates for the program.

Principle 4- An effective process is in place for continual program planning, implementation, and evaluation.

Key Point A: The program is adaptable and engages in ongoing self-reflection and evaluation to promote continual improvement.

Key Point B: There is a clear PreK–12 pathway for students in the program.

3. THE CALIFORNIA ENGLISH LEARNER ROADMAP

OCEAA’s English Learner programs are guided by the [California English Learner Roadmap](#). “The new Roadmap policy offers a vision and direction for English Learner (EL) education that views the education of ELs as a system-wide responsibility, recognizes the need to provide EL students with a rich and challenging curriculum from early childhood to grade 12, and respects the value of English Learners’ primary language and culture” ([Californians Together](#), 2017).

California’s Vision of Success for English Learners

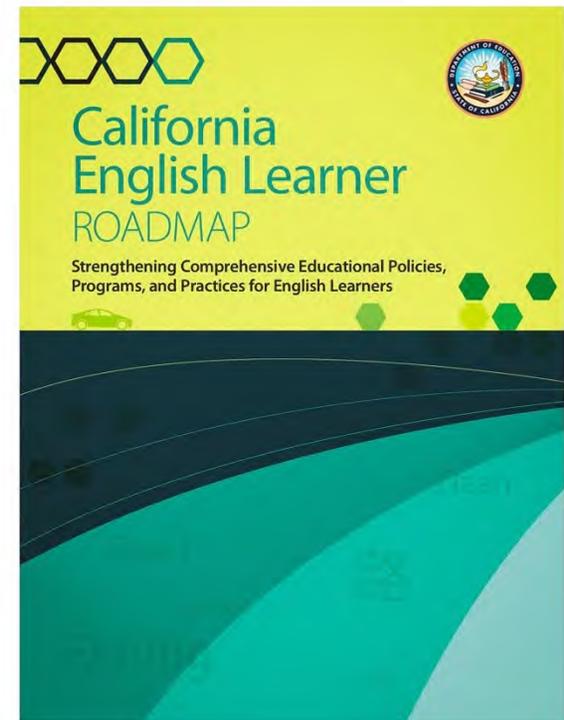
English learners fully and meaningfully access and participate in a 21st century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

Mission

California schools affirm, welcome and respond to a diverse range of EL strengths, needs and identities. California schools prepare graduates with the linguistic, academic and social skills and competencies they require for college, career and civic participation in a global, diverse and multilingual world, thus ensuring a thriving future for California.

Four Principles

Four principles support our vision and provide the foundation of California’s English Learner Roadmap. These principles are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that together create a powerful, effective, 21st century education for our English learners. Underlying this systemic application of the Principles is the foundational understanding that simultaneously developing English learners’ linguistic and academic capacities is a shared responsibility of all educators, and that all levels of the schooling system have a role to play in ensuring the access and achievement of the 1.3 million English learners who attend our schools.



Principle #1: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different EL strengths, needs and identities, and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle #2: Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle #3: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities, and utilize valid assessment and other data systems that inform instruction and continuous improvement; resources and tiered support is provided to ensure strong programs and build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.

Principle #4: Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These pathways foster the skills, language(s), literacy and knowledge students need for college- and career-readiness and participation in a global, diverse multilingual 21st century world.

The California State Board of Education will direct the California Department of Education to provide guidance to districts and intermediary support organizations (e.g., county offices of education, California Collaborative for Educational Excellence) on how districts and schools can implement and strengthen comprehensive, research-based programs and services for all profiles of English learners via the LCAP, and provide support for establishing continuous improvement strategies and expectations that enable access to college- and career-ready learning as well as opportunities to attain the State Seal of Biliteracy.

The guidance will invest in and build educators' professional capacity; emphasize collaborative efforts; support effective pedagogy; and develop systemic solutions to create a coherent and positive education system. The guidance will encourage innovative district and school implementation of evidence-based practices for curricula, materials adoption and development, instruction, professional development and leadership that are responsive to the differentiated strengths and needs of English learners, and strengthening appropriate assessment tools and practices. The guidance will be consistent with the requirements set forth in state and federal laws addressing English learners.

Adopted by the California State Board of Education (SBE) on July 12, 2017. To obtain the posted SBE agenda and item, please visit the California Department of Education SBE web page at <https://www.cde.ca.gov/be/ag/ag/yr17/agenda201707.asp>.

California Department of Education, July 2017



1. INTRODUCTION

In this chapter we describe the protocols and procedures for ensuring accurate and timely identification, assessment and placement of [English Learners \(ELs\)](#) at OCEAA. We also describe the process for reclassifying ELs as Fluent English Proficient (RFEP). To begin, we clarify the language group definitions for ELs that will be referred to throughout this Dual Language EL Master Plan.



2. LANGUAGE GROUP DEFINITIONS

These brief definitions of language groups are critical to understanding all the chapters of the OCEAA Dual Language EL Master Plan. Please note that students with disabilities under IDEA or Section 504 may fit into any of the language groups below.

ENGLISH LEARNER (EL): Student whose first language is not English and who is in the process of acquiring fluency in social and/or academic English or whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny [them] the ability to meet the challenging State academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. (Ed. Code § 306(a); 20 U.S.C. § 7801(25))

EL At Risk of Becoming an LTEL: An EL who has been enrolled in US Schools more than 3 years but not more than 6 years, and is not demonstrating adequate progress.

Long-Term EL (LTEL): A student who has been classified as an EL for more than 6 years.

Newcomers: Newcomers were not born in the U.S. and they have been in U.S. schools for less than 3 full school years. Newcomers should receive the most intensive support in years 1 and 2, but are monitored throughout their tenure as ELs and for the 4 years immediately following reclassification. Generally, TK, K and 1st grade students who are also newcomers will not receive specialized newcomer services, but rather targeted instruction within their regular classroom.

INITIALLY FLUENT ENGLISH PROFICIENT (IFEP): A Student who, upon enrollment in U.S. schools, is proficient in English along with another language identified in their Home Language Survey.

RECLASSIFIED FLUENT ENGLISH PROFICIENT (RFEP): A former EL student who has met the criteria to be “reclassified” as fluent English proficient.

- Recently Proficient RFEP: An RFEP who was redesignated less than or equal to 4 years ago. RFEPs need monitoring to ensure they don’t stagnate or regress.
- Long-term Proficient RFEP: An RFEP who was redesignated more than 4 years ago.

ENGLISH ONLY (EO): A student whose only home language is English.

3. GRAPHIC OVERVIEW: OCEAA EL Intake, Assessment and Placement

STEP 1

Family completes a [new student Interest Form](#)
& [takes a tour](#) of OCEAA

STEP 2

The [enrollment lottery](#) is held in
March of each year

STEP 3

The family completes school registration and
the [Home Language Survey \(HLS\)](#)

STEP 4

Administer English Proficiency Test (Initial
ELPAC) within 30 days of first day at OCEAA

4. DETAILED TIMELINE OF INTAKE, ASSESSMENT, IDENTIFICATION AND PLACEMENT OF ELs

In this section, we describe the time-bound steps of intake, assessment, identification and placement and also identify the responsible stakeholders. These procedures are mandated by Federal law, and designed to ensure that EL services are available to all qualifying students.

INITIAL INTAKE AND THE HOME LANGUAGE SURVEY

As part of school enrollment and registration, parents complete the Home Language Survey (HLS) to determine the primary language of the entering student. The five questions on the current Home Language Survey are as follows:

1. What language did your son or daughter learn when he or she first began to talk? (Identify only one.)
2. What language does your son or daughter most frequently use at home? (Identify only one.)
3. What language do you use most frequently to speak to your son or daughter? (Identify only one.)
4. What language is most often spoken by the adults at home?
5. In which language would you prefer school communications? (Select one.)
 Spanish English

NOTE: The HLS filled out by a parent at the student's first school of enrollment supersedes any HLS filled out at a later date. EXAMPLE: Parents filled out a HLS form for their child when the child enrolled in Santa Ana Unified in the 2014-15 school year. The form indicated the student had a home language other than English, and language proficiency assessment resulted in a classification of EL. Upon arrival to OCEAA during the 2016-17 school year, the parents filled out the HLS form again in a way that indicated the student was English only. The HLS from the Santa Ana Unified supersedes the HLS filled out on arrival to OCEAA, and the EL classification stands until the student meets the criteria for reclassification.

INFORMING PARENTS AND GUARDIANS OF INSTRUCTIONAL PROGRAM

Before completing school registration, parents are required to participate in an information session about OCEAA's 90/10 dual immersion program in either Spanish or English.

- [Explanation of Two-Way Bilingual Dual-Immersion](#)
- [Video Orientations to the Dual-Immersion Program at OCEAA in English and Spanish](#)

INITIAL ASSESSMENT AND CLASSIFICATION OF STUDENTS

If the parents or guardians of a student list a language other than English on any of questions 1 through 3 of the Home Language Survey, the students will be assessed with the Initial [English Language Proficiency Assessments for California](#) (Initial ELPAC) to determine language proficiency.

