Dear OCEAA School Community,

On behalf of the Board, Families Supporting OCEAA (FSO), teachers, and staff, we would like to welcome you to the Orange County Educational Arts Academy (OCEAA). We are both delighted and honored that you chose our school to play a central role in your child’s education.

It has been the highlight of my professional career to serve as the Executive Director these past three years. While the pandemic certainly posed numerous challenges for us this last school year, I am immensely proud of the way our teachers and staff came together to deliver high quality instruction and meaningful social emotional support for our students. Our teachers and staff are extremely patient, hardworking, collaborative and committed to our students and families. Without these dedicated individuals we would not have the high quality educational program we desire for our students. During a year of challenges we have made tremendous progress in creating a warm and welcoming environment for our students by creating an inspiring and community based mural and making significant changes to our playground.

Family involvement and community partnerships remain fundamental to our success. We couldn’t operate without the families and individuals who contribute many volunteer hours of direct support and service for teachers, students, and various programs. From the vibrant mural that now defines our building to the makeover of the playground, our community partners have contributed time, money, expertise and love to infuse our campus with beauty. There are numerous ways to get involved and we invite you to find your passion through multiple opportunities extended to our families.

Best regards,

Mike Limon
Executive Director
Hello Crew-

I am excited to join the OCEAA community as the new School Director! I was drawn to this position because of OCEAA’s mission, its commitment to bilingual education through dual immersion, the very talented teaching staff, and a genuine emphasis on character development.

I am ready to apply my 20 years of experience acting as a charter school principal, a non-profit leader, an elected official, and as a parent to facilitate progress towards the clearly defined goals OCEAA has established. I have big shoes to fill. The hard work of the outgoing Director, Kristin Collins, has left OCEAA in a strong educational position. I am humbled to have been chosen to be the next leader and I am prepared to work diligently to better understand the needs of our community, collaborate with and support our teachers, and to foster educational equity so that all students will thrive while at OCEAA and be prepared when they enter high school.

I look forward to getting to know each and every one of you and I hope you will find this community as welcoming and inclusive as I have experienced. Active parent engagement is a core value of mine so I would also like to encourage you to become involved and to partner with us as we continue to build a strong community that nurtures the learning of all of our students.

Finally, I am excited to welcome students back to the building and to build upon the student experience by cultivating student voice and leadership. While we are very excited to have students back in the building, we are also excited to create learning opportunities outside of the walls of the school.

Warm Regards,

Karina Kelty
School Director
# Table of Contents

**Contact Information and Important Dates**  
- OCEAA Academic Calendar  
- Non-Student Days for Staff Development  
- OCEAA Organizational Chart  

**Attendance Policies**  
- Academic Policies  
  - General Information  
  - Standards Based Grading  
  - Progress Monitoring  
  - Promotion  
  - Retention  
  - Classwork and Homework  

**English Learners**  
- Student Recognitions, Awards and Honors  
  - Character Awards  
  - Academic Awards  
  - K, 3rd, 6th and 8th Grade Pathways to Biliteracy Awards  

**Sexual Health Education**  
- State Testing  
- Surveys About Personal Beliefs  
- Teacher Qualification Information  
- Animal Dissections  
- California Healthy Kids Survey  
- Multi-Tiered System of Supports  

**Character Development & School Discipline**  
- Character Development  
- Citizenship and Student Character  
- School-wide Discipline Policy  
- Disciplinary Consequences: Suspension, Expulsion and Dismissal
Searches 24
Consequences for Bullying, including Harassment and Intimidation 24
Academic Dishonesty 27
Copyrights 28
Code of Honor/Cheating/Plagiarism 28

Arrival and Dismissal 29
Main Building Arrival and Dismissal 29
Main Building Arrival 29
Main Building Traffic Patterns, Parking and Transportation 30
Main Building Valet Zone Expectations 31
Parking Note 31
Walkers 32
Bicycles 32
Main Building Dismissal 32
Annex Arrival and Dismissal 33
Change of Address/Telephone Number and Notification of Student Pick-ups 34
Release of Students/Student Pick-Up Procedures 34
Safety Before and After School 35

Parent/School Engagement 35
COMMUNICATION 35
PARENT CONFERENCES 36
PARENT TRAINING/SUPPORT 36
Parent and Family Engagement Policy 36

