

Orange County Educational Arts Academy
A California Public Charter School

BOARD OF DIRECTORS
MEETING MINUTES

Regular Meeting

January 13, 2021

6:00 p.m. – Closed Session

7:00 p.m. – Open Session

Teleconference

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

Meeting ID: 998 0701 0685

Password: oceaaboard

Reference Materials: <https://bit.ly/3nAF9Cp>

MINUTES

I. Call to Order 6:02 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

B. Approval of Agenda

II. Public Comment on Closed Session Items, If Any

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

III. Adjourn to Closed Session

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

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

IV. Reconvene to Open Session and Report of Action from Closed Session, If Any 7:01 PM

V. Public Comment

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

Kristin Nowak: SR 2 governor’s budget update, OCEAA will receive \$500k additional dollars, have until 2023 to spend it, deferrals that they are talking about buying down are for next year, and do not affect the ones this year.

VI. Board and Staff Reports

- A. Staff Reports
 - 1. School Director – Kristin Collins
 - 2. Executive Director – Mike Limon
- B. Operations Report –Janine McFarlin
- C. Board of Directors Reports

VII. Items for Consent

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

- A. Approval of Minutes from December 2020 Board Meeting
- B. Ratification of November 2020 Check Register

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

VIII. Approve School Accountability Report Card for 19-20

Action: Approve SARC	Motion: CA Second: BM
	Vote: BS, JR, VS, BM, CA, SO for 0 against

IX. Approve 2020-2021 School Plan for Student Achievement

Action: Approve SPSA pending final information from math and literacy specialists.	Motion: BS Second: JR
	Vote: BS, JR, VS, BM, CA, SO for 0 against

X. School Reopening

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

XI. Items for Future Meetings

The next regularly scheduled meeting is on February 10, 2021.

XII. Adjournment

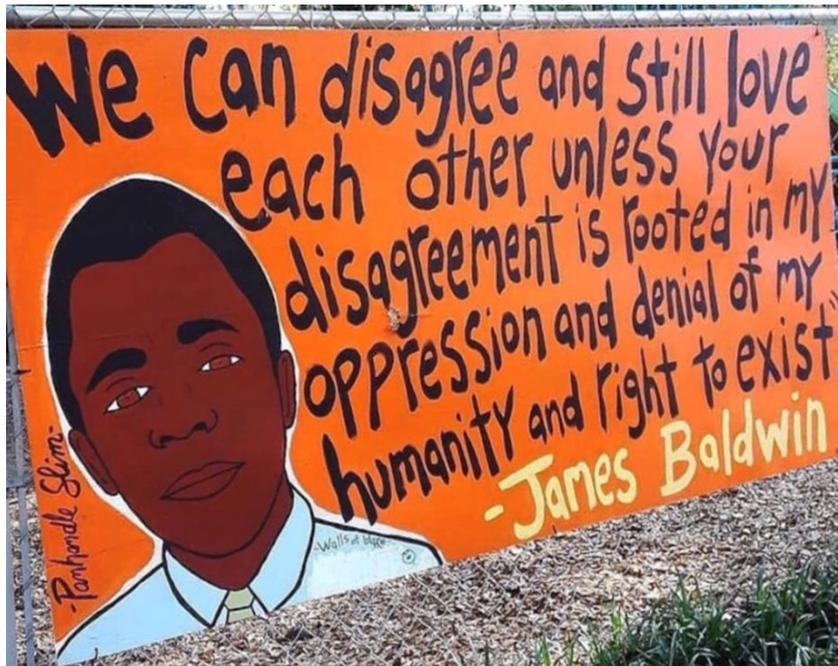
The meeting was adjourned at 8:47 PM.

OCEAA Board Update 1/13/2020

LCAP Goal 1: 100% Proficiency

❖ **Instructional Program & Achievement Updates** (K. Collins)

- 2020-2021 SPSA approved by the School Site Council and recommended for Board approval
- Responding to the insurrection to help students process the events in Washington, DC:
 - Immediate response:
 - Making space in crew for listening checking in
 - Using quality teaching resources to plan content instruction appropriate for the grade level, including
 - ◆ Common Core and CA State Standards
 - ◆ [Facing History and Ourselves](#), [Teaching Tolerance](#)
 - ◆ Reliable media sources
 - Not sanctioning disinformation; not engaging in relativism
 - Collaborating with EL network partners to share best practices



- Formalizing long term commitment to social justice and anti-racist education
 - Board/leadership statement, policy or other
 - ◆ Examples:

- [Capital City Charter School K-12 EL School Statement \(EL school\)](#)
- [EI Education anti racism statement](#)
- [The Social Justice School](#)
 - [Message from Social Justice School](#)

- In addition to current events backdrop, upcoming Identity case study in 7/8th grades will broach LBGTQ issues.

❖ **Professional Development**

- January 4th and 5th PD Agendas below
- Crew, SPED, Math/Literacy/ELD and Case Study PD will continue in January.

LCAP Goal 2: 100% Biliterate/Bilingual

- ❖ English Learner report
 - Transition plan in progress to implement required and supplemental activities to support English Learner success.

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

- ❖ Crew plans are adding the concept of ‘agency’ (*actores de cambio*) to learning targets and activities as this is an expected outcome of crew and character work
 - Crew Committee working on an icon for the term that can be an umbrella tying the character traits together.
- ❖ [Eye to Eye](#) mentoring program needs to know our reopening status by Jan 31.
- ❖ 27 student Mental Health referrals/students receiving Gen Ed counseling support

LCAP Goal 4 – 100% Parent-School Partnerships

- ❖ SSC, ELAC and FSO meetings ongoing
- ❖ Reopening plans continue to evolve and be discussed openly at Coffee Chats
- ❖ Student-parent-teacher conferences conducted in December with high attendance

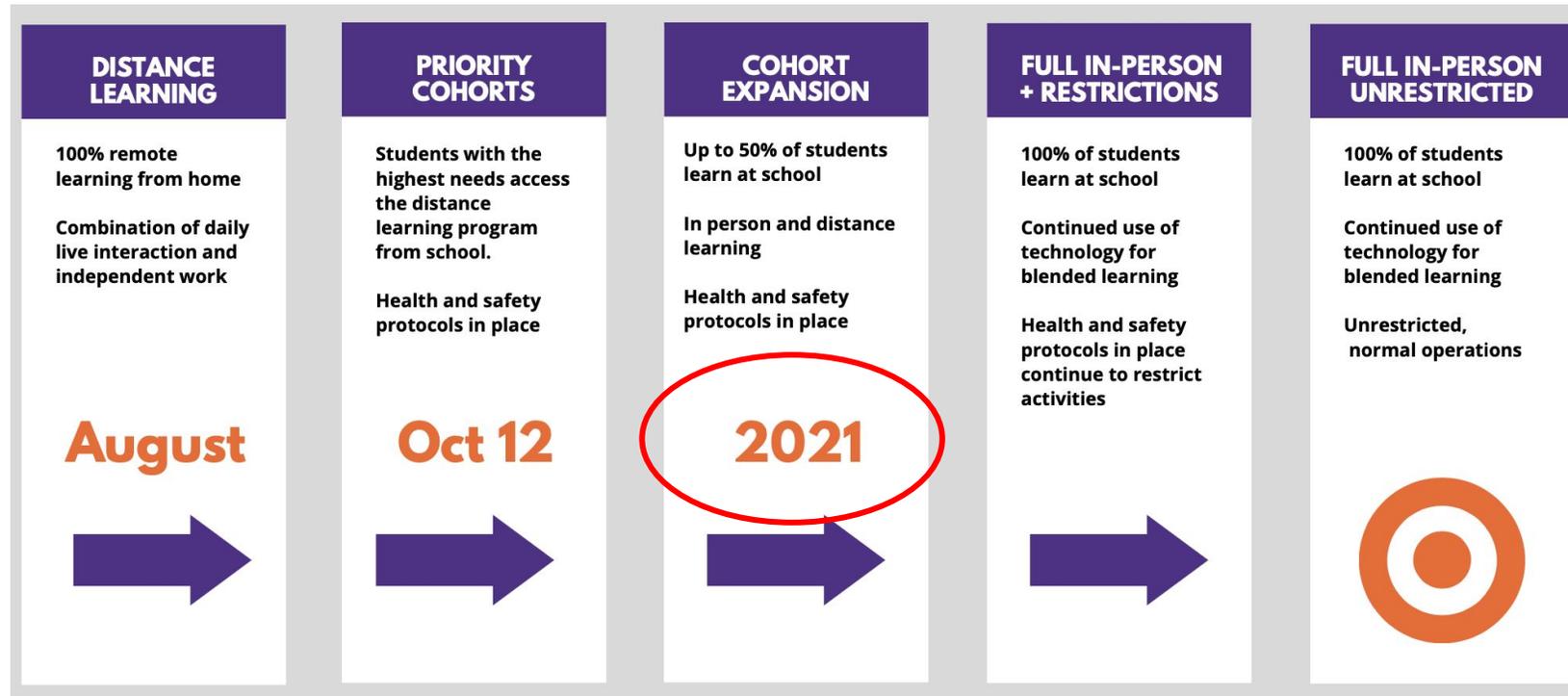


Executive Director Report

Mike Limon

January 13, 2021

Planning in-person instruction and distance learning



Reopening - Updates on Stage 2 (Cohorts)