Prior to testing, the student's parent or guardian will be notified why the student will be assessed with the Initial ELPAC via a [Parent Notification of Initial ELPAC Assessment letter](#).

This assessment will be administered within 30 days of the student's start date at the school site.

The assessments must be administered by an OCEAA staff member trained in the use of ELPAC by the English Learner Coordinator/LEA ELPAC Coordinator. Assessment procedures will take into account the needs of students with learning disabilities, including the [California Matrix Four Accommodations and Modifications](#).



Scores for both tests will be entered into the OCEAA data analysis system, Illuminate. Classification of students will be based on the following cut points:

| Score | Score Description | Student Classification |
|-----------|--|------------------------|
| 150 - 369 | Novice English Language Learner | EL |
| 370 - 449 | Intermediate English Language Learner | EL |
| 450 - 600 | Initially Fluent English Proficient | IFEP |

INITIAL PARENT NOTIFICATION LETTER

Within 20 days of completing the assessments, the English Learner Coordinator will notify the parent via the [Initial ELPAC score report](#) of their child's test results.

For greater detail, see instructional program descriptions in [Chapter 2: Instructional Programs for ELs](#).

The [Initial ELPAC score report](#) is available in [English](#), [Spanish](#), Vietnamese, Mandarin or Cantonese (traditional Chinese), or Filipino and includes the following:

- The reasons for the child's assessment
- The child's assessment scores
- An explanation of the assessment scores

An [Initial ELPAC Score Report Explanation](#) Letter from the OCEAA English Learner Coordinator will accompany the score report.

ONGOING ANNUAL PARENT NOTIFICATION LETTER

Within 30 calendar days of the first day of school, parents will receive an [Annual Parent Notification Letter](#) which is an updated version of the Initial Parent Notification Letter.

CORRECTING ERRORS IN THE HOME LANGUAGE SURVEY

In cases where families or staff fill out the HLS incorrectly, resulting in an inappropriate administration of the Initial ELPAC and designation as EL, parents may, between the time of the Initial ELPAC (usually summer or fall) and the Summative ELPAC (usually beginning in February and ongoing through May), discuss with the teacher who can collect evidence to substantiate an appeal to the state to their HLS changed.

In cases where an HLS has indicated a student is EO but school staff believes the student needs EL Services because of their language proficiency, the teachers and the English Learner Coordinator will follow a protocol to adjudicate the language fluency of the student.

For both types of situations, the English Learner Coordinator must take into account the information provided by the parent regarding language use in the home, the results of the Initial ELPAC, and the results of any literacy or other assessments taken by the student that might demonstrate the student's language proficiency level. If, based on a preponderance of evidence, the English Learner Coordinator determines the change is appropriate, she/he will coordinate the change in state record-keeping systems.

PARENTS' RIGHT TO OPT OUT OF INSTRUCTIONAL PROGRAMS BUT NOT THE ANNUAL LANGUAGE PROFICIENCY ASSESSMENT

Opting out of EL Services

Parents have the right to opt their children out of daily Designated ELD, but opting out runs counter to best practice and parents are counseled against this option.

If a family opts out of Designated ELD, OCEAA remains responsible for:

- Providing Integrated ELD which includes meaningful access to the core curriculum for all EL students.
- Carefully monitoring EL progress in the acquisition of English.
- Alerting ELs' parents and providing additional support if they are not meeting minimum progress expectations.

ANNUAL LANGUAGE PROFICIENCY TESTS REQUIRED FOR ALL ELs

Students who have already been classified as ELs must continue to take the Annual Language Proficiency Assessment (the Summative ELPAC) every year in the spring until reclassifying as RFEP. Parents may not opt students out of ELPAC testing. The Summative ELPAC is administered by trained staff at the school site. Staff must follow the guidance on the appropriate use of universal tools, designated supports, and accommodations described in the document [California Matrix Four Accommodations and Modifications](#). ELs with Individualized Education Programs (IEPs) must also take the Summative ELPAC at least once to establish a baseline, after which alternative assessments may be employed. Sections of the test not substantially affected by the students disability must still be administered.

EL students must continue to take the Summative ELPAC annually until reclassifying as RFEP. Parents may not opt students out of ELPAC testing.



5. RECLASSIFICATION OF ELs

A goal of OCEAA's Dual Language Immersion program is for ELs to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. Rather than rely on basic skills assessments required by the state, OCEAA was an early adopter of CAASPP proficiency as part of its local requirements for reclassification, and our high bar has ensured that the RFEP students we promote to high school are truly equipped to succeed there and beyond.

To be reclassified as fluent English proficient, students must meet the following criteria:

- Overall ELPAC score of 4
- Proficient (3) or Advanced (4) score on the CAASPP/SBAC English Language Arts subtest
- English reading proficiency at or above grade-level expectations (As measured by Developmental Reading Assessment (DRA) or the [Renaissance Star Reading Test](#))
- English writing proficiency at or above grade-level expectations (As measured by grade-level standards-based writing rubrics)
- Proficient (3) or Advanced (4) grades in English Language Arts / Academic English Language Development (AELD)/ English Language Development (ELD)
- Teacher recommendation
- Consultation with parent/guardian

Students' records are reviewed for reclassification twice a year as part of the [EL Data Dive](#), typically after the close of each the first and second trimesters. Parents of students reclassified as proficient will be notified via written and/or digital communication and be offered the opportunity to learn about what reclassification means for their child in a meeting with the English Learner Coordinator.

For ELs with an IEP, modifications to the Reclassification Criteria may be made with approval of both the students' parents or guardians and school staff.



1. INTRODUCTION AND GRAPHIC ORGANIZER

Our vision for [English Learner \(EL\)](#) success goes above and beyond a mastery of the English language. We are dedicated to supporting all OCEAA students in achieving bilingualism and biliteracy, while at the same time ensuring they have meaningful access to a high quality English-language education and the opportunity to achieve their full academic potential of college and career readiness.

OCEAA instructional programs for ELs are:

- Clearly defined;
- Research-based;
- Aligned with the rigor of the Common Core State Standards, New Generation Science Standards, [California ELD Standards](#) and [California ELA/ELD Framework](#);
- Driven by the [California English Learner Roadmap](#);
- Designed to address the needs of each EL subgroup;
- Effectively monitored.

In this chapter we:

- Describe the framework for EL instruction known as Integrated ELD and Designated ELD;
- Provide guidance for the scheduling and implementation of Designated ELD;
- Describe the instructional programs that put the Integrated and Designated ELD framework into action for all EL subgroups;
- Articulate minimum progress expectations for students enrolled in the instructional programs;
- Explain how we use the [MTSS](#) framework to monitor and support ELs who are not meeting minimum progress expectations;
- Provide guidance on using an EL's primary language as a learning resource;
- Outline the professional development that supports effective instruction for ELs.

The graphic below summarizes OCEAA's instructional programs for ELs. Notice that Spanish dual-immersion is provided to all OCEAA students. The specialized programs below include the benefits of home-language instruction for our largely Spanish-native population of ELs with further supports for students who are in the subgroups identified.

-

learning for Newcomers (Students who have been in

In addition to Integrated & Designated ELD:
Targeted and intensive support in academic
classified as ELs > 6 years), including former

2. TWO-WAY DUAL-IMMERSION PROGRAM

Dual Language programs support EL, IFEP, RFEP and EO students to develop language and academic content knowledge in two languages, with the goal of achieving full bilingualism and biliteracy. OCEAA's two-way dual-immersion program provides instruction for at least 50% of the school-day in the target language of Spanish.

The goals of a [Two-Way Dual-Immersion Program](#) are full bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural competencies for ELs, English Only Students (EOs), Initially Fluent English Proficient (IFEP/bilingual students) and reclassified ELs (RFEPs). Classes are composed of a balance of native Spanish speakers and native English speakers. Content learning in both languages facilitates language learning among the students as they engage in collaboration that values both languages equally.

The Two-Way Dual-Immersion Program offered at OCEAA is 90/10, meaning that 90% of instruction is presented in the target language of Spanish and 10% of instruction in English in Transitional Kindergarten through 1st grade. Each consecutive year, the percentage of the school-day taught in English increases by 10%, reaching 50% Spanish and 50% English by 5th grade and maintaining those proportions through to 8th grade.

1. Clearly articulated TK-8th Dual Language program
2. Integrated and targeted language instruction in BOTH Spanish and English
3. Purposeful and strategic use of languages and intentional leveraging of each language to support the development of both languages based on the [Guiding Principles for Dual Language Education](#)
4. At least 50% of the day in target language

The Two-Way Dual Language Immersion Model should include these features:

- Appropriate Multiple Subject or Single Subject Credential with BCLAD certification
- Ongoing District-sponsored or approved professional development in Dual Language instruction
- For students with disabilities, “linguistically appropriate” goals are included in their Individualized Education Plans (IEPs; [The Guide for Educating English Learners with Disabilities](#), 190) and nurtured by teachers and Special Education specialists.