Visitors and Volunteers 38
Visitor Policy 39
Parent Volunteers 40
Volunteering/Community Service by Minors & Former Students 41
Standards of Conduct for On Campus Visitors and Volunteers 41

Student Health & Safety 42
Administration of Medication 42
Accidents 43
Illness 43
Oral Health Assessment 43
Physical Examinations and Right to Refuse 43
Immunizations 44
Mental Health Services 45
Diabetes 46
Child Abuse Reporting 47
Emergency Contact Information and Medical Care 47
Emergency Preparedness and School Safety Plan 47
Anti-Tobacco/Alcohol Policy 47

Student Services and Activities 48
KEDS - After School Program 48
Summary of OCEAA’s Returned Check Policy 48
Lost and Found 48
Lost or Damaged School Property 49
Pictures/Consent to Photograph 49
Special Education /Students with Disabilities 50
Section 504 50
Non-Discrimination Statement 50
Education of Foster and Mobile Youth 52
Education of Homeless Children and Youth 55
Toys, Electronics and Cell Phones 57
Dress Code Policy 58

Student Activities 59
School and FSO Sponsored Activities 59
Art Performances and Exhibits 59
Middle School Student Leadership 59
Middle School Dances 59
Activity Restriction 59
Off-Campus Behavior 59
Field Trips 60
Nutrition Services 60
Wellness Policy 61
Celebrations and Rewards 62
Participation in National School Breakfast/Lunch Program 62
Payments 62
Meal Debit Account Policy 63
Public Records Requests 63
Educational Rights and Student Information 63
Uniform Complaint Procedures 67
APPENDIX: Policies 70
# Contact Information and Important Dates

**OCEAA 714-558-ARTS (2787)**

www.oceaa.org

## Leadership, Administration, and Office Staff

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director</td>
<td>Mike Limón</td>
<td><a href="mailto:mlimon@oceaa.org">mlimon@oceaa.org</a></td>
</tr>
<tr>
<td>School Director</td>
<td>Karina Kelty</td>
<td><a href="mailto:kkelty@oceaa.org">kkelty@oceaa.org</a></td>
</tr>
<tr>
<td>Office Manager</td>
<td>Cathy Finneran</td>
<td><a href="mailto:cfinneran@oceaa.org">cfinneran@oceaa.org</a></td>
</tr>
<tr>
<td>Attendance</td>
<td>Attendance</td>
<td><a href="mailto:attendance@oceaa.org">attendance@oceaa.org</a></td>
</tr>
<tr>
<td>Health Office</td>
<td>Ruth Aispuro</td>
<td><a href="mailto:health@oceaa.org">health@oceaa.org</a></td>
</tr>
<tr>
<td>Main Building Receptionist</td>
<td>Giovanna Lua</td>
<td><a href="mailto:receptionist@oceaa.org">receptionist@oceaa.org</a></td>
</tr>
<tr>
<td>Annex Receptionist</td>
<td>Araceli Duenas</td>
<td><a href="mailto:receptionist@oceaa.org">receptionist@oceaa.org</a></td>
</tr>
<tr>
<td>Nutritional Services Manager</td>
<td>Yanelly Alonso</td>
<td><a href="mailto:yanellya@oceaa.org">yanellya@oceaa.org</a></td>
</tr>
<tr>
<td>FSO Parent Group</td>
<td>FSO</td>
<td><a href="mailto:fso@oceaa.org">fso@oceaa.org</a></td>
</tr>
<tr>
<td>OCEAA Board of Directors</td>
<td>OCEAA Board</td>
<td><a href="mailto:board@oceaa.org">board@oceaa.org</a></td>
</tr>
</tbody>
</table>

## Multi Tiered System of Supports Team (MTSS)

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>Stephani Garcia</td>
<td><a href="mailto:sgarcia@oceaa.org">sgarcia@oceaa.org</a></td>
</tr>
<tr>
<td>English Learner Coordinator</td>
<td>Monica Bennett Gee</td>
<td><a href="mailto:mbennettgee@oceaa.org">mbennettgee@oceaa.org</a></td>
</tr>
<tr>
<td>Literacy and 504 Coordinator</td>
<td>Marlynne Carrera</td>
<td><a href="mailto:mcarrera@oceaa.org">mcarrera@oceaa.org</a></td>
</tr>
<tr>
<td>Math Coordinator</td>
<td>Nicole Kubasek</td>
<td><a href="mailto:nkubasek@oceaa.org">nkubasek@oceaa.org</a></td>
</tr>
<tr>
<td>Special Education Coordinator/ Psychologist</td>
<td>Micki Webb</td>
<td><a href="mailto:mwebb@oceaa.org">mwebb@oceaa.org</a></td>
</tr>
</tbody>
</table>