- **Pre-existing onsite cohorts will be suspended until Wednesday, January 20th.**
- **Phased Reopening:** The CA Dept. of Health is also putting together protocols for schools to apply for “phased expansion,” so this impacts onsite student expansion.
- **Exposure:** We also had a few colleagues whom tested positive for Covid-19 during the holiday break.
 - Leadership investigates each confirmed case and communicating all necessary information to you in a timely manner.
- **Short Term goal** was to minimize the onsite staff presence as we returned from the break



Orange County Cases

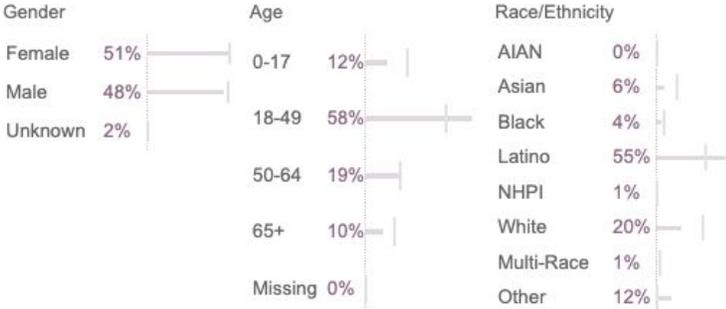
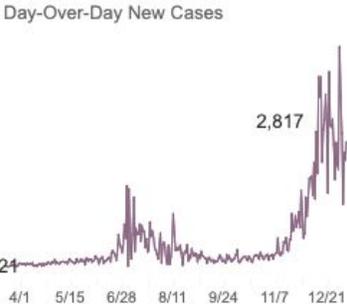
126% positive case increase since Dec. | 32% increase in deaths since Dec.

Orange CASES

177,686

1 Day Δ	7 Day Δ	14 Day Δ
+2,817	+21,075	+39,636
+1.6%	+13.5%	+28.7%

7 Day Avg.	14 Day Avg.	Weekly % Change
3,011	2,831	13.5%

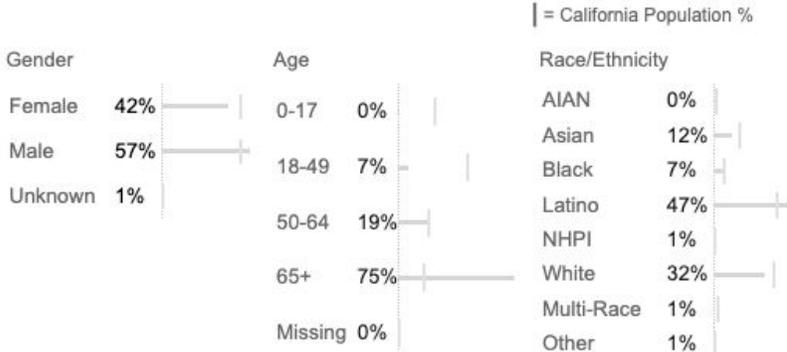
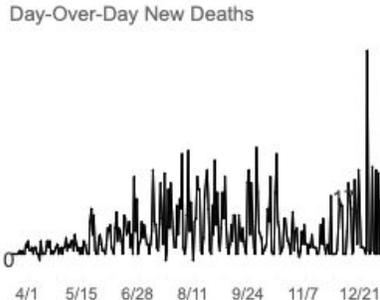


Orange DEATHS

1,943

1 Day Δ	7 Day Δ	14 Day Δ
+17	+69	+162
+0.9%	+3.7%	+9.1%

7 Day Avg.	14 Day Avg.	Weekly % Change
10	12	-25.8%



Note1: Negative numbers are data corrections. Please contact the Local Health Department for more information.

Note: Demographic percentages may not add up to 100% due to rounding. Breakdown of deaths is a subset of total deaths as reported by law enforcement.



Stage 3: Parent Survey Results

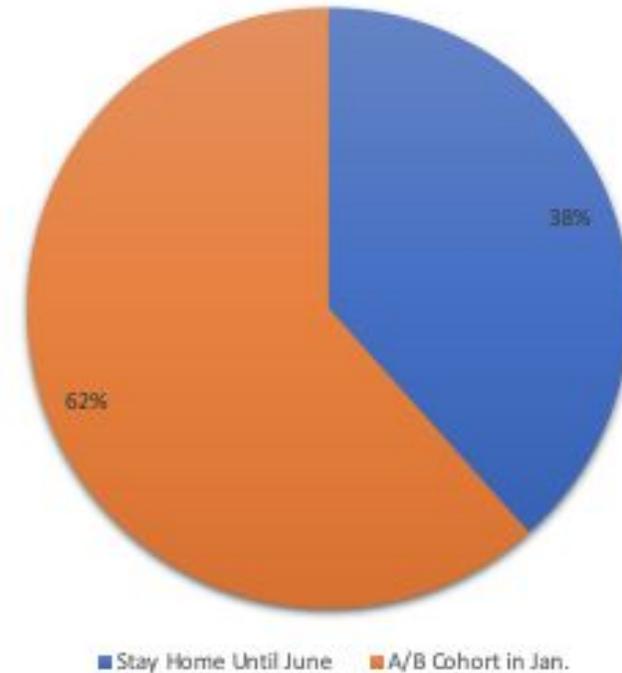
Number of Families:

- 477 Current Families
- 380 Family Submissions
- **97 Missing Families**

OCEAA Students:

- 619 Total OCEAA Students
- 522 Student count through Survey
 - **Total In Person: 326**
 - **Total Online: 196**
 - **Missing Students: 97**
- **Family Response Rate: 80%**