The Academic ELD and the Integrated & Designated ELD programs serve Emerging, Expanding and Bridging ELs (ELPAC Levels 1-4).

- Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

- Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.
- Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

(California ELD Standards, 19).



3. INSTRUCTIONAL PROGRAMS SERVING ELs

This section describes each of the instructional programs available to ELs at OCEAA as illustrated in the [graphic organizer](#) in Section 1 of this chapter. Please refer to [Chapter 1, Section 2. LANGUAGE GROUP DEFINITIONS](#) for definitions of EL subgroups referred to throughout this chapter and document. Two-Way Dual Language Immersion Program is provided to all OCEAA students, along with the Academic ELD or the Integrated and Designated ELD described below. The Newcomer and LTEL supports described in this section are provided as needed.

ACADEMIC ELD, TK-2nd Grade

OCEAA's Academic ELD is guided by the [California ELA/ELD Framework](#) and the recommendations for Academic ELD made by The Association of Two-Way and Dual Language Education (ATDLE).

Academic ELD is a protected time with a minimum of 25 minutes 5 days per week in Transitional Kindergarten, Kindergarten and 1st grade, making up 10% of their instructional day, and increasing by 10% of the instructional day in 2nd grade.

During Academic ELD, teachers utilize thematic resources related to those being concurrently taught in Spanish to leverage and “bridge” language knowledge from one language to another without directly translating any concepts or vocabulary ([Guiding Principles for Dual Language Education](#), 65). The focus in TK-2nd grade is largely on oral and academic language use research-based structured oral language practices such as strategic student pairings/groupings and [EL Education's Classroom Protocols](#), which provide structures for equitable student participation and constant checks for understanding. AELD has a strong focus on small group instruction to target each student's English Language Proficiency (ELP) level.

INTEGRATED & DESIGNATED ELD, 3rd-8th Grade

At the heart of both the [California ELD Standards](#) and the [California ELA/ELD Framework](#) is the research-supported idea that people learn language best when they can use it in meaningful ways to engage with content in which they are interested. [California ELA/ELD Framework](#) “presents the three interrelated areas of comprehensive ELD: learning to use English, learning through English, and learning about English. Comprehensive ELD incorporates both integrated ELD and designated ELD” ([California ELA/ELD Framework](#), Figure 2.19)

Integrated ELD is defined as instruction in which the state-adopted ELD standards are “taught throughout the day and across the disciplines” that focuses on content standards from science, mathematics, social studies or other disciplines ([California ELA/ELD Framework](#), 108). Conversely, Designated ELD is defined as “a protected time during the regular school day when teachers use the California ELD Standards as the focal standards in ways that build into and from content instruction [‘to assist English Learners to develop critical English language skills necessary for academic content learning in English.’] Designated ELD is not separate and isolated from ELA, science, social studies, mathematics, and other disciplines but rather is an opportunity during the regular school day to support ELs in developing the discourse

practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks in all content areas” (5 CCR § 11300, [California ELA/ELD Framework](#), 115).

In order to deliver quality Designated and Integrated ELD to all OCEAA ELs in 3rd-8th grades, we:

Provide Daily Designated English Language Development that:

- Is 25 minutes or more of protected time.
- Is targeted at EL proficiency levels measured by the most recent [English Language Proficiency Assessments for California \(ELPAC\)](#).
- Is aligned to the [California ELD Standards](#).
- Addresses speaking, listening, reading and writing.
- Is explicitly connected to grade-level content and topics.
- Emphasizes a focus on language to help students understand "how English works" in meaningful contexts.
 - Focuses on grammar instruction for communicative purposes, not decontextualized applications of grammar rules.
- Includes systematic development of academic vocabulary.

Provide Integrated ELD across content areas in which:

- Students engage with texts or tasks that are aligned to grade-level standards and require critical thinking and/or application.
- There is clear articulation, instruction, and assessment of both content and language objectives:
 - Content Objectives identify what students should know and be able to do at the end of the lesson. These objectives will frequently be used to form assessments. They are derived from the core standards. They focus on the “What” (Kumar, 2018).
 - Language Objectives are “how” the students will show what they are learning. They are focused on the four domains of Speaking, Listening, Reading, and Writing. (Kumar, 2018).
- Students develop and use language to explain ideas, express understanding and negotiate meaning while teachers intentionally develop students’ academic language and literacies specific to each discipline (language of math, science, history, etc.).
- There is ample production of oral and written language.
- Guided by [California ELA/ELD Framework’s](#) focuses for Integrated ELD:

Building capacity to provide high-quality Designated ELD embedded in content takes time. OCEAA recently adopted ATDLE’s recommendations for ELD in dual-immersion settings, which is aligned with the Benchmark Adelante Spanish language arts curriculum in TK-3rd and with the EL Education ELA Curriculum, and teachers are currently being trained to leverage these practices and tools in their individual classrooms.

- A Focus on Language Development and Content: Promoting Collaborative Discussions About Content
- A Focus on Meaning Making and Content: Supporting Comprehension and Interpretation of Complex Texts
- A Focus on Effective Expression and Content: Supporting Academic Writing and Speaking

Both Integrated and Designated ELD will feature:

- Clear, measurable, student-friendly learning targets guided by the [California Common Core State Standards](#) or the [California ELD Standards](#).
- Continual use of formative assessment to guide subsequent lessons.
- Structured oral language strategies for making content instruction understandable and ensuring that student participation is equitable and accountable.
- Scaffolding calibrated by proficiency level to provide both high challenge and sufficient support for all students.
- Partner and group work to foster content and language learning, social emotional learning and cultural competence.
- Use of both core and supplemental curriculum.
- Leveraging of primary language for content and language learning.
- Routines that are clear, predictable and supportive of Common Core-aligned rigor and high student engagement.

Effective provision of Designated and Integrated ELD rests on the specific investments detailed below:

All OCEAA teachers:

- Must be skilled at providing Integrated ELD into all English-language classes, including careful consideration of the language demands of a task and carefully planned language learning embedded in engaging content and activities.
- Must be skilled at providing content-embedded Designated ELD (if they teach that class).
- Need ongoing training in effective planning and delivery of Designated and Integrated ELD.

The administration will:

- Ensure effective Integrated ELD is provided in all elementary and secondary English-language classes.
- Provide ongoing professional development that allows all teachers to become experts in the delivery of effective Integrated ELD as well as Designated ELD where applicable.
- Ensure all ELs receive at least 25 minutes per day of Designated ELD until they reclassify.

Once ELs are reclassified and become RFEP, they are “exited” from Designated ELD but they continue to receive English Language Arts and Integrated ELD in any subject taught in English.

The monitoring of ELs has the goal of reclassification within 6 years. Students redesignated as Reclassified Fluent English Proficient (RFEP) are monitored for the four years immediately following their reclassification.

Newcomers, LTELs, and ELs at-risk of becoming LTELs are monitored particularly intensely during twice-yearly [EL Data Dives](#). The data derived from those Data Dives are used to create action plans for addressing the needs of these students. For ELs with IEPs, this also includes clear articulation and consistent implementation of IEP language development goals.

1. EL students and their families meet with the teacher twice a year for a presentation of the students’ academic progress during Student-Led Conferences:
 - Review student’s progress and set goals for meeting reclassification criteria and/or academic progress targets.
 - Identify strategies that will allow the student to meet the goals.
2. The teacher of LTELs, newcomers and ELs with IEPs will hold these meetings with a family member at least once in the fall and once in the spring with a special focus on accelerating language and academic outcomes.
3. Twice yearly, the English Learner Coordinator conducts an [EL Data Dive](#) to review progress of all students’ progress toward reclassification.



NEWCOMER SUPPORT, 3rd-8th Grade

Newcomers are defined as students who were not born in the U. S., and have been in U.S. schools for less than three full school years.

The Newcomer intake process includes transcript analysis to identify prior schooling, as well as general proficiency levels in math, home language and literacy, and inquiry into any needed special services previously identified in their home countries.

OCEAA's staff bears in mind that educational structures and procedures in Newcomers' native countries may have differed significantly from the U.S. education system and provide language, cultural, and social-emotional support to ease the transition and a full integration into our school system.

Guided by the [U.S. Department of Education's Newcomer Toolkit](#), OCEAA's staff:

- Meet the students' families to learn about their students, including their prior schooling and life experiences, at the very beginning of their tenure at OCEAA
- Maintain open communication with the students and their families about academic work and other aspects of their lives
- Provide scaffolding for students to understand and become integrated into the school's community and culture

Newcomers in 3rd-8th grades participate in Integrated & Designated ELD in addition to Newcomers' Club. The OCEAA English Learner Coordinator hosts a Newcomers' Club for at least 20 minutes, 3 times a week with a grade span-specific small group of OCEAA's Newcomers. During this time, basic phrases for safety and basic communication are discretely taught and practiced frequently. Native language support, images, realia, Total Physical Response gestures, and the students' personal interests are leveraged to maximize student learning.