## Program Leaders

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>Arts Department</td>
<td><a href="mailto:arts@oceaa.org">arts@oceaa.org</a></td>
</tr>
<tr>
<td>Facilities</td>
<td>Enrique Luna</td>
<td><a href="mailto:maintenance@oceaa.org">maintenance@oceaa.org</a></td>
</tr>
<tr>
<td>Foster and Mobile Youth Liaison</td>
<td>Cathy Finneran</td>
<td><a href="mailto:cfinneran@oceaa.org">cfinneran@oceaa.org</a></td>
</tr>
<tr>
<td>KEDS and Student Activities</td>
<td>Miriam Ramirez</td>
<td><a href="mailto:mramirez@oceaa.org">mramirez@oceaa.org</a></td>
</tr>
<tr>
<td>Instructional Technology Coordinator</td>
<td>Monica Bennett Gee</td>
<td><a href="mailto:mbennettgee@oceaa.org">mbennettgee@oceaa.org</a></td>
</tr>
</tbody>
</table>

## OCEAA Family Tech Help Hotline

(714) 404-4326 from 8am-12pm  FamilyTechHelp@oceaa.org
Año escolar 2021 ~ 2022  OCEAA School Year 2021 ~ 2022

Los formularios de Inscripción de Regreso a clases estarán disponibles en PowerSchool del 5 al 21 de julio. El Registro de Regreso a la escuela se realizará del 23 de julio al 29 de julio. Todas las familias tendrán que asistir o hacer arreglos con anticipación antes del 2 de julio para poder asistir a OCEAA en 2021-2022. Se proporcionará más información en mayo.

Back to School Registration forms will be available in PowerSchool July 5-21. Back to School Registration will occur July 23 through July 29. All Families must attend or make arrangements prior to 7/2 in order to attend OCEAA in 2021-2022. More information will be provided in May.

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

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

www.oceaa.org
Non-Student Days for Staff Development
Approximately once a month OCEAA has scheduled non-student days for teacher professional development. On these days students do not attend school while staff has a workday. The purpose of these staff days is to improve instructional practices to further student learning and achievement. Non-student days are noted on the OCEAA Family Calendar.

OCEAA Organizational Chart
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.

Absences

When a student is absent, parents are required to call our attendance clerk at (714) 558-2787 or email attendance@oceaa.org to report an absence for OCEAA. Every absence, even for part of the day, interferes with your child’s social and academic progress in school. OCEAA expects students to arrive on time and attend school all day, every day.

If you are not able to call to report an absence, parents are to send a note to the attendance clerk explaining the absence when the student returns to school. The note should include the absence date(s), reason for the absence, first and last name of the student along with their homeroom teacher and grade.

If the absence is not verified through a phone call or note to the school, an automated message will be sent to verify the absence. Parents are required to notify the school with the reason for any absence. If an absence is not verified within one (1) week of an absence, that absence will be marked unexcused.

The school must be notified each day your child is absent. If the school is not notified after five (5) consecutive days of absence, your child will be disenrolled from OCEAA and your home school district will be notified that your child is truant.

Excused Absences

A student not present in class for any reason is considered absent. The law specifically states that a pupil must be legally excused for compulsory attendance purposes. The following are acceptable excuses for absences:

Legally Excused Absences

- Personal illness or injury. A doctor’s note is required for illness of three (3) days or more.
  - The following communicable diseases must be reported to the school office:
chicken pox, strep throat, measles, pink eye, and lice.