Nov. Parent Survey Results as of 12/8/20

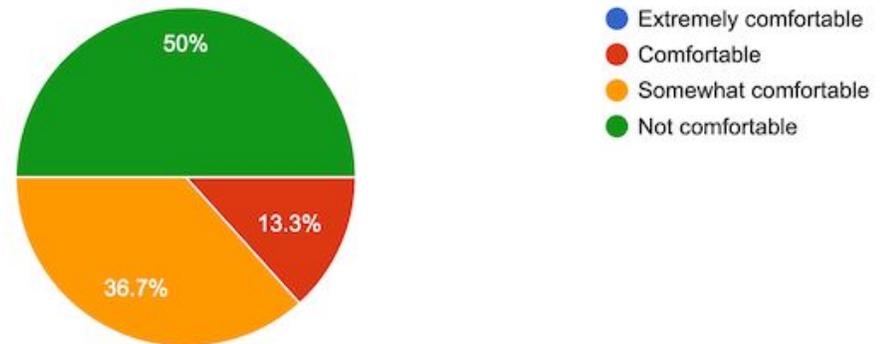


Stage 3: Teacher Survey Results

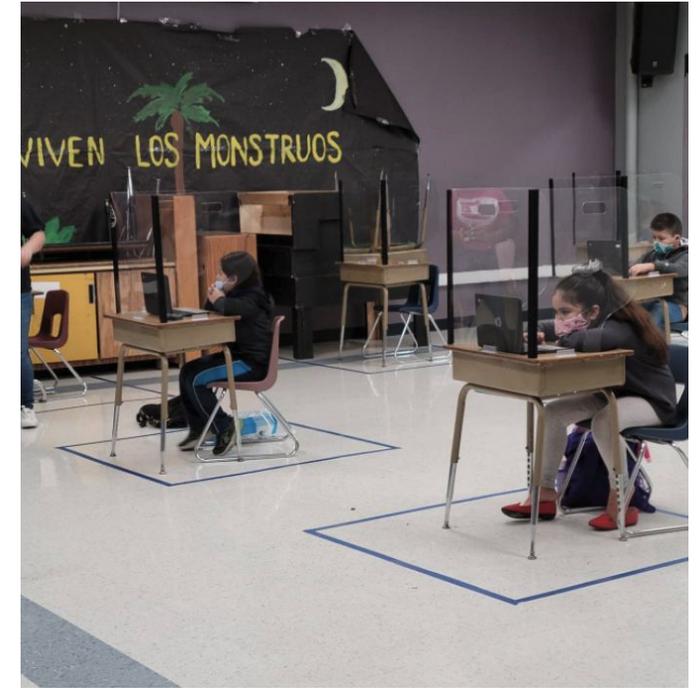
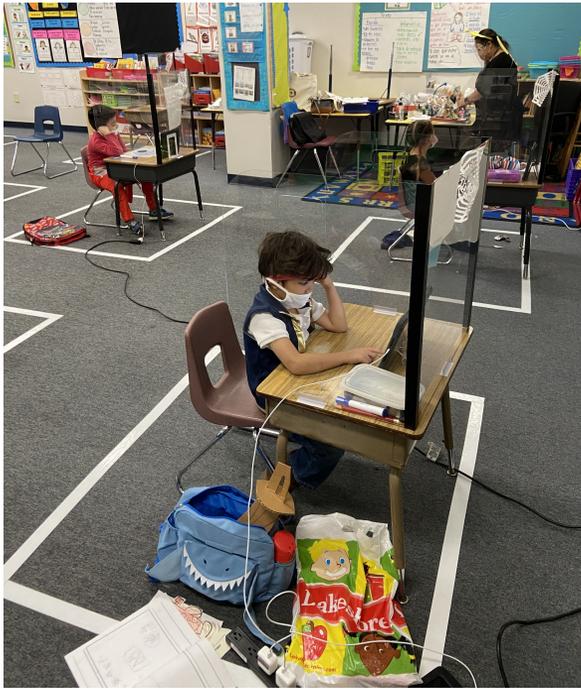
- **General Safety and Well Being**
- **Cohort Composition and Design**
 - Prioritizing based on student circumstance and need
 - managing in person and at home instruction
- **Overall comfort with returning to school**

Assuming that appropriate safety measures are in place and teachers have input in the design of expanded onsite learning, how comfortable are you returning to school to expand opportunities for in-person learning?

30 responses



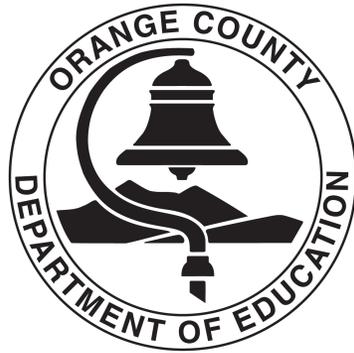
Onsite Offering Expectations



Onsite Offering Expectations



Ongoing Health Expert Outreach



Covid Tools



Level:

Role:



First point of contact for confirmed cases or exposure. Supports colleague(s) with providing next steps and procedures on duty days and possible quarantine period. Partners with respective managers.



Partners with Rosalinda to investigate each case and collaborates on next steps and protocols. Contacts appropriate agencies to ensure we are providing the best-case [scenarios](#) based on the ever-changing climate.



These are OCEAA's tools and support systems that provide recommendations on HR, health & safety and legislation support. OCEAA's Health Clerk, Ruth Aispuro, to lead student/parent tracking.

Covid Tools

Guidelines and Scenarios for School Answering Calls for COVID-19 Suspected or Confirmed Cases and Contacts – Released Dec 2020

<u>Scenarios</u>	<u>Immediate Action to be taken by the School</u>	<u>Community Communication /Exclusion</u>
<p>Scenario 1: A student or staff member exhibits or reports COVID-19 symptoms</p>	<ul style="list-style-type: none"> • Students: refer to Student Symptom Decision Tree • Staff: refer to Symptom Decision Tree 	<ul style="list-style-type: none"> • No notification or communication to school community is necessary at this time
<p>Scenario 2: Symptomatic student or staff member tests positive for COVID-19</p>	<ul style="list-style-type: none"> • Student/staff sent home or instructed to stay home • Isolation Period for Symptomatic Cases: <ul style="list-style-type: none"> • 10 days since symptoms first appeared <ul style="list-style-type: none"> ○ 24 hours with no fever and; ○ symptoms have improved • Complete COVID-19 Exposure Investigation Worksheet for the Education Sector to document all information obtained 	<ul style="list-style-type: none"> • Consider implementing temporary assignment to distance learning when pending further interviews and investigation to determine close contacts is warranted • Close contacts will quarantine for 10 days following date of last exposure • Provide the school with school community notification as indicated by investigation: <ul style="list-style-type: none"> ○ Close Contact ○ Minimal Risk ○ Temporary Exclusion • School to determine how best the notifications will be disseminated to school community
<p>Scenario 3: Asymptomatic staff or student tests positive for COVID-19</p>	<ul style="list-style-type: none"> • Student/staff sent home or instructed to stay home • Isolation Period for Asymptomatic Cases: <ul style="list-style-type: none"> ○ 10 days after the date of their positive test ○ If develops symptoms, isolate according to • Symptomatic guidance in Scenario 2 <ul style="list-style-type: none"> • Complete COVID-19 Exposure Investigation Worksheet for the Education Sector to document all information obtained 	<ul style="list-style-type: none"> • Consider implementing temporary assignment to distance learning for a potentially exposed classroom or student group when pending further interviews and investigation to determine close contacts is warranted • Close contacts will quarantine for 10 days following date of last exposure • School to determine how best the notifications will be disseminated to school community

Next Steps

- Pre-existing cohorts anticipated to return to campus on **January 20th**
- Continue with expansion of priority cohorts **as soon as possible** pending updated guidance from *CDPH*
- Adjust target timeline for additional student cohorts to be onsite *with teachers* to Trimester 3 (first week of March)
 - Finalize teacher cohort capacity, target population and design (based on Survey data)
 - Finalize student participation
 - Student and parent onboarding
- Participate in new required training (e.g. contact tracing)
- Refine mitigation procedures, protocols and communications
 - Review by health experts
- **January & February** Board Meeting: Continue discussion and make recommendations for approval



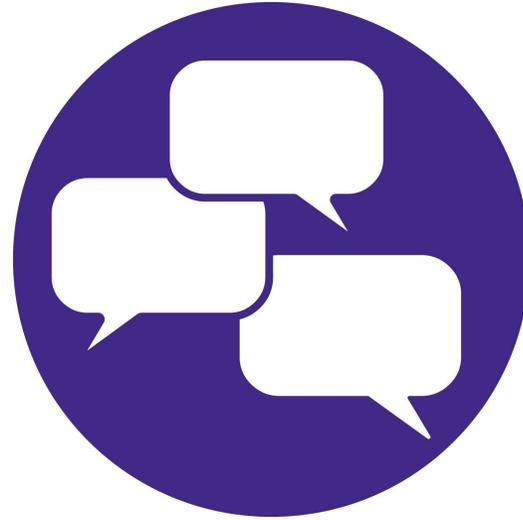
Vaccines for OCEAA Staff

- **County Of Orange** Press Conference: Today
 - Hosted at Super Pod: Disneyland
 - July 4th target deadline to vaccinate all.
- **OCDE Roundtable:** Tomorrow at 9:30am
- **OCHCA Town Hall:** Tomorrow at 6:00pm
- **Vaccine Site:** <http://othena.com/>

PHASE 1B

Tier 1			
Description	Plan for Vaccination	How Will They be Notified to be Vaccinated?	Project Start Date
Food and Agriculture	The OC mass vaccination sites will be available to these individuals.	Employers will notify their staff. HCA will communicate with these employers regarding access to mass vaccination sites.	February
Education and Childcare	The OC mass vaccination sites will be available to these individuals.	Employers will notify their staff. HCA will communicate with these employers regarding access to mass vaccination sites.	February





Stage 3: “Expanding Cohorts”

Board Discussion

Facilities: Annex

Annex - Set to expired Dec. 2020, SB 740 need updated lease & appraisal (executed on)



MLK Celebration & Competition

OCEAA STUDENT MLK WRITING COMPETITION



   OCEAA.org

OCEAA has been awarded a grant to invite our students to share their dreams through a writing competition as we celebrate Martin Luther King, Jr. Day on Monday, January 18th. OCEAA wants to showcase our students' literacy skills through this initiative with a contest opportunity!