English learners who are in their first 12 months of attending a school in the United States are exempted from taking the English Language Arts subtest of the CAASPP to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 854.1-854.3)

LTEL SUPPORT, 6th-8th Grade

[California Education Code 313.1](#) defines a Long Term English Learner (LTEL) in 6th grade or above, who has been enrolled in a U.S. school for six or more years, has remained at the same English language proficiency level for two or more consecutive prior years or has regressed to a lower English language proficiency level (as determined by the ELPAC), and has scored at the “Standard Not Met” level on the prior year administration of the English Language Arts subtest of the California Assessment of Student Performance and Progress CAASPP.

“The term ‘Long Term English Learners’ is used because it identifies the key issue of how long English Learners have remained in United States schools without having attained English proficiency. It is always worrisome to create labels for groups of students that may result in tracking and blaming. The responsibility, having created the label, is to ensure that action is taken to address and remedy the conditions resulting in students moving through the schooling system for years without attaining the proficiency in English required for equal educational access and participation” (*Reparable Harm*, 52). Therefore, as OCEAA continuously strives to improve our support for all students, we have recently adopted Dr. Laurie Olsen’s “Steps for Addressing the Needs of Long Term English Learners” checklist from *Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California’s Long Term English Learners* as part of a campaign to strengthen our support for LTELs.

Designated ELD for English Learners in 6th-8th grades is designed to explicitly address the language and literacy gaps that impede academic success for LTELs.

In addition to the descriptors above of Designated ELD, the Designated ELD courses for LTELs should include these features:

1. Be specifically designed to explicitly address the language and literacy gaps that impede academic success for LTELs.
2. A smaller class size to reduce the student-teacher ratio when possible is recommended.
3. Overall progress is monitored annually through ELPAC, CAASPP and grade-level school assessments.
4. Curriculum emphasizes rich oral and written academic language development and work with complex text.
5. Instruction is designed to provide appropriate supports and scaffolds without undermining “productive struggle.”
6. Student engagement is emphasized and encouraged through consistent instructional routines that emphasize structured speaking opportunities.
7. Goal-setting around language development and reclassification is emphasized.
8. For LTELs with IEPs, clear articulation and consistent implementation of IEP language development goals is provided.

As stated above, the administration will provide continuous professional development in Designated and Integrated ELD and LTEL support.

4. SCHEDULING ENGLISH LANGUAGE DEVELOPMENT (ELD)

SCHEDULING DESIGNATED ELD IN DUAL-IMMERSION

All students in Transitional Kindergarten through 2nd Grade receive Academic ELD, the strategic daily English-language component of a 90/10 dual-immersion program. Designated ELD time is protected for all EL students in 3rd through 8th grades in addition to the standard English Language Arts course.

| Minutes x Days Per Week | Transitional Kindergarten & Kindergarten | 1 st Grade | 2 nd Grade |
|----------------------------|--|-----------------------|-----------------------|
| Academic ELD | 25 min x 5 days | 30 min x 5 days | 40 min x 5 days |

| Minutes x Days Per Week | 3 rd Grade | 4 th Grade | 5 th Grade | 6 th Grade | 7 th & 8 th Grades |
|--|--------------------------|--------------------------|--------------------------|--------------------------|---|
| Designated ELD | 25 min x 5 days | 25 min x 5 days | 30 min x 5 days | 45 min x 5 days | 45 min x 3 days |
| Each ELA & Integrated ELD | 30 min x 4 days | 40 min x 4 days | 55 min x 2-3 days | 65 min x 2-3 days | 65 min x 2-3 days |
| Integrated ELD Taught During | Art | Math & Art | Math & Art | Science & Art | History/ Social Studies & Art |

5. MINIMUM PROGRESS EXPECTATIONS

Clear minimum progress expectations allow individuals, sites and other stakeholders in the system to hold themselves accountable for the quality of instruction for EIs in OCEAA. In this section, we provide graphics detailing the minimum progress expectation for each instructional program.

Failure to meet minimum progress indicates the need for interventions, discussed in this chapter in Section 6: INTERVENTIONS WITHIN MTSS FOR ELs NOT MEETING MINIMUM PROGRESS EXPECTATIONS. To understand the minimum expectations tables (below), follow the different students across multiple years, bearing these points in mind:

1. No matter the English proficiency level of a student when they enroll in a particular instructional program, reclassification is expected to occur by the time they reach the far right column of the table.
2. All the English proficiency and academic achievement indicators in the columns are “end-of-year” expectations.
3. The exception is that students will make one level of progress per school year, for example:
 - Student A: A student who begins their first year at OCEAA knowing almost no English is expected to finish their first year at OCEAA at an ELPAC level 1 (“Emerging”), and their fourth or fifth year at OCEAA at an ELPAC level 4 (“High Bridging”), even if they have not yet met the other reclassification criteria.
 - Student C: A student who begins their first year at OCEAA at a “High Expanding” or “Low Bridging” level is expected to achieve an ELPAC level 4 (“High Bridging”) and meet the other reclassification criteria at the end of their third or fourth year at OCEAA.
4. A student’s first year in an instructional language program in OCEAA can happen at any grade level or at any English proficiency level, depending on the student’s history.

A GRAPHIC OVERVIEW OF MINIMUM PROGRESS EXPECTATIONS FOR ELs

| | “Emerging” ELPAC 1 | “Low Expanding” ELPAC 2 | “High Expanding”/ “Low Bridging” ELPAC 3 | “High Bridging” ELPAC 4 but Does Not Yet Meet Other Reclassification Criteria | “High Bridging” ELPAC 4 and Meets All Other Criteria for Reclassification |
|--------------------|-----------------------|----------------------------|--|--|--|
| End of Year 1 | Student A | Student B | Student C | Student D | Student E |
| End of Year 2 | | Student A | Student B | Student C | Student D |
| End of Year 3 or 4 | | | Student A | Student B | Student C |
| End of Year 4 or 5 | | | | Student A | Student B |
| End of Year 5 or 6 | | | | | Student A |

| Other End-of-Year Minimum Progress Academic Achievement Indicators | | | | | |
|--|---|---|--|---|--|
| ENGLISH READING LEVEL | Developmental Reading Assessment (DRA) 3 levels below OR Star Independent Reading Level (IRL) 1 to 3 grade levels below | Developmental Reading Assessment (DRA) 2 levels below OR Star Independent Reading Level (IRL) 1 to 2.5 grade levels below | Developmental Reading Assessment (DRA) 1 level below OR Star Independent Reading Level (IRL) 1 to 2 grade levels below or less | Developmental Reading Assessment (DRA) at grade level OR Star Independent Reading Level (IRL) 1 to 1.5 grade levels below or less (meets OCEAA Reclassification criteria) | Developmental Reading Assessment (DRA) at grade level for that point in the year OR Star Independent Reading Level (IRL) 1 to less than 1 grade levels below (meets OCEAA Reclassification criteria) |
| CAASPP/ SBAC ELA | Standard Not Met | Standard Not Met/ Nearly Met | Standard Nearly Met | Standard Nearly Met/Met | Standard Nearly Met/Met |

6. INTERVENTIONS WITHIN MTSS FOR ELs NOT MEETING MINIMUM PROGRESS EXPECTATIONS

OCEAA is committed to providing high quality instruction and support to promote the highest achievement of all students. When an EL student is not meeting minimum progress expectations, teachers, principals and other stakeholders must craft a plan to accelerate this student's achievement. The [Multi-Tiered System of Support \(MTSS\)](#) is a more comprehensive version of the Response to Intervention (RtI) approach outlined in the Individuals with Disabilities Act (IDEA) of 2004. It provides a strong framework for calibrating the type and intensity of assessment and instruction needed for all students, including ELs.

MTSS is also designed to avoid false identification of a specific learning disability. Often, what looks like a specific learning disability is the result of inadequate instruction and progress monitoring. For ELs, the issue of proper identification of specific learning disabilities is critical. The unfortunate pattern nationally shows ELs over-identified for a specific learning disability when in fact poor program design and delivery, particularly around language development, are the culprits. Strong adherence to the MTSS model, along with clear protocols for referring ELs, will prevent this pattern at OCEAA.

Multi-Tiered System of Supports (MTSS) is the framework we use to provide instruction and support that maximizes the success of all students. The goal of a MTSS is to provide high-quality instruction and the degree of support each student needs to be successful. MTSS is not a special program, class, or intervention, but rather a way of organizing instruction and intervention to help all students and promote early identification of students needing additional academic or behavioral support to be successful.