- Student’s quarantine as directed by a doctor or city/county health officer.
- Personal medical, dental, optometric or chiropractic services rendered, verified by a note from a medical professional.
- Absences due to a death in the immediate family. The following people are considered the students’ immediate family when it comes to absences:
  - Parent or legal guardian
  - Sibling
  - Grandparent
  - Aunt or uncle
  - Cousins
  - Any person who lives with the students

  - If the service is conducted in the state, State Law provides one (1) day of excused absence and up to three (3) days of excused absence if the service is conducted out of state. Students may be granted additional excused absences by the School Director.
  - The parent must provide documentation in order for the absences to be marked excused such as an obituary, newspaper announcement, death certificate or a parent note are acceptable forms of documentation.
- Student’s exclusion for failure to present evidence of immunizations.
- Students in grades 7-12 who leave school to obtain confidential medical services.

**Warranted Absences**

- Upon written request of the parent or guardian and prior approval of the School Director or designee and pursuant to OCEAA’s policy, a student’s absence may be excused for the following reasons:
  - Appearance in court as a defendant or subpoenaed witness.
  - Observation of a holiday or ceremony of his/her religion.
  - Attendance at religious retreats not-to-exceed four (4) hours per semester.
  - Employment interview or conference, high school orientations (8th graders only).
  - Additional days, in excess of the State authorized absences, to attend funeral services of an immediate family member or funeral services for someone other than immediate family.
  - Appearance at SARB.
  - Excused/School Sponsored Activity: all field trips and other school related trips, athletic events, and music events.

After five (5) or more absences in a school year (excused/unexcused or verified/unverified), ALL absences must be verified with a note from a medical professional to be excused.

**Truancy and Habitual Truancy**
The California Legislature states that a student missing more than 30 minutes of instruction without an excuse three times during the school year must be classified as a truant and
reported to the proper school authority. Furthermore, a student who is absent from school without a valid excuse for ten percent or more of the school days in one school year, from the date of enrollment to the current date, is deemed a chronic truant.

Upon a pupil's initial classification as a truant, OCEAA shall notify the pupil's parent or guardian, by using the most cost-effective method possible, which may include electronic mail or a telephone call:

a) That the pupil is a truant.
b) That the parent or guardian is obligated to compel the attendance of the pupil at school.
c) That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution pursuant to Article 6 (commencing with Section 48290) of Chapter 2 of Part 27.
d) That alternative educational programs are available in their home district.
e) That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
f) That the pupil may be subject to prosecution under Section 48264.
g) That the pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege pursuant to Section 13202.7 of the Vehicle Code.
h) That it is recommended the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

The law further requires that after a student has been reported as a truant three or more times in one school year and after an appropriate school employee has made a conscientious effort to hold at least one meeting with the parent and the student, the student is deemed a habitual truant. The intent is to provide solutions for students who failed to respond to the normal avenues of school intervention, and the most cost-effective method possible should be used to notify the parent or guardian about the meeting at the school. The Education Code Section outlining habitual truancy reads as follows:

EC Section 48262: Any pupil is deemed an habitual truant who has been reported as a truant three or more times per school year, provided that no pupil shall be deemed an habitual truant unless an appropriate district officer or employee has made a conscientious effort to hold at least one conference with a parent or guardian of the pupil and the pupil himself, after the filing of either of the reports required by Section 48260 or Section 48261. For the purposes of this section, a conscientious effort means attempting to communicate with the parents of the pupil at least once using the most cost-effective method possible, which may include electronic mail or a telephone call.

When a student is a habitual truant, or is irregular in attendance at school, or is habitually insubordinate or disorderly during school, the law provides schools and school districts with discretion regarding student penalties as long as they are consistent with state law. The
penalties for truancy for students defined in EC Section 48264.5 become progressively severe from the first the time a truancy report is required through the fourth time a truancy report is required. the student may be referred to a school attendance review board (SARB) or to the county probation department pursuant to EC Section 48263. The student may also be referred to a probation officer or district attorney mediation program pursuant to EC Section 48263.5. The intent of these laws is to provide intensive guidance to meet the special needs of students with school attendance problems or school behavior problems pursuant to EC Section 48320. These interventions are designed to divert students with serious attendance and behavioral problems from the juvenile justice system and to reduce the number of students who dropout of school.

Tardies/Early Releases
School begins promptly at 8:10 AM. Students are marked tardy when they are not in their classroom at 8:10 AM. Students arriving after 8:10am must be escorted by parents/guardians to the front office to sign the tardy slip for our records. Parking is usually free (no fee collector on duty) until 9:00 AM at the parking structure located on Sycamore Street.