Authors of the top five entries will be invited to read their essay at Monday's MLK celebration through Zoom and receive a \$100 check.

▶ **How:**

Create a 3 to 5 paragraph long essay in English or Spanish and submit your entry to Miss Ramirez at mramirez@oceaa.org. Entries must demonstrate strong organization, ideas and word choice.

Need inspiration? Visit this link to hear from MLK himself: <http://bit.ly/oceaaamlk>

▶ **When:**

Essay submissions are **due by Friday, January 15th**. The MLK Celebration is Monday, January 18th, at 2pm via Zoom.

▶ **Who:**

All current OCEAA students are eligible to participate. This contest is ideal for 3rd through 8th grade students.

▶ **Prompt Question Options:**

- What dreams do you have for yourself, your family or your community?
- What kinds of things do you dream of accomplishing in the future?



Prospective Family Tour Updates

Current Wait List: 51 for TK-6th

Stats:

1. To date: 42 students
2. Yesterday's tour: 24 both English and Spanish
3. February: So far 6
 - a. Sibling /Staff Priority: 18
4. **Current Totals: 74**

Upcoming Dates:

- Tuesday, February 9th
- Tuesday, March 9th

1 Celebrating 15 years
Virtual Orientation Tour
December 15, 2020

2 Welcome
Mr. Limón
Executive Director

3 Program Highlights
→ Opened K-8 in 2005, serving over 600 students
→ Established DL program
→ Dedicated arts and technology instruction in all grades
→ Joined EL Education as a Network School in 2019

4 Dual Language Immersion Overview
Presented by:
School Director
Ms. Collins

5 Distance Learning
Visit: oceaa.org/distance-learning/ to learn more.

6 Q&A
3-5 Minutes

7 Facilities Overview

8 Main Building

9 OCEAA's Annex



Prospective Family Tours Updates Outreach

Targeted Social Media Ads:

- Deployed 3 Ads
- 15,207 impressions with our Ads

Upcoming Strategies:

- Additional Ads
- Intro Video
- Target more Preschools
- Board Action: Help spread the opportunities.



 **Orange County Educational Arts Academy** Sponsored · * ...

Wondering if a dual immersion education is the right path for your child? Sign up for a virtual informational tour!



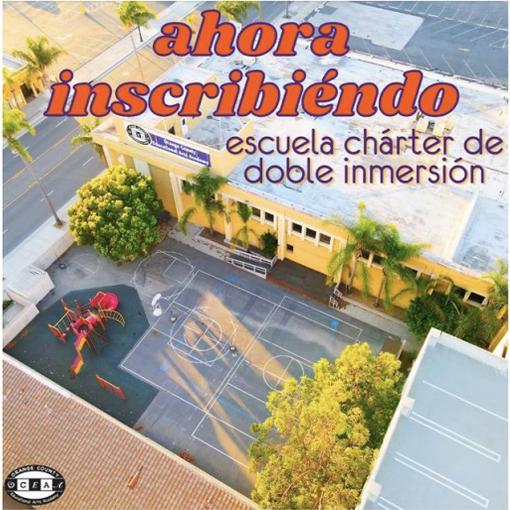
now enrolling
dual immersion charter school

 Santa Ana

OCEAA.ORG
Dual immersion charter school now enrolling! [LEARN MORE](#)

 **Orange County Educational Arts Academy** Sponsored · * ...

Estamos inscribiendo a estudiantes entrando a TK y Kinder!



ahora inscribiendo
escuela chárter de doble inmersión

[HTTPS://OCEAA.ORG/ADMISSI...](https://oceaa.org/admissi...)
Ahora inscribiendo a estudiantes de TK y Kinder [LEARN MORE](#)

 Erickaa Alegria and 11 others 5 Shares

 Like  Comment  Share

 **Orange County Educational Arts Academy** Sponsored · * ...

Virtual informational tour for TK parents are happening soon!



now enrolling
dual immersion charter school

[HTTPS://OCEAA.ORG/ADMISSI...](https://oceaa.org/admissi...)
Sign up for our virtual informational tour! [LEARN MORE](#)

Playground Refurbishment

Budget:

- FSO: \$5k
- Ruth Prentice: \$4k
- CA/ OC Hispanic Chamber: \$1,500
- **Total: \$10,500**

Engaged: Andres Bustamante Assistant Professor, School of Education, UCI and Kreshnik Begolli, Research Scientist, UCI

Process:

1. Evaluate data from the questions and share with UCI Team
2. Schedule Co-Design workshops with different stakeholders (students, parents, teachers)
3. Create Scope of Work and timeline



Orange County Soccer Club (OCSC)

- **OCSC team adopted OCEAA: #JuntosMásFuertes**
- OCSC contracted artist to rendered **community t-shirt!**
- OCEAA will be the **nonprofit organization** that we highlight as we sell the t-shirts, with net proceeds going to OCEAA.
- They have a Hispanic Advisory Board that nominated OCEAA
 - Hispanic Chamber Leads
- **Target Month:** January
- **Next Steps:**
 - Roll out Press release, landing page and marketing



Holiday Drive Outcomes

- Prospanica has partnered
- Goal of \$1,800 (raised \$1,903)
- To adopt 12 families:
 - 18 families
 - 34 adults (parents/grandparents)
 - 43 kids/teens
- Other Community partners stepped up:
 - Orange County Hispanic Chamber
 - Universal Studios
 - OC Hospice



The poster features the Orange County Educational Arts Academy (OCEAA) logo at the top left and the Prospanica Orange County logo at the top right. The main title 'Holiday Drive' is written in a large, purple, cursive font, with 'DRIVE' in a bold, purple, sans-serif font below it. The dates 'DECEMBER 7-14' are in orange. A purple banner contains the text 'HELP BRING SOME HOLIDAY CHEER TO AN OCEAA FAMILY THIS SEASON BY DONATING TO OUR HOLIDAY DRIVE!'. Below this, the word 'DONATE' is in large purple letters, followed by 'IN PERSON, VIA OUR AMAZON WISH LIST, OR MONETARY DONATIONS ON OCEAA.ORG OR AT THE FRONT OFFICE'. A QR code is provided for scanning to see the wish list. The website 'OCEAA.ORG/DONATIONS/HOLIDAY-DRIVE' is listed for monetary donations. A note states '*Gifts should be \$25 in value*'. At the bottom, contact information for Miriam Ramirez is provided.

ORANGE COUNTY
C E A A
Educational Arts Academy

Supported by
PROSPANICA
ORANGE COUNTY

Holiday DRIVE

DECEMBER 7-14

**HELP BRING SOME HOLIDAY CHEER TO
AN OCEAA FAMILY THIS SEASON BY
DONATING TO OUR HOLIDAY DRIVE!**

DONATE
IN PERSON,
VIA OUR AMAZON WISH LIST, OR
MONETARY DONATIONS ON
OCEAA.ORG OR AT THE FRONT OFFICE

Gifts should be \$25 in value

SCAN QR
CODE TO
SEE OUR
WISH LIST

PLEASE VISIT OUR
WEBSITE FOR MONETARY
DONATIONS
OCEAA.ORG/DONATIONS
/HOLIDAY-DRIVE

QUESTIONS? CONTACT MIRIAM RAMIREZ AT (714) 361-1850 OR MRAMIREZ@OCEAA.ORG.