The key components of OCEAA's MTSS are:

- High quality academic, behavioral and social emotional curriculum and instruction in the general education setting for all students
- Universal screening to identify students needing supplemental support
- Academic, behavioral and social emotional interventions matched to student need
- Ongoing progress monitoring of student performance (response to interventions)

MTSS organizes instruction and intervention into tiers, which provide differing levels of supports:

- Tier 1 – All students receive high quality, core academic, behavioral and social emotional instruction and supports.
- Tier 2 – Students needing supplemental support receive more focused, targeted small group instruction/intervention and supports in addition to core academic, behavioral and social emotional curriculum, instruction and support.
- Tier 3 – Students needing intensive support based on individual student need in addition to core and supplemental supports.

If the structures and routines to ensure meaningful academic language production and practice are absent in Tier 1 instruction, gaps will appear in EL achievement. These gaps may have little or nothing to do with a learning difficulty on the part of an EL student, and more to do with the absent structures and routines.

How does OCEAA identify and support students?

- We screen all students to identify students needing additional support.
- For students needing supplemental or intensive support, the MTSS Team uses a problem solving process to develop and implement evidence-based interventions and monitor student response.
- Problem-solving teams at the individual student level should always include the parents of the student.

What can parents expect with MTSS?

- Information on their child’s progress in meeting grade-level standards/expectations
- Early identification of academic or behavioral concerns
- Instruction and intervention support that is matched to my child’s academic or behavioral needs
- Involvement in data-based problem solving for my child
- Feedback on how their child is responding to targeted and individual interventions

| | |
|---|--|
| <p>ALL STUDENTS</p>  | <p>Tier 1 (26th percentile and above) Standards-aligned curriculum, structures that support small group instruction focused on data</p> |
| <p>SOME STUDENTS</p>  | <p>Tier 2 (25th to 11th percentile) Teacher intervention (individual or small group) and possible push-in and/or pull-out support by a specialist</p> |
| <p>FEW STUDENTS</p>  | <p>Tier 3 (10th percentile and below) Intensified pull-out support by a specialist</p> |

7. PROFESSIONAL LEARNING TO ENSURE DEVELOPMENT OF HIGH-LEVEL BILITERACY

In alignment with the [Guiding Principles for Dual Language Education](#), the [California English Learner Roadmap](#) and the [California ELA/ELD Framework](#), the professional development provided to teachers of ELs in OCEAA supports teacher intentionality and responsiveness, and instruction that engages ELs in the complexity and challenges of the Common Core State Standards and accelerates academic language development.

All OCEAA teachers of TK through 2nd grade receive training and professional development in the instruction of Academic ELD in a dual-immersion setting based on the recommendations of The Association of Two-Way and Dual Language Education (ATDLE). All 3rd through 8th grade teachers who teach English Language Arts (ELA), English Language Development (ELD), or [another subject in English](#) are provided professional development in Integrated and Designated ELD and best practices for accelerating English language acquisition.

Professional development is planned in long and short-term cycles and aligned with OCEAA's charter petition and LCAP. As a school committed to serving language minority and language majority students in a dual language immersion program, OCEAA's instructional philosophy is grounded in global citizenship and social justice, where:

- Leaders and teachers recognize that they must prepare students for global citizenship in an increasingly complicated and interconnected world.
- Multilingualism is a key tool and a vital global skill that deepens understanding of other countries and cultures.
- Curricula that prepare students for global citizenship are interdisciplinary and include developing knowledge of diverse cultures, languages, and political systems, as well as knowledge of the physical terrains, ecosystems, and natural forces of the planet.
- Fully integrating global skills and knowledge into the curriculum is tied closely to environmental stewardship and social justice as students are challenged to grapple with the most complex problems facing the world.
- Teachers ask students to discover and attend to how others see themselves, their histories, and the world's problems; that is, to hear and analyze multiple perspectives along the way to determining what young people can do to make a difference.

An Instructional Leadership Team (ILT) designs and communicates the strategic work plan that will guide continuous improvement of curriculum, instruction, assessment, school culture and leadership. Metrics for monitoring the progress of ELs on state and local indicators are included in these plans; ELs made significant growth in both ELA and math CAASPP scores during OCEAA's 2015-2020 charter term (OCEAA 2020-2025 Charter Petition, 8-12).

The implementation of the strategic work plan is supported by 13 paid professional development days for teachers annually, and early release Wednesdays. In addition to a team of dedicated site specialists in the areas of literacy, math and ELD, OCEAA contracts with dual language immersion, EL Education consultants and other experts to provide general and targeted professional development to all teachers. Because ELs are fully included in the core program, all professional development is generally directed towards ELs accessing content standards and specifically targeted towards ELs developing English language proficiency.

Progress monitoring of the strategic work plan includes quantitative and qualitative data collected through surveys, classroom observations, learning walks, and data cycles. Teacher feedback is regularly collected to provide follow-up coaching, resources, or other support for implementation as needed.





1. INTRODUCTION

Our schools and classrooms are most effective when family and community stakeholders actively influence and contribute to the District mission of college, career and community readiness. In the case of [English Language Learner \(EL\)](#) families and community leaders, this involvement is of particular importance because it helps immigrant and EL families experience ownership in an educational system that might be unfamiliar.

In alignment with the OCEAA Family Handbook ([English version/ Spanish version](#)), structures and practices to support EL family and community participation in OCEAA must:

- Be clearly defined and well-advertised in a parent friendly format, at both the site and district level.
- Be welcoming and culturally and linguistically responsive .
- Provide a space for parents and families to both learn about and contribute to
 - the specific needs of ELs including all EL subgroups.
 - the educational needs of all OCEAA students and subgroups .
- Fully engage parents representing [all EL subgroups](#) in site-level and district-level governance structures, particularly within the School Site Council (SSC) and English Learner Advisory Committee (ELAC).

The following sections of this chapter describe the ways EL parents are supported to be informed and involved in the education of their children.

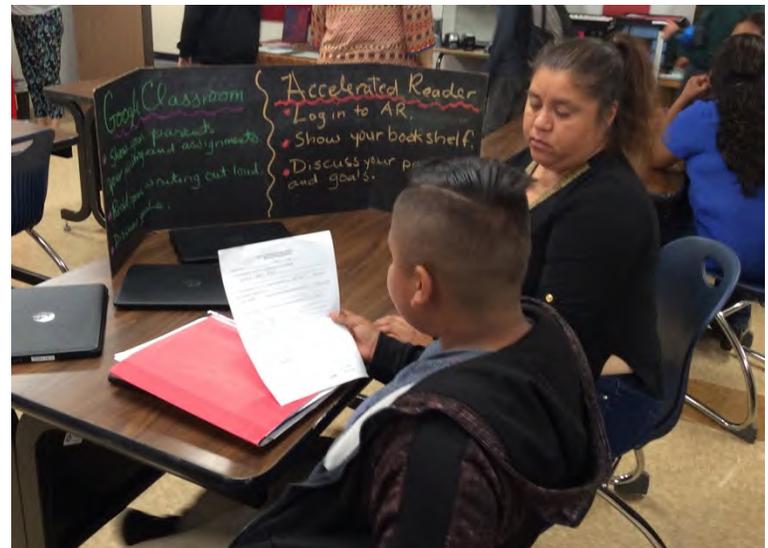
As a complement to this document, readers will find the following resources helpful:

- The OCEAA Family Handbook ([English version/ Spanish version](#))
- The OCEAA [Local Control and Accountability Plan \(LCAP\)](#)

2. ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

[California Education Code](#) requires sites with more than 21 ELs to have a committee to ensure the input of EL families and guardians and to advise the School Site Council (SCC), particularly on EL matters relating to the School Plan for Student Achievement (SPSA). The English Learner Advisory Committee (ELAC) is highly valued stakeholder group at OCEAA as just over 40% of the student population is ELs.

1. In accordance with [California Education Code](#), a majority of the ELAC members must be parents/ guardians of ELs and the percentage of EL parents/ guardians shall be equal to or greater than the percentage of ELs at the site.
2. All meeting dates are published on the school website at the start of the school year and reminders are sent out to all parents and guardians of ELs 72 hours in advance of each meeting.
3. Meeting agendas are posted on the school website and next to the entrance of the school building 72 hours ahead of each general meeting.
4. Meeting minutes and resources are posted on the school website after each meeting.
5. Often, meetings are livestreamed or recorded for parents who cannot attend.
6. In keeping with the [OCEAA ELAC Bylaws](#):
 - Four officers lead and empower the greater ELAC: President, Vice President, Secretary and Parliamentarian. These officers must be parents of current OCEAA ELs.
 - General ELAC meetings are held 7 or more times per school year.



3. OTHER PARENT ENGAGEMENT FORUMS

SCHOOLSITE COUNCIL:

The [Schoolsite Council](#) (SSC) develops the School Plan for Student Achievement (SPSA) for programs funded through the consolidated application (ConApp). The SSC shall review and develop the content of the SPSA, including proposed expenditure of funds allocated to the school through the ConApp and the [Local Control and Accountability Plan \(LCAP\)](#).

The [OCEAA SSC](#) is composed of 5 parent representatives and 5 school staff members of various student-facing roles.