Students are expected to be in school until scheduled release time. Students who leave prior to school ending must be checked out at the front office by parent or emergency contact. Early releases are reflected in the Tardy count. Excused tardiness or early release is for illness, medical/dental appointments (verified by an official document such as letterhead, including contact name, signature and phone number). Oversleeping, traffic, missing the bus, flat tire, leaving early for personal reasons, etc. are NOT considered valid reasons for excused tardies/early releases.

Consequences for Frequent Tardies
OCEAA is dedicated to academic achievement and success for all students. Regular school attendance is a critical part of that success. Our school is committed to reducing our tardy rate; regular, on time attendance results in improved academic skills, as well as social and emotional growth for our students.

We utilize our school-wide discipline policy to provide consequences for frequent tardiness:

- Every third tardy slip will result in a Minor Discipline Report (MDR).
- The first two tardy slips are warnings – tardy slips are to be signed by parents when issued. If a parent does not escort his/her student into the building to sign the tardy slip, the homeroom teacher will send a copy of the tardy slip to the parent via Class Dojo or email.
- When 3 MDRs have been issued for tardiness, an Office Discipline Referral (ODR) will be completed by the homeroom teacher and submitted to an administrator for follow up with parents.
**Independent Study**

Independent Study is a short-term instructional option designed to address individual student’s needs (i.e., warranted absences, extended illnesses or lack of immunizations). It is an alternative to classroom instruction consistent with the general course of study and not an alternative curriculum and is only available for absences from school for three (3) or more consecutive school days. Independent Study must be approved by the School Director or designee prior to the absences. Parents are required to request an Independent Study Contract from the teacher (at least one week prior to the first day of absence), pick up and sign the contract prior to first date of absence, and return signed/completed contract by due date.

If the student has been on Independent Study before and has not completed the work as assigned, it is up to the School Director or designee as to whether he/she should be allowed to participate in the program again.

Independent Study enables students to continue learning opportunities and enables the school to receive average daily attendance credit when a student completes work off campus. Please notify the attendance office if you would like to initiate an Independent Study when you plan to be absent for three (3) or more consecutive school days.

**Attendance Definitions:**

- **Absent:** An absence NOT verified by the parent/guardian.
- **(U) Absent not approved:** An absence for reasons such as family vacation, personal, transportation problems are unexcused.
- **(X) Medical/dental appointment, ill, religion, bereavement:** Excused absence by a parent/guardian.
- **(T) Tardy Unexcused:** Being late to class by 10 mins or less. Excessive tardiness may result in the student being placed on Attendance Probation for the remainder of the school year.
- **(TE-N29) Tardy/Early Release Not Excused 29 mins or less**
- **(TE-X29) Tardy/Early Release Excused 29 mins or less**
- **(TE-N30) Tardy/Early Release Not Excused 30 mins or more**
- **(TE-X30) Tardy/Early Release Excused 30 mins or more**
- **Waiting for Independent Study:** When a student takes three (3) or more consecutive school days and requests assignments.
- **(H) Independent Study:** Upon returning to school from taking three (3) or more consecutive school days and the Independent Study is completed and return.

As health directions from the CDC, CAPH, and HCAPH change OCEAA will make changes to operations and procedures as needed. Changes will be communicated in the Weekly School Bulletin as well as posted on the OCEAA website.
Academic Policies

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.

Standards Based Grading
Teachers collaborate in teams to develop lessons based on grade level priority standards and Learning Targets. Assignments and grades are aligned with the standards the Learning Targets address. Summative assessments, such as exams, projects, and presentations are assessed using four point standards-based rubrics. Summative assessment scores are entered into PowerSchool and can be viewed using your parent account.

Formal progress reports are provided at the end of each trimester; students are graded on academic achievement and citizenship. Academic grades represent current levels of student achievement as described in California and Common Core State Standards. Character grades represent achievement in OCEAA’s habits of work and character: Perseverance, Integrity, Collaboration, Compassion, and Courage. Academic and character performance are reported separately.

Schoolwide Standards Based Grading Scale
OCEAA has adopted a schoolwide standards based grading scales. The academic scale has 4 levels of performance described as follows:

TK-8 Academic Performance Levels
4 = Advanced
3 = Proficient
2 = Approaching
1 = Below

Advanced (4): The student consistently meets and at times exceeds (more depth/extension with grade-level work and/or performing at a higher grade level) the standard as it is described by the grade level key indicators. The student, with relative ease, grasps, applies,
and extends the key concepts, processes, and skills for the grade level. The student's work is comparable to the student models and rubrics that are labeled advanced.