Holiday Drive - Supporters



In-kind Arts/ Crafts

Donation:

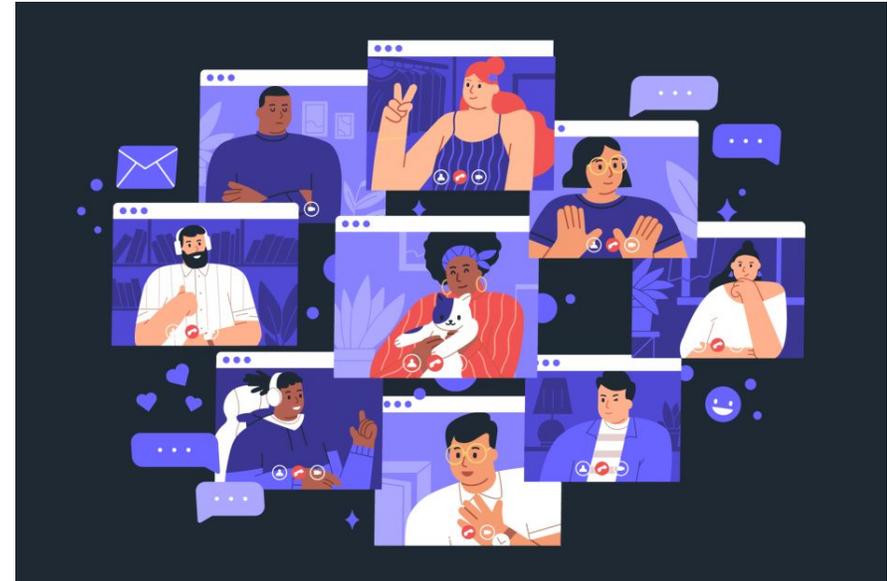
**OC Hispanic Chamber
Board Member**



Upcoming Staff Town Hall

Hosting all staff Town Hall

- Tuesday, January 19th
- 2:30pm
- Board Representation?



Q&A





Teacher Credential Update 2020-2021

January 13, 2021

Credentials and Authorization

- Two types of teacher credentials
 - Multiple Subject for Elementary - all in compliance
 - Single Subject for 7th/8th - 1 pending
- Additional Required Authorizations
 - EL - FPM audit results were all teachers are in compliance
 - Bilingual
 - 4-5 teachers need emergency credentials
 - 2-3 teachers have met requirements and will submit application by next week



Details and Resolutions

- Single Subject Teacher for 7th/8th
 - Has current multiple subject credential
 - Needs single subject math credential
 - Has completed coursework but unable to take exam due to closed test sites (COVID)
 - Resolution: Will apply for emergency credential and take exam when test sites are reopened



Details and Resolutions cont.

- Bi-lingual authorizations
 - Four teachers completed coursework but unable to take exam due to closed test sites (COVID)
 - Resolution: Will apply for emergency credential and take exam when test sites are reopened
 - Three teachers: HR is in process of reviewing records to verify status



Q&A





[SARC Home](#) » Orange County Educational Arts Academy

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Santa Ana Unified
Phone Number	(714) 558-5501
Superintendent	Jerry Almendarez
Email Address	jerry.almendarez@sausd.us
Website	http://www.sausd.k12.ca.us

School Contact Information (School Year 2020–2021)	
School Name	Orange County Educational Arts Academy
Street	825 North Broadway
City, State, Zip	Santa Ana, Ca, 92701-3423
Phone Number	714-558-2787
Principal	Kristin Collins, Principal
Email Address	info@oceaa.org
Website	http://www.oceaa.org

County-District-School 30666700109066
(CDS) Code

Last updated: 1/13/2021

School Description and Mission Statement (School Year 2020–2021)

Founding, Mission and High Impact Partnership

An independent public charter school serving approximately 600 students in grades TK-8, OCEAA was founded in 2005 by a group of dedicated educators, parents and community partners who wanted to provide a well- rounded education to the students of Orange County. The mission of the OCEAA community is to nurture all learners to become creative, critical thinkers by providing high quality standards-based instruction through the arts, technology, language and culture.

In 2018, OCEAA parents, teachers and board members overwhelmingly approved to partner fully with EL Education, a nationally recognized school reform model with a deep experience in raising student achievement. EL Education was born in 1991 from a partnership between Harvard Graduate School of Education and Outward Bound, USA. EL Education joined the character-infused philosophy of Outward Bound founder Kurt Hahn, which focuses on teamwork, courage, and compassion with an active approach to learning crafted by leading Harvard scholars.

OCEAA's relationship with EL Education began in 2015, through professional development to support 4th-8th grade teacher implementation of EL Education's English language arts curriculum. Since then, ELA achievement has grown significantly in both the percentage of students meeting and exceeding standards and average scaled score/distance to standard.

Vision

OCEAA is committed to the bold, holistic and expanded vision of excellence described in EL Education's Dimensions of Student Achievement. Based on the belief that when students have completed their academic career and entered adult life, they'll be judged not by performance on standardized tests—but rather, by the quality of their work and the quality of their character, the Dimensions of Student Achievement combine mastery of knowledge and skills, character, and highquality work in equal measure because lifelong success is built on strong character qualities, and character is shaped through engaging and challenging academic work that contributes to a better world. OCEAA graduates demonstrate excellence, in both Spanish and English, across EL Education's three Dimensions of Student Achievement.

Program Description and Educational Philosophy

OCEAA implements a Two-Way Bilingual Immersion Program (TWBI), a federally recognized best practice. OCEAA follows one of the most effective models for second-language acquisition (Collier & Thomas; Lindholm-Leary), which is the 90:10 two-way model. Initially, 90% of the day is taught in Spanish. As students progress through the program, the instructional day balances to 50% English and 50% Spanish by the time students reach 5th grade. All students are initially taught literacy in Spanish with English literacy being added in 3rd grade. Academic content is divided equally between the two languages. OCEAA uses the Guiding Principles for Dual Language Education to assess and refine the program model.

OCEAA's educational philosophy is aligned with key design principles from EL Education which emphasize values of:

- Empathy and Caring

- Collaboration and Competition
- Diversity and Inclusion
- Service and Compassion

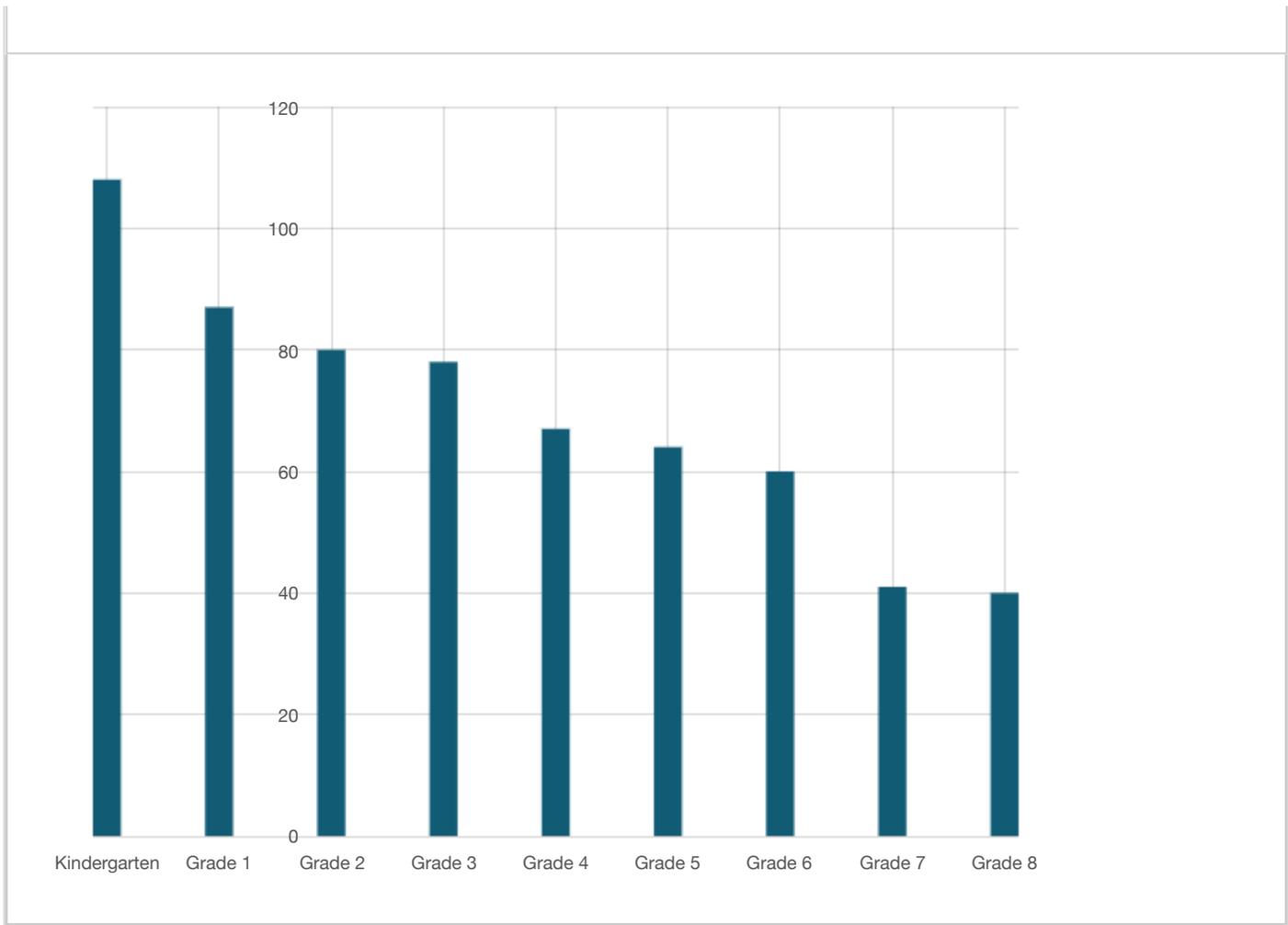
Additionally, as a school committed to serving language minority and language majority students in a dual language program, OCEAA's philosophy is further grounded in global citizenship and social justice as requirements for 21st century learning, and where:

- 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.
- The arts are used as a window into disciplinary content in academic subjects, and provide opportunities to explore diverse cultures, perspectives, and regions of the world.
- Teachers invite students to make artistic choices and design opportunities for students to make independent decisions that are purposeful and meaningful.
- Students work through diverse arts traditions to reshape the arts, the world, and themselves.
- 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.

Last updated: 1/13/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
Number of Students	108	87	80	78	67	64	60	41	40	



Last updated: 1/13/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or La
Percent of Total Enrollment	0.20 %	%	0.60 %	%	93.40 %
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
Percent of Total Enrollment	69.00 %	46.70 %	9.40 %	%	

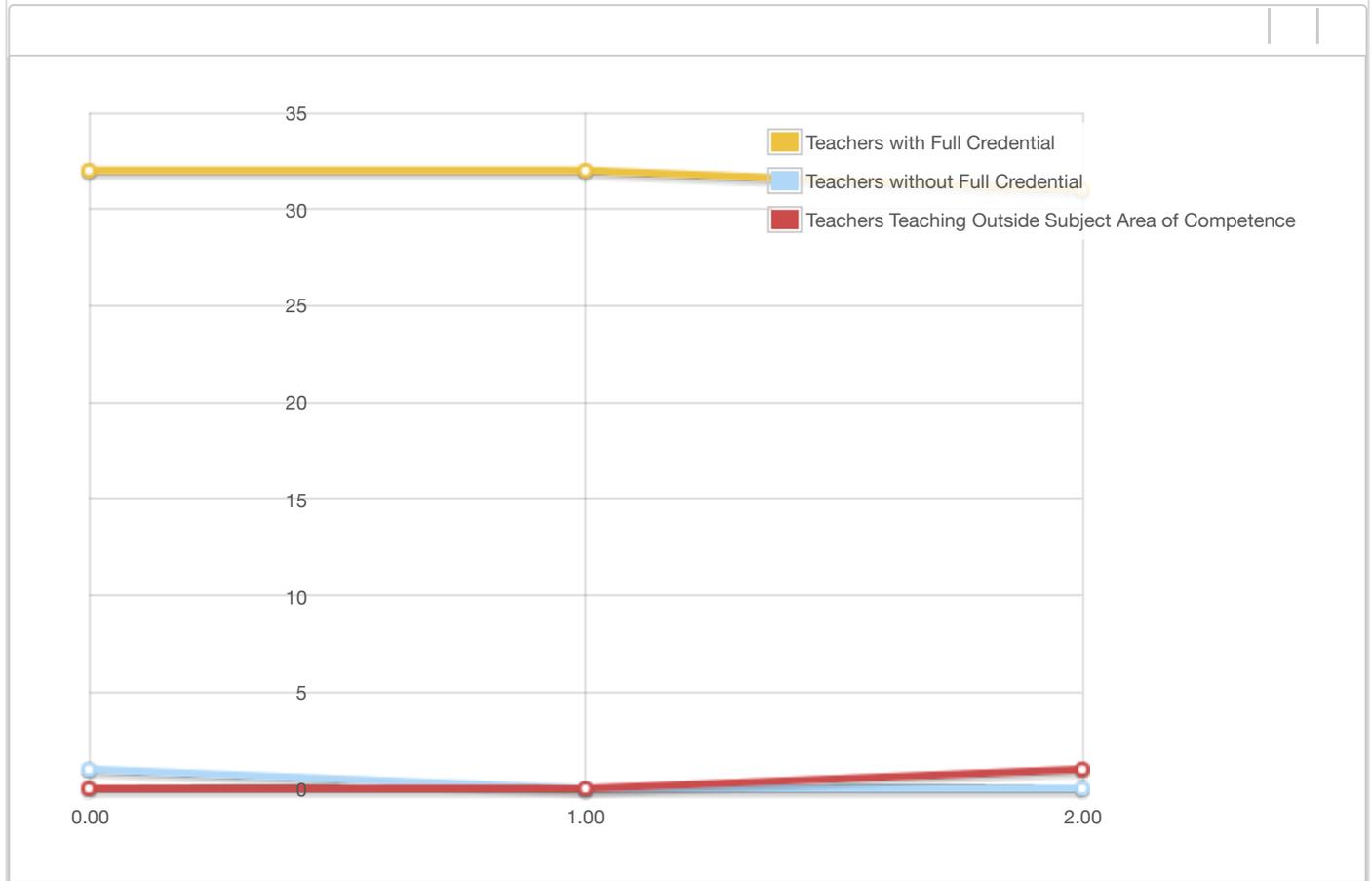
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

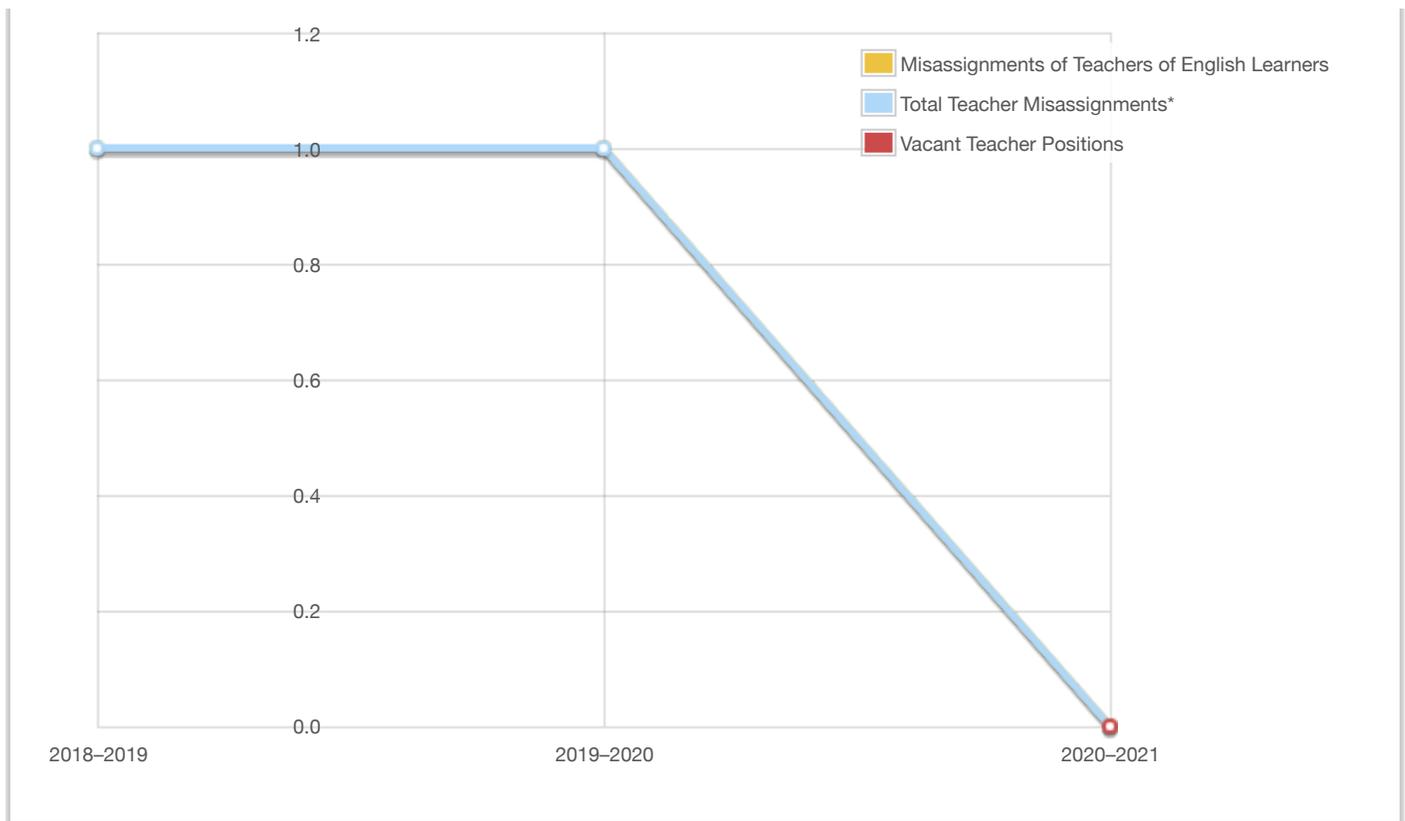
Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	32	32	31	1946
Without Full Credential	1	0	0	17
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	0