TITLE I MEETINGS:

[Title I](#) meetings provide a forum in which parents and guardians can give input on the School-Parent Compact and the Parent Involvement Policy featured in the [OCEAA Family Handbook \(2020 Distance Learning Guide\)](#) and are held annually at the start of the school year.

FAMILIES SUPPORTING OCEAA:

[Families Supporting OCEAA \(FSO\)](#) is a group of OCEAA parents, teachers, and staff that support OCEAA by organizing community events and fundraisers. In the past they have supported student experience by funding field trips, new instruments, and additional Chromebooks. FSO's leadership includes OCEAA parents in the positions of: President, Vice President, Treasurer, Secretary, Membership Coordinator, Fundraising Coordinator, and Volunteer Coordinator.

COFFEE CHATS:

The Executive Director and/or School Director host [Coffee Chats \(Charlas con café\)](#) to which all OCEAA parents and guardians are invited approximately once a month. On some occasions, the administration will share important school updates about school safety, the [Local Control and Accountability Plan \(LCAP\)](#), state tests, special school programs. Other Coffee Chats are reserved for speakers to provide workshops on such vital topics as the 2020 Census, parenting adolescents, coding in schools, or as open forums for parent questions and comments.

4. ADDITIONAL SUPPORT FOR FAMILIES

OCEAA staff share information about community events geared toward parents school-wide on a regular basis. Often, we host outside organization to provide such workshops on our campus in the evenings. Some of the community organizations to which we often refer parents for food, housing, physical and mental health support, counseling, after-school care, parenting workshops, and more include:

ACADEMIC & TUTORING SUPPORT:

- [The Wooden Floor](#)
- [Schools on Wheels](#)

GENERAL FAMILY SUPPORT, COUNSELING, AND PARENTING WORKSHOPS:

- [OC Health's Parent & Family Support Services](#)
- [OC Parent Wellness Program](#)
- [Help Me Grow Orange County](#)
- [Families Forward](#)
- [OC Family Solutions Collaborative](#)
- [ALMA Family Care Center](#)

SUPPORT FOR FOOD AND HOUSING STABILITY:

- [Orange County United Way's F.A.C.E.](#)
- [The Salvation Army](#)
- [2-1-1 OC](#)

MENTAL HEALTH AND SPECIALS NEEDS RESOURCES:

- The [Each Mind Matters Resource Center](#) and Providence St. Joseph's collaboration with [SanaMente/Each Mind Matters](#)
 - The bilingual [SanaMente/Each Mind Matters Mental Health Support Guides](#)
- [Didi Hirsch of Orange County \(877\) 7-CRISIS or \(877\) 727-4747](#)
- [Suicide Prevention Lifeline](#)
- [800-273-TALK \(1-800-273-8255\)](#)
- [The Center for Autism and Neurodevelopmental Disorders](#)



5. COMMUNICATION WITH FAMILIES

Open communication sets the stage for trusting, collaborative relationships between school staff and families. In this section, we outline OCEAA's family communication procedures.

SCHOOL REGISTRATION

OCEAA Registration is completed in PowerSchool, which is available completely in both Spanish and English. OCEAA Reception and Office Management staff also make themselves available to walk parents who need language, literacy, or technology support through the entire registration process either in 1-on-1 appointments, or at a school-wide back-to-school registration event. The OCEAA Nutritional Services Supervisor, After-School Programs Director and Health Clerk are present (with interpreters, if necessary) at this registration event to support families in:

- Completing Free- and Reduced-Lunch Applications
- Completing after-school program interest forms
- Confirming student medical histories

Any medications that will need to be administered during the school day are also collected at this event.

A representative from [Families Supporting OCEAA \(FSO\)](#), an [ELAC Official](#), and the School Director or Executive Director are also present at the event to invite families to participate in parent forums throughout the year.

TRANSLATION AND INTERPRETATION

Communication with all EL families in their primary language is an essential practice that helps ensure their full involvement and engagement.

Under federal law, a public school must ensure that all parents receive meaningful access to important information. Important written information such as IEPs must be translated. When families are not literate in their native language, oral communication must be provided in the family's primary language.

In addition, under California state law, when fifteen percent (15%) or more of the students enrolled in a public school speak a language other than English, all notices, reports, statements, or records sent to a parent or guardian by the school, in addition to being written in English, must be written in the primary language, and may be responded to by the parent or guardian either in English or the primary language.

Families with limited English proficiency must be provided opportunities to participate equally in school programs and activities, and should have full access to and understanding of the education process.

At the school site, when 15% or more of the student population speaks a language other than English, the principal must ensure that all written communication sent to family/guardians is provided in that language. OCEAA has well over 15% Spanish speaking parents; all of the following documents are provided in Spanish and English:

- [Free/Reduced Lunch Information](#)
- [Interest Form](#) and Registration (Language can be set to Spanish at the top of the webpage)
- Parent Notification Letters of ELPAC testing
 - [Parent Notification of Initial ELPAC Assessment letter](#)
 - [Initial ELPAC score report in Spanish](#)
 - [Initial ELPAC Score Report Explanation](#)
- [Summative ELPAC score reports](#)
- [Annual CAASPP score reports](#)
- Meetings about EL reclassification
- Report Cards and comments
- Weekly Parent Bulletins
- OCEAA Parent Handbook ([Spanish version](#)), which includes:
 - Important Numbers
 - Attendance Policies
 - Enrollment and Registration
 - School Operations and Procedures
 - Academic Policies
 - Multi-Tiered System of Supports
 - Character Development & School Discipline
 - Dress Code
 - Student Life
 - Technology: Acceptable Use Agreement and Regulations
 - Student and Parent Technology Agreement
 - Health Services Information
 - Nutrition Services Department
 - Parent/Visitor Expectations
 - Student Safety
 - Notification of Rights under FERPA for Elementary and Secondary Schools
 - Uniform Complaint Procedures
- [School Accountability Report Card \(SARC\)](#)
- [Notice of Procedural Safeguards Special Education Rights of Parents and Children \(Spanish version\)](#)
- [504 Plan Documentation and Parents' Rights](#)
- Special Education Letters and Forms
- Suspension documentation
- Major disciplinary documentation

OCEAA provides interpretation at the following meetings:

- Family-teacher conferences
- Communications concerning student discipline, including suspension and expulsion, and disciplinary hearings
- Communications concerning student progress, including telephone calls and meetings between families/guardians and teachers or counselors
- All Rtl, IEP and Section 504 meetings
- Meetings of the OCEAA Board
- Parent forum meetings including SCC, ELAC, Title I and Coffee Chats
- Family information meetings and activities (e.g., incoming family orientations)

Thanks to our school-wide Spanish dual-immersion program, the very large majority of OCEAA personnel are bilingual in Spanish and English. This allows for the teacher and administrators hosting parent meetings to do their own translation, which ensures a familiar face and accuracy of bilingual messaging.





1. INTRODUCTION

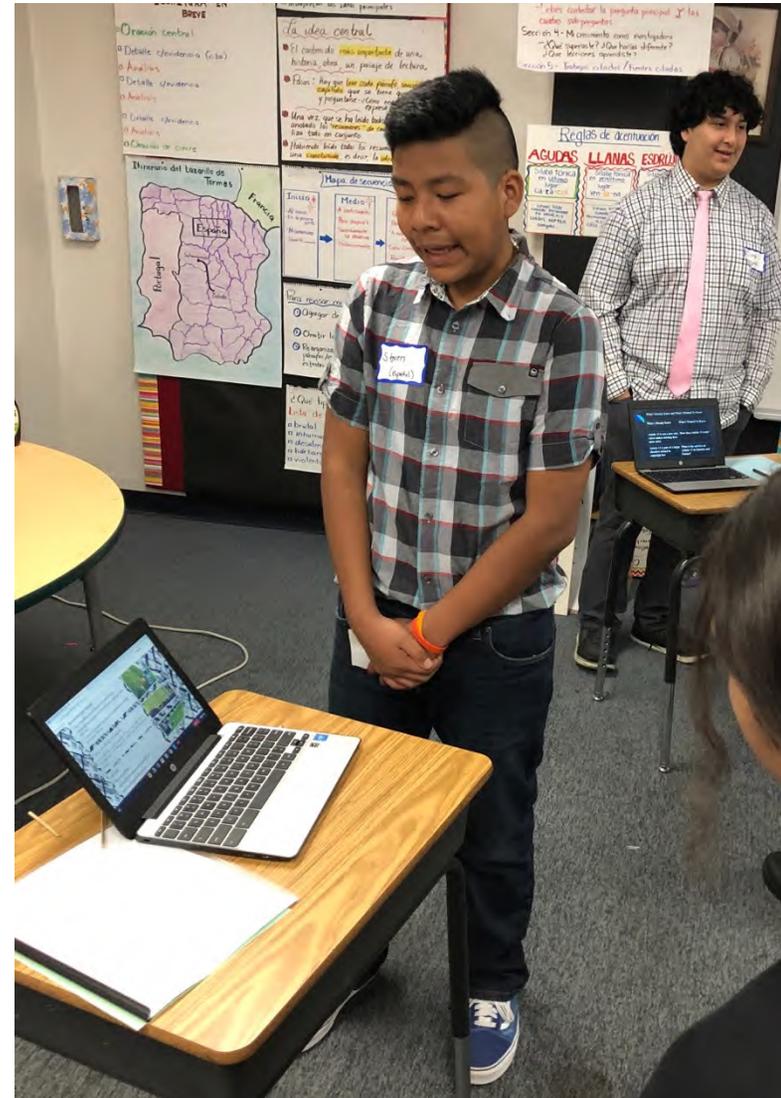
This chapter presents tools for determining:

- Whether our system is providing the EL services described in Chapters 1, 2, and 3.
- Whether we are achieving satisfactory results for OCEAA English Language Learners (ELs).
- What OCEAA stakeholders should do when EL services are not adequately provided or student results are not meeting benchmarks.