**Proficient (3):** The student regularly meets the standard as it is described by the grade level key indicators. The student demonstrates proficiency in the vast majority of the grade-level key indicators. The student, with limited errors, grasps and applies the key concepts, processes, and skills for the grade level. The student's work is comparable to the student models and rubrics that are labeled proficient.

**Approaching (2):** The student is beginning to, and occasionally does, meet the standard as it is described by the grade-level key indicators. The student is beginning to grasp and apply the key concepts, processes, and skills for the grade level but produces work that contains many errors. The student's work is comparable to the student models and rubrics that are labeled approaching.

**Below (1):** The student is not meeting the standard as it is described by the key indicators for this grade level. The student is working on key indicators that are one or more years below grade level. The student's work is comparable to the student models and rubrics that are labeled below.

The citizenship scale has 4 letters codes described as follows:

**TK-8 Character Codes**
- E = Excellent
- S = Satisfactory
- N = Need Improvement
- U = Unsatisfactory

Students set goals and reflect on character development in each trait:

**Courage:** We use our thoughts, words, and actions to take the first steps. We advocate for doing what’s right in all areas of life.

**Integrity:** We are true to ourselves, do our best, and take pride in what we do. We value honesty and doing the right thing.

**Perseverance:** We stick with things, even when they’re challenging. We go beyond what we think we can do by combining determination and a positive attitude.

**Collaboration:** We work together respectfully. We value every voice and encourage every talent.

**Compassion:** We show kindness by caring for and helping others. We foster empathy by learning more about others’ perspectives.
Progress Monitoring
Communication with classroom teachers concerning the grading and the return of your child’s work is critical. Parents should check student progress throughout the year using their individual PowerSchool login for their student and may request a conference with their children's teachers at any time. Informal updates, Student-Led Conferences, and RtI meetings serve as progress reports throughout the year.

Promotion
Students shall progress through the grade levels by demonstrating growth in learning and meeting grade level academic and citizenship standards.

8th grade students are required to successfully complete coursework with a minimum 2.0 SGA (Standards Grade Average) in order to receive a “Certificate of Promotion” from OCEAA. Students at risk of not meeting this requirement will be provided additional supports. In order to participate in promotion activities, 8th grade students must also have satisfactory citizenship standing. Student and parent presentations will be given annually to ensure all 8th grade families understand these requirements.

Retention
OCEAA strives to identify students who are at risk of retention at their current grade level as early as possible in the school year and as early in their school careers as practicable. Such students may be identified from Kindergarten onward. Before retaining a student, the School Director shall determine that:

1. The student has been identified for retention on the basis of not meeting minimum levels of proficiency, as indicated by grades and the following additional indicators of academic achievement:
   a) State assessments
   b) Local assessments
   c) Excessive attendance/enrollment gaps

2. The student has received interventions related to the targeted area of need, but the student’s achievement was not sufficient to be prepared for advancement.

3. The student will receive appropriate supports targeted to the student’s needs and maturity during the retention school year.

Students in kindergarten through 3rd grade are identified for retention primarily on the basis of their reading proficiency level. Students in 4th-8th grades are identified for retention on the basis of reading, English language arts, and mathematics proficiencies. With regards to students with disabilities, the determination as to the appropriate standards for promotion or retention should be made as part of the IEP process.
Classwork and Homework

Classwork and homework are part of the school curriculum. They provide students with practice in applying skills that are taught and allow them to extend their learning.

- Classwork and homework will be reviewed to provide feedback to students in a timely manner.
- Three missing assignments = time in detention to complete the work, one (1) MDR (Minor Discipline Referral) and parent contact by phone or email.
- After three (3) missing assignment MDRs, teachers will issue an ODR (Office Discipline Referral). An administrator or designee will contact the parent to resolve the problem.

The daily amount of homework will vary based upon the maturity, ability and needs of students. Grade level homework routines will be explained at Back to School Night.