Last updated: 1/13/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments*	1	1	0
Vacant Teacher Positions			0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/13/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which the data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Adelante Spanish Literacy, Adopted 2017 and EL Education ELA Modules (EngageNY), Adopted 2015	Yes	0.00 %
Mathematics	Eureka Math	Yes	0.00 %
Science	Science Alive, STEMscopes	Yes	0.00 %
History-Social Science	Houghton Mifflin, McDougall Littel, History Alive, The DBQ Project	Yes	0.00 %
Foreign Language	Benchmark Adelante Spanish Literacy & trade novels	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/13/2021

School Facility Conditions and Planned Improvements

General

OCEAA takes great efforts to ensure that the facility and grounds are a safe, clean, functional place for children, staff, and site visitors at all times of operation.

The school uses the Facility Inspection Tool (FIT) survey developed by the Office of Public School Construction to determine if the school facility is in "Good

Repair" as defined Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2).

The tool is designed to identify areas of

a school site that are in need of repair based upon a visual inspection of the site. The results of this survey are available at the school's office and on the internet

at www.oceaa.org

The building has enough classrooms and teaching and learning space for the activities we provide. We have one full-time facilities manager that manages the

cleaning, minor repairs, and general preventative maintenance on a daily basis. We also two custodial staff members that do daily cleaning and maintenance.

Below is more specific information on the condition of the school and the efforts made to ensure the students are provided with a clean, safe and functional learning environment.

Layout

OCEAA has 29 classrooms, one library/multiple use location, one dance room, one music room, a staff lounge, one computer lab, and support rooms for copier,

RSP, speech, psychologist, Literacy Specialist, Arts Coordinator, Technology Director, business offices, and storage. It also has a fully functional kitchen and dining

hall. The dining hall also serves as a multipurpose room for school functions.

Cleaning, Maintenance, and Repair.

Custodial duties are completed in 3 shifts that conduct cleaning and maintenance activities. Regular meetings are held with the administration, the Facilities team

ensures that cleaning and maintenance is conducted on time and in the least invasive way possible. The Facilities manager is qualified to conduct minor repairs to

plumbing, electrical, and other site systems. As needed, OCEAA calls upon a number of local contractors who provide additional repair and construction services.

Other minor repairs and improvements included:

- Repair of performance arts stage
- Installation of new floor tiles
- Repainted interior facilities over the summer
- New carpeting installed in some classrooms and common areas
- General Repairs & Maintenance to HVAC, including Forced Air Unit Motors, Fan Blades and Thermostat Replacements Repairs to kitchen sink plumbing
- Applied for grant for new student refrigerators and kitchen sink, installed over the summer
- Landscaping services conducted
- Landlord on Annex building replaced roof, main building had patch work done
- Ceiling tiles replaced
- Flooding issues addressed
- Plumbing issues addressed
- Prop 39: 4 new HVAC systems and exterior lighting installed and added 3 more units in Dec 2020.
- Rekeyed a few doors for safety concerns
- Install new remote opening doors for safety
- Pest control services
- Brought in contractor to fix oven thermostat
- Added UV protection film to exterior windows
- Funds to pay for these projects were provided by General Funds and by Prop 39 funds

Modernization Projects

- **Need to review elevator for any additional upgrades**
- Bids will be conducted to plan out the replacement of a new roof on the main building
- Looking at different ways on how to enhance our library for easier access

- The current lobby at the main building definitely needs to be modernized
- Looking at sourcing a new water heater

Last updated: 1/13/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	We have undergone regular maintenance on the older HVAC units, replaced 7. At this point this are doing well. The gas line also went through some general maintenance work.
Interior: Interior Surfaces	Good	No current repairs are needed but during winter of 2018 we had flooding issues at the annex building, which we implemented several tactics to fix the issue long term. Which were tested December 2019, and seem to be holding up well.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	From time to time we get minor challenges with pests, but those are addresses instantly for safety.
Electrical: Electrical	Good	We have a few projectors for the dance room and dining hall. Those are technology modernization projects that we will look at for for upcoming school year.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	It's all working well at this point as we did some minor plumbing work. We have swapped all sinks and toilets to touchless due to the pandemic.
Safety: Fire Safety, Hazardous Materials	Good	Added several layers of PPE to protect staff and students to Covid-19.
Structural: Structural Damage, Roofs	Good	We made some progress here with the roofs, the Annex roof was redone by the owner and the main building has gone through some maintenance. We still have a few areas to address. As the rains come, that will test that work.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	We repaved the Annex playground in the last year to ensure safety standards are in place. We are in the process of working on the main playgrounds refurbishment initiative.

Overall Facility Rate

Year and month of the most recent FIT report: January 2021

Overall Rating	Good
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Last updated: 1/13/2021

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Academic Performance Index

On March 13, 2014, the State Board of Education (SBE) approved not to calculate the 2014 Growth and Base Academic Performance Indexes (APIs) and 2015 Growth APIs for elementary, middle, and high schools, and local educational agencies (LEAs). Since the first Smarter Balanced assessment results will be available after the spring 2015 administration of the assessments, Base to Growth comparisons will be reported in 2015–16. Specifically, the 2016 Smarter Balanced assessment results will be used to calculate the 2016 Growth API for comparison to the 2015 Base API.

Assembly Bill (AB) 484 amended California Education Code (EC) sections 52052(e)(2)(F) and 52052(e)(4). As a result, schools and LEAs that do not have an API calculated in 2013–14 and 2014–15 shall use one of the following to meet legislative and/or programmatic requirements: (a) the most recent API calculation; (b) an average of the three most recent annual API calculations; or (c) alternative measures that show increases in pupil academic achievement for all groups of pupils school wide and among significant student groups.

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	51%	N/A	31%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	39%	N/A	25%	N/A	39%	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived

the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/13/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/13/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/13/2021

CAASPP Test Results in Science for All Students**Grades Five, Eight and High School****Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	27	N/A	21	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/13/2021

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

The Governing Board of OCEAA abides by the philosophy that parents are partners in their student's education. School administration will strive to create a warm and welcoming environment for parents, one in which they feel the desire to be active members of their child's education. Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so. The administration shall regularly evaluate and report to the Board on the effectiveness of OCEAA's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation. The designee shall ensure that OCEAA's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students. Those strategies shall establish expectations for parent involvement and describe how OCEAA will carry out each activity listed in 20 USC 6318. The administration shall consult with parents/guardians students in the planning and implementation of parent involvement programs, activities, and regulations. As noted in 20 USC 6318, the designee shall involve parents/guardians of students in decisions regarding how Title I funds will be allotted for parent involvement activities.

Please see OCEAA's website for information about our active School Site Council, English Learner Advisory Committee, and Families Supporting OCEAA parent group.