Section 2, SUCCESS METRICS AND RECOMMENDED ACTIONS AND INTERVENTIONS WHEN OCEAA DOES NOT MEET BENCHMARKS, outlines what stakeholders must do when a site or group of sites do not meet a key success metric. We use seven “Yes-No” questions to focus attention on critical aspects of effective EL services.

Section 3 describes structures that support OCEAA as we plan and implement robust EL services. In addition, these structures support us as we address any “No” responses to the “Yes-No” questions from Section 2.

The final section, COMPLIANT SPENDING OF RESTRICTED FUNDS AND LCFF FUNDS, provides brief guidance on the compliant spending of funds.



2. SUCCESS METRICS AND RECOMMENDED ACTIONS AND INTERVENTIONS WHEN OCEAA DOES NOT MEET BENCHMARKS

In this section we define what successful delivery of EL services looks like and what stakeholders must do when sites do not meet benchmark metrics. We use a list of seven critical Yes-No questions about EL Services, such as “Are all EL sub-groups, including ELs with IEPs, meeting [Minimum Progress Expectations](#) and reclassification targets?” and indicate the metrics that provide a Yes or No answer to the question.

Finally, we indicate the actions and interventions that must take place to change a No to a Yes.

We refer frequently to the four structures and protocols for improving EL services that are described in Section 3. Please refer to that section for descriptions on those structures and protocols.

KEY YES-NO QUESTIONS, KEY METRICS AND RECOMMENDED ACTIONS

The table below aligns Key Yes-No Questions with Key Metrics and Recommended Actions and Interventions. When the Key Metric target is not being met, recommended actions and interventions will help ensure OCEAA is on a strong path toward a “YES” for that question.

The Key Metrics and Recommended Actions and Interventions indicate which level is being addressed. For example, Question 2, “Are all EL subgroups, including ELs with IEPs, meeting [Minimum Progress Expectations](#) and reclassification targets?”, and the Key Metrics and Stakeholder Responses provide detail on what stakeholders should do.



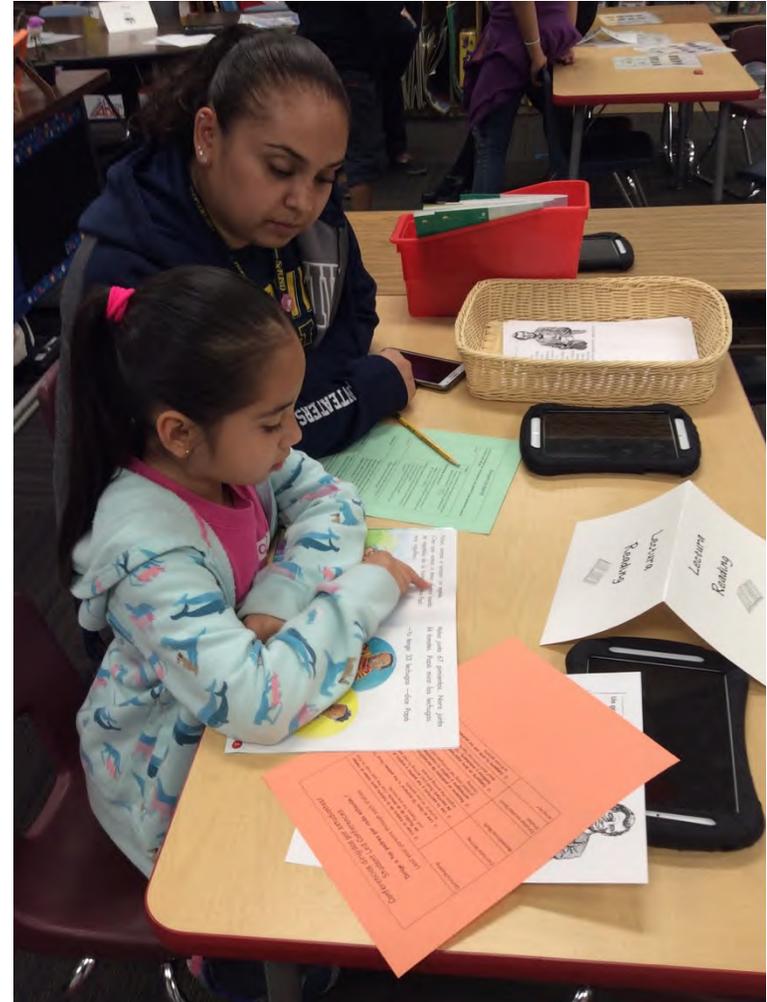
| Key Yes-No Questions | Key Metric | Recommended Actions and Intervention to address any “Nos” |
|---|--|--|
| 1. Are ELs placed properly and in a timely manner? | EL Reviews, reports from the registration staff, and ELAC | When benchmarks are not met, the School Director, English Learner Coordinator, and Office Manager will co-create an action plan and monitor placement data and practices during enrollment and registration. |
| 2. Are all EL subgroups, including ELs with IEPs, meeting Minimum Progress Expectations and reclassification targets? | California School Dashboard EL-related data collections and dashboards, including: <ul style="list-style-type: none"> • Reclassification Rates • ELPAC Performance Levels • CAASPP ELA Distance from Meeting Standard | OCEAA uses the School Plan for Student Achievement (SPSA) and EL Data Dive to refine implementation of instructional programs described in Chapter 2. |
| 3. Are all instructional programs implemented with fidelity to core components, giving all EL subgroups full access to and engagement with the core as well as robust development of academic language? | <ul style="list-style-type: none"> • Data sources from question 2 above • SPSA data analysis • Local Control and Accountability Plan (LCAP) Goals, Strategies and Measurable Outcomes | |
| 4. Are suspension rates for ELs and all EL subgroups below targeted maximum? | Suspension Data Dashboard | The School Director, Instructional Leadership Team (ILT), and ELAC collaborate to create action plans, embedded in the SPSA, to address suspensions and related culture, climate and instruction issues. |
| 5. Are ELs meeting targets for attendance? | Attendance Records and Chronic Absenteeism Dashboard | |
| 6. Is OCEAA a safe and welcoming place for EL students and their families? | California Healthy Kids Survey (CHKS) , California School Parent Survey , ELAC Needs Assessment Survey | |
| 7. Is EL family participation compliant? | OCEAA’s ELAC follows the state mandates and its own established Bylaws | Metrics under benchmark will trigger a Theory of Action solution protocol. |

3. STRUCTURES FOR REFLECTION AND CONTINUOUS IMPROVEMENT

These structures support our continuous improvement of services to ELs:

1. The EL Data Dive
2. The [Local Control and Accountability Plan \(LCAP\)](#) and School Plan for Student Achievement (SPSA), with a special emphasis on Goal 2 and participation from the [ELAC](#)

Rather than existing in isolation, these structures work together to enhance data collection, reflection, planning and improved implementation. The [EL Data Dive](#) provides critical data and recommendations that support the robust and effective EL services outlined in the LCAP and SPSA.