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 (tool may change based on teacher) - Teachers post assignments Seesaw. Parents can view assigned and completed work with their Seesaw accounts. Teachers will review homework expectations (submission format) at Back to School Night

- PowerSchool - Teachers record assessments and grades in PowerSchool. Parents can access PowerSchool with their individual log in, which was created at time of application to OCEAA. Directions on how to obtain your forgotten username or password are included in your Back to School Registration Letter and available on our website.

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 must, by California law, be tested with the current CA English Proficiency test. 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 EL Master Plan. 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.

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

**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, 6th and 8th Grade Pathways to Biliteracy Awards**

Advanced levels of knowledge and proficiency in another language takes many years and must start early with young children. The Orange County Department of Education (OCDE), in conjunction with districts throughout our county, has established the OCDE Pathways to Biliteracy awards to students from preschool through 8th grade. This award recognizes benchmarks towards bilingualism and biliteracy for students enrolled in native, heritage, dual language, and non-native language programs and program models en route to the State Seal of Biliteracy award. Furthermore, this distinctive acknowledgement affirms positive attitudes towards bilingualism, biliteracy, and sociocultural competence. OCEAA recognizes students at the following points in their dual language journey:

- Completion of Kindergarten: **Bilingual Pathway Award**
- Completion of 3rd Grade: **Pursuit of Biliteracy Award**
- Completion of 6th Grade: **Biliteracy Pathway Award**
- Completion of 8th Grade: **Biliteracy Attainment Award**
**Sexual Health Education**

OCEAA offers comprehensive sexual health education to its students in grades 7-8. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. OCEAA does not require active parental consent (“opt-in”) for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
  - The date of the instruction
  - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student’s health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student’s attitudes concerning or practices relating to sex) may be administered to students in grades 7-8. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent (“opt-out”) process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if OCEAA has received a written request from the student’s parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

**State Testing**

OCEAA shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress [“CAASPP”].) Notwithstanding
any other provision of law, a parent’s or guardian’s written request to OCEAA officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

**Surveys About Personal Beliefs**

Unless the student’s parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student’s, or the student’s parents’ or guardians’ personal beliefs or practices in sex, family life, morality, or religion.

**Teacher Qualification Information**

All parents or guardians may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals.

**Animal Dissections**

Students at the Charter School may perform animal dissections as part of the science curriculum. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student’s moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

**California Healthy Kids Survey**

OCEAA may administer the California Healthy Kids Survey (“CHKS”) to students whose parents or guardians provide written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables OCEAA to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

**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 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: 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 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.

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.

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 collaborative problem solving and concrete consequences to help students repair relationships and 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:

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.

1. Character Communications help the MTSS Team determine when students need supplemental or individual behavioral or social emotional support.

   Character Communication documents minor behavior problems, 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 accordance with the Suspension & Expulsion Policy, suspend or expel a student who has committed any of the enumerated acts included in the Policy. This Policy can be located in the Appendix of this Handbook.

**Searches**

A student’s attire, personal property, vehicle or school property, including books, desks and school lockers, may be searched by the School Director or designee who has reasonable suspicion that a student possesses items prohibited on campus such as certain electronics, 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 training 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.

<table>
<thead>
<tr>
<th>Verbal Bullying is saying or writing hurtful things.</th>
<th>Social Bullying, sometimes referred to as relational bullying, involves harming someone’s reputation or relationships.</th>
<th>Physical Bullying involves inflicting harm upon a person’s body or damaging their possessions.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples include:</strong></td>
<td><strong>Examples include:</strong></td>
<td><strong>Examples include:</strong></td>
</tr>
<tr>
<td>• Teasing</td>
<td>• Leaving someone out of an activity on purpose</td>
<td>• Hitting/kicking/pinching</td>
</tr>
<tr>
<td>• Name-calling</td>
<td>• Influencing others not to be friends with someone</td>
<td>• Spitting</td>
</tr>
<tr>
<td>• Inappropriate sexual comments</td>
<td>• Spreading rumors about someone</td>
<td>• Tripping/pushing</td>
</tr>
<tr>
<td>• Taunting</td>
<td>• Embarrassing someone in public</td>
<td>• Taking or breaking someone’s possessions</td>
</tr>
<tr>
<td>• Threatening to cause harm</td>
<td></td>
<td>• Making cruel or rude hand gestures</td>
</tr>
</tbody>
</table>

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:

1. stopbullying.org

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

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.