1. Families Supporting OCEAA (FSO) is OCEAA's parent run PTO organization. As described in OCEAA's Family Handbook, FSO's purpose is:

- Fundraising, especially towards field trips and activities for all students.
- Helping OCEAA families in need with our time, talents, and funds.
- Encouraging family involvement by all families with the requested volunteer hours (3 hours per trimester (9 annually) per child).
- Disseminating information in a positive and responsible way.
- Community building between school and families

2. The School Site Council (SSC) is a group of teachers, parents, and classified employees that works with the School Director to develop, review and evaluate school improvement programs and spending. The members of the SSC are elected by their peers. For example, parents elect the parent representatives and teachers elect teachers.

3. English Learner Advisory Committee (ELAC) is a group of English Learner parents and community members who advise and assist schools in making important decisions related to services for English Learners. ELAC's responsibilities include:

- Advising in the development and implementation of the school site plan for services and programs for English learners
- Reviewing the school's language census report and academic achievement results
- Helping make parents aware of the importance of regular school attendance

Last updated: 1/13/2021

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017–2018	0.50%	0.00%
School 2018–2019	0.50%	0.00%
District 2017–2018	3.10%	0.00%
District 2018–2019	3.20%	0.00%
District 2017–2018	3.50%	0.10%
District 2018–2019	3.50%	0.10%

**State
2017–2018**

Suspensions and Expulsions for School Year 2019–2020 Only

State (data collected between July through February, partial school year due to the COVID-19 pandemic)
2019–2020

Rate	Suspensions	Expulsions
School 2019–2020	0.01%	0.00%
District 2019–2020	--	--
District 2019–2020	--	--

**State
2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/13/2021

School Safety Plan (School Year 2020–2021)

To learn about OCEAA's comprehensive safety plan, visit OCEAA's Board & Accountability page at <https://oceaa.org/> to read handbook.

Last updated: 1/13/2021

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	22.00	21.00	18.00	25.00	33.00	24.00	25.00	
Number of Classes * 1-20	5	1	4	3	1	2	2	
Number of Classes * 21-32		3			1			

**Number of Classes *
33+** * Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	23.00	22.00	20.00	23.00	34.00	33.00	27.00	
Number of Classes * 1-20	5	4	3	3	2	1	2	
Number of Classes * 21-32			1			1		

**Number of Classes *
33+** * Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	22.00	22.00	20.00	26.00	25.00	32.00	32.00	32.00
Number of Classes * 1-20	2	4	4	3	3	2	2	4
Number of Classes * 21-32	4							

**Number of Classes *
33+**

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/13/2021

Student Support Services Staff (School Year 2019–2020)

Number of FTE* Assigned to School	
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	3.00

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/13/2021

Professional Development

Measure	2018– 2019	2019– 2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
1430 N Street
Sacramento, CA 95814

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Orange County Educational Arts Academy	30 66670 0109066	January 11, 2021	January 13, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Orange County Educational Arts Academy (OCEAA) developed the SPSA for 2020-2021 as a single year plan to meet the requirements for the use of federal funds in the absence of a Local Control Accountability Plan (LCAP) for this school year. OCEAA is a direct-funded charter school authorized by the Santa Ana Unified School District and operates a Title I Schoolwide Program (SWP). OCEAA has not been identified for Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

OCEAA will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the state's academic standards. Due to the COVID pandemic, the 2020-2021 SPSA is aligned with the Learning Continuity and Attendance Plan (LCP) to mitigate learning loss, with the primary goal and activity supporting the school in continued improvement on state Dashboard and local indicators related to academic achievement in ELA/reading and math. OCEAA will return to the LCAP cycle to include state and federal funding in 2021-2022.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The OCEAA Schoolsite Council (SSC), including ELAC representatives, met monthly to review data and update the SPSA, and OCEAA's controller attended the November meeting to provide a budget overview and fiscal guidance. The OCEAA community is invited to attend SSC meetings and participate in the development and oversight process. An annual Title I parent meeting was held on September 2, 2020 to promote the Schoolwide Title I Program. Peer elections for open council seats were held in the fall. In addition, the LCP was discussed monthly at Coffee Chats, scheduled parent meetings and OCEAA Board meetings, and was developed in concert with parent and staff surveys. The SSC reviewed and approved the 2020-21 SPSA on

January 11, 2021, and it was submitted to the OCEAA Board of Directors for final approval at its regular meeting scheduled for January 13, 2021.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

COVID has intensified the need for access to mental health services, access to food and shelter, and access to technology and internet services. OCEAA has planned intentionally to utilize the Learning Continuity and Attendance Plan (LCP) to include mental health counseling, social emotional learning, outreach for students experiencing home insecurity, and the technology needed to participate in remote instruction; OCEAA also provides no cost meals and promotes community resources that would benefit our families. Based on a review of OCEAA's School Dashboard and local indicators, increasing student performance in ELA and math need continued focus to close achievement gaps.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

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

Identified Need

In order to become college and career ready, all students must attain proficiency in ELA and math. OCEAA outperforms its chartering district based on an analysis of CAASPP data; however, achievement gaps are present across significant subgroups. Supplemental instruction in math and reading within a Multi-Tiered System of Supports has led to reduced numbers of students not meeting standards on math and ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP: CA School Dashboard Distance from Standard	2019-20: All Students - 00.8 points above ELs - 20.6 points below Hispanic - 04.6 points below Low Income - 13.5 points below	Maintain or improve All Students' and significant subgroups' distance from standard as measured by the CA School Dashboard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Reading Data – All students	BOY Data 20-21: % scoring in far below standard band: Spanish Gr 2-5 = 21.5% English Gr 6-8 = 56.6%	EOY 20-21= 60% of students test out of the far below standard band: Spanish Gr 2-5 = 12.9% English Gr 6-8 = 33.96%
DRA Data – Rtl students	EOY 19-20: 71% of students made 1+ year's growth by the end of Trimester 2.	EOY 20-21 = 65% of RTI students make 1+ year's growth by the end of the year.
Math CAASPP: CA School Dashboard Distance from Standard	2019-20: All Students - 23.9 points below ELs - 44.8 points below Hispanic - 27.4 points below Low Income - 33.7 points below	Maintain or improve All Students' and significant subgroups' distance from standard as measured by the CA School Dashboard
STAR Math Data – All students	BOY Data 19-20: TBD	EOY 20-21 = 60% will score above the 10th percentile.
Math STAR Data – Rtl students	EOY Data 19-20: TBD	EOY 20-21 = 60% will score above the 10th percentile.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, including but not limited to low income, language learners and students with disabilities, are eligible to be served based on identified needs:

Literacy Rtl support parameters - Grades 1-8

Grades 1-3: Students scoring in the bottom quartile on STAR Spanish reading assessment and/or 1-2 years below grade level on the Spanish DRA.

Grades 4-5: Students scoring in the bottom quartile on STAR Spanish/English reading assessment and/or 1-2 years below grade level on the Spanish/English DRA.

Grades 6-8: Students scoring in the bottom quartile on STAR English reading, 1s on their ELA curriculum assessments, and/or 1s on the CAASPP ELA assessment.

Math RTI support parameters - Grades 1-8

Star Screener given 3x per year

- 10th percentile and below: Tier III-pull out support or after school intervention groups
- 11th- 25th percentile: Tier II-push in support or after school intervention groups; teacher intervention
- Above 25th percentile : Tier I Eureka math instruction student group(s) to be served here]

Strategy/Activity

Under the direction of a Literacy or Math Specialist, trained intervention aides will provide supplemental Tiered in class and after school interventions in reading and math as part of a Multi-Tiered System of Supports.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$151,990 – 3 full time designated Title I instructional aides

Title I

Annual Review

SPSA Year Reviewed: 2019-2020

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The 2019-2020 SPSA/Schoolwide Title I Program was implemented as planned and was on the way to meeting the expected outcomes until the COVID pandemic interrupted instruction.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Implementation was significantly modified from March-June 2020 due to shelter-in-place orders and the switch to distance learning. Although supplemental supports were still provided by the intervention team, interventions were less targeted to reading and math and more focused on adapting successfully to distance learning.

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

For the 2020-21 SPSA, the goal remains the same, as OCEAA has continued to identify it as relevant to our current student population. The annual outcomes have been adjusted to reflect continued COVID/distance learning conditions, and the strategy articulated in the plan has been pared down to include only the activity funded by Title 1.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 217,509
Total Federal Funds Provided to the School from the LEA for CSI	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 151,990

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school: \$151,990

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

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

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

Subtotal of state or local funds included for this school: \$ 0

Total of federal, state, and/or local funds for this school: \$151,990