THE EL DATA DIVE

The EL Data Dive is a yearly site-based analysis of key data points to monitor EL instructional programming, EL resource allocation and EL and RFEP academic progress. The EL Data Dive should result in an action plan to enhance the core instructional program for ELs. This action plan, similar to the EL Review, drives changes and refinements to the school's LCAP and school plan.

| | |
|---|---|
| EL Data Dive Goals | <ul style="list-style-type: none"> • Ensure effective implementation of instructional programs for ELs at the site. • Improve services to ELs and RFEPs at the site. • Ensure that the LCAP and school plan explicitly reflect the needs of ELs and RFEPs. |
| Specific Activities related to the EL Data Dive | <ol style="list-style-type: none"> 1. Monitor progress of all ELs, with special attention to Newcomers, LTELs and students who are at risk of becoming LTELs. 2. Monitor progress of RFEPs for four years following reclassification. 3. Monitor core instructional program implementation and its efficacy for ELs, and make recommendations for refinements to the LCAP and school plan. 4. Review Tier 2 and 3 interventions for ELs at the site to determine needs and effective allocation of Tier 2 and 3 resources. 5. Provide information on points above to the ELAC and School Site Council (SSC). |
| Participants | <ol style="list-style-type: none"> 1. The team should have at least four members, and may be incorporated into the MTSS structure and cycles of inquiry 2. Must include the following members: <ol style="list-style-type: none"> a. The English Learner Coordinator b. At least one teacher with high EL count class roster c. At least two MTSS members (this could be the School Director plus one other participant) <p>Note: In some cases, one person may fill more than one requirement (e.g., the MTSS member could also be the teacher with a high EL count).</p> |
| High Value Data Sources | <ol style="list-style-type: none"> 1. EL-related data collections and dashboards, including: <ol style="list-style-type: none"> a. Reclassification rates b. ELPAC Performance Levels c. CAASPP ELA Distance from Meeting Standard 2. SSC data analysis 3. Completion rates for EL Professional Learning 4. Comprehensive Data Roster 5. Data gathered during an LCAP Review, and any action plans resulting from that review |
| Frequency | Twice a year with one in the fall to inform the review and drafting of the LCAP and SPSA for the coming year. |

THE LCAP & SPSA CYCLE OF CONTINUOUS IMPROVEMENT

OCEAA utilizes an [integrated approach to planning for the Local Control and Accountability Plan \(LCAP\) and School Plan for Student Achievement \(SPSA\)](#). This planning process includes an examination of outcome data and effectiveness of practice in relation to stated goals. The table below summarizes the continuous improvement cycle used at OCEAA which, combined with the EL Data Dive, ensure ELs are supported to make annual progress towards LCAP & SPSA goals:

| | | |
|----------------------------------|--|--|
| Measurable Outcomes | In the Annual Measurable Outcomes part of a goal, an LEA or school indicates the metrics it will use to measure a goal's effectiveness. A baseline, along with expected outcomes, is provided for each metric included. | Stakeholder Engagement: facilitate ongoing involvement with stakeholder groups and incorporate collected feedback into the relevant plan <ul style="list-style-type: none"> • SSC • ELAC • Staff Meetings • Surveys • Coffee Chats with Administration • OCEAA Board Meetings |
| Actions & Services or Strategies | The actionable change ideas that result from the analysis may serve as actions in an LCAP or strategies in a School Plan. | |
| Goal | SMART goal statements are specific, measurable, achievable, relevant and time-bound | |
| Identified Need | Based on the analysis, the identified need may remain the same from one year to the next or it may be modified. | |
| Analysis | Describe the overall implementation and effectiveness of the actions or strategies to achieve the goal along with any differences between planned and actual expenditures and any changes made to the goal moving forward. | |

4. COMPLIANT SPENDING OF RESTRICTED FUNDS AND LCFF FUNDS

OCEAA must fully comply with guidelines for compliant spending of Title III funds as well as supplemental and concentration funds from the California Local Control Funding Formula (LCFF). With Title III, funds must be spent to supplement, not supplant core instruction.

Supplemental and concentration funds should be spent in ways that improve student achievement for the ELs, Foster Youth, and Low Income students at the sites. In alignment with Ed Codes 42238.02 and 42238.03, these funds must be spent on ELs at least in proportion to the increase in funds apportioned on the basis of the number of EL students. For example, when OCEAA's supplemental funds are high because of ELs, then these additional funds should be spent in ways that benefit ELs. Below is a chart that provides examples and approval status for LCFF Supplemental and Concentration funding. One non-example plus four examples of appropriate use of supplemental and concentrations funds are shown, including a Sample Associated Action area. Note that these Action Areas shift from year to year as the OCEAA LCAP is revised.

| Budget Action | Associated Key Practice | Sample Associated LCAP Action Area | Evaluation |
|---|--|---|---|
| Furniture | Create inviting classroom environments | Action 4.1 Expand Language Programs | NO: Furniture cannot be considered a high-leverage strategy for accelerating newcomer achievement. |
| Pay substitute teachers to support teacher PD | Provide language acquisition PD opportunities and coaching support for teachers in their 1st and 2nd year working with newcomers. | Action 4.2 Teacher Professional Development for Educators of ELs | YES: Building new-teacher capacity to support newcomers is a high-leverage strategy. |
| Hire an Instructional Coordinator or Coach | Instructional Coordinator or Coach will train teachers in best practices for dual language instruction and help them monitor student progress data. | Action 4.1 Expand Language Programs - Dual Language Programs | YES: Coaching is a high-leverage strategy. |
| Buy reading intervention software | Targeted ELA intervention, during or after school, to support all students. | Action 4.1 Expand Language Programs - EL Reclassification | YES: This Budget Action supports ELs below grade level in reading, and this supports reclassification. |
| Stipends for teachers creating curriculum | Teachers backwards plan reading, writing, math units to develop yearly, monthly, and daily Common Core learning targets/objectives with special attention to language demands for ELs. | Action 4.1 Expand Language Programs - EL Reclassification | YES: A more robust curriculum for ELs with attention to language demands will support reclassification. |

INTRODUCTION

Guiding Principles for Dual Language Education

California EL Roadmap (Spanish-Language Version)

EL Education's Core Practice 20: Teaching English Language Learners (47-48)

"English Learner Roadmap." *Californians Together*,
www.californianstogether.org/english-learner-roadmap/.

CHAPTER 1: EL IDENTIFICATION, PROGRAM PLACEMENT AND RECLASSIFICATION

Explanation of Two-Way Bilingual Dual-Immersion at OCEAA

Video Orientations to the Dual-Immersion Program at OCEAA in English and Spanish

English Language Proficiency Assessment for California (ELPAC)

Parent Notification of Initial ELPAC Assessment letter

California Matrix Four

Initial ELPAC score report in English and Spanish

Initial ELPAC Score Report Explanation Letter (Bilingual)

Annual Parent Notification Letter

Renaissance Star Reading Test

CHAPTER 2: INSTRUCTIONAL PROGRAMS FOR ELs

Explanation of Two-Way Bilingual Dual-Immersion at OCEAA

Guiding Principles for Dual Language Education

The Guide for Educating English Learners with Disabilities

California ELD Standards

Kumar, Shanthi. "Using Content and Language Objectives to Help All Students in Their Learning." *Achieve the Core*, 16 Oct. 2018,
achievethecore.org/aligned/using-content-and-language-objectives-to-help-all-students-in-their-learning/.

California ELA/ELD Framework

California Common Core State Standards

EL Education's Classroom Protocols

English Language Proficiency Assessment for California (ELPAC)

U.S. Department of Education's Newcomer Toolkit

California Education Code 313.1

Olsen, Laurie. *Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners*. Californians Together, 2010.

The Multi-Tiered System of Support (MTSS)

CHAPTER 3: FAMILY AND COMMUNITY ENGAGEMENT

The OCEAA Family Handbook (English version/ Spanish version)
The OCEAA Local Control and Accountability Plan (LCAP)
California Education Code
OCEAA ELAC Bylaws
Schoolsite Council (SSC)
Local Control and Accountability Plan (LCAP)
Title I
2020 Distance Learning Guide
Families Supporting OCEAA (FSO)
Coffee Chats (Charlas con café)
The Wooden Floor
Schools on Wheels
OC Health's Parent & Family Support Services
OC Parent Wellness Program
Help Me Grow Orange County
Families Forward
OC Family Solutions Collaborative
ALMA Family Care Center
Orange County United Way's F.A.C.E.
The Salvation Army
2-1-1 OC
The Each Mind Matters Resource Center and Providence St. Joseph's collaboration with SanaMente/Each Mind Matters
The bilingual SanaMente/Each Mind Matters Mental Health Support Guides
Didi Hirsch of Orange County (877) 7-CRISIS or (877) 727-4747

Suicide Prevention Lifeline
800-273-TALK (1-800-273-8255)
The Center for Autism and Neurodevelopmental Disorders
Free/Reduced Lunch Information
Interest Form and Registration (Language can be set to Spanish at the top of the webpage)
Parent Notification Letters of ELPAC testing
Parent Notification of Initial ELPAC Assessment letter
Initial ELPAC score report in Spanish
Initial ELPAC Score Report Explanation
Summative ELPAC score reports
Annual CAASPP score reports
School Accountability Report Card (SARC)
Notice of Procedural Safeguards Special Education Rights of Parents and Children (Spanish version)
504 Plan Documentation and Parents' Rights

CHAPTER 4: MONITORING, EVALUATION, AND ACCOUNTABILITY

California School Dashboard
ELPAC Performance Levels
CAASPP ELA Distance from Meeting Standard
Local Control and Accountability Plan (LCAP)
California Healthy Kids Survey and California School Parent Survey
State mandates on ELAC
OCEAA ELAC Bylaws
Observation Protocol for Teachers of English Learners (OPTTEL)
California EL Roadmap (Spanish-Language Version)