**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.

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 students 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 meeting with parents.

Arrival and Dismissal

OCEAA prioritizes student and parent safety during drop-off and pick-up and ensures staff presence to facilitate the smooth flow of traffic. OCEAA has certain arrival procedures to make sure our students arrive on campus safely and ready to learn every morning. The following outlines procedures for arrival and dismissal at the Main and Annex campuses and helps everyone be organized and ready to go!

Please make sure you ALWAYS use the crosswalks on Broadway Street to walk to and from the Main Campus and the Annex. SAPD will fine jaywalkers and OCEAA is not responsible for payment. Additionally, the school may receive penalties for continued jaywalking.

Main Building Arrival and Dismissal

Main Building Arrival

7:00 AM - Garden Grill opens for breakfast. Transitional kinder and kinder students are welcome to eat breakfast at the main building. There is a specially designated kinder breakfast table for kinder students.

7:35 AM - Playground opens for students to wait in their lines. Students getting a ‘Grab and Go’ breakfast will eat on the playground. Students who have finished their hot breakfasts will move to the playground to wait.

7:50 AM – A Warning Bell will signal parents/guardians must escort kindergarten students to the Annex; families may exit through the front for the purpose of walking to the Annex, and must use the crosswalk at 10th and Broadway to cross safely. Crossing Broadway without
using the crosswalk at any time violates safety procedures and will result in disciplinary action. Older siblings (grade 6 or above) or relatives attending OCEAA may be allowed to walk transitional kinder and kinder students to the Annex at the discretion of the School Director.

**8:00 AM** – An Entry Bell will signal 1st-2nd grade teachers to pick up their students on the playground; 3rd-8th grade students are dismissed from the playground and are expected to go directly to class. Parents waiting on campus with their students may not escort students to classrooms when the bell rings.

**Upon arrival to class, students should:**
- Get materials ready for the morning routine.
- Get a pass to the bathroom if necessary (1 student at a time).
- Discuss make-up work with the teacher if absent the previous day.
- Get homework ready to be checked or turned in.

**8:10 AM** – A Start Bell will signal that instruction is beginning and students are expected to be in their seats ready to start the day’s instructional activities.

- All students who enter school grounds must remain on campus until dismissal.
- No students or parents are allowed upstairs before 7:30 AM.
- Between 7:30 AM and 8:00 AM, students must have a pass from the teacher and parents must have a visitor badge from the receptionist. Anyone without a pass or badge will be directed back downstairs by Safety Monitors or staff.
- A student arriving to the classroom after 8:10 AM is considered tardy.
- Once parents are able per OCPH guidelines to safely participate on campus, all parents and visitors must sign-in at the office if they are staying on campus once instruction begins and must wear a visitor’s badge. Parents and visitors must also sign-out before leaving campus.

**AFTER 8:10 AM PARENTS, STUDENTS, AND VISITORS TO THE MAIN BUILDING MUST USE THE FRONT ENTRANCE OF THE SCHOOL ON NORTH BROADWAY STREET**

**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, teachers, and grade levels 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.
● Due to the safety need to keep traffic moving, checking identifications of persons picking up students in 1st-8th grades is not possible. If there is a restraining or custody order prohibiting certain individuals from picking up the student, the student must be picked up in the office. Parents using the Valet line agree to these limitations.

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’ for 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 spaces marked “OCEAA Visitor” if available in the lot adjacent to OCEAA with an OCEAA pass. Some parking spaces available to OCEAA families are:

● Parking meters along Sycamore (not between the hours of 7:00 AM - 8:00 AM and 2:00 PM - 4:00 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**

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 to 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 the student being returned to the office for administrative contact of parent/guardian to correct the problem.

**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.

**Main Building Dismissal**

OCEAA has three separate dismissal zones to help our students arrive at their afterschool destinations safely. Our utmost concern is the safety of our students and making sure the school is secure at all times.

The following details the separate dismissal zones and the way each student needs to know how they will be dismissed daily.

**The 3 Ways Your Child Can Leave the Main Building at Dismissal:**

<table>
<thead>
<tr>
<th>Students Walking Home</th>
<th>Students Picked up in the Traffic Valet Zone</th>
<th>Students picked up from Garden Grill or playground</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Students must have permission to walk home on file with the registrar/front office.</td>
<td>● Students in grades 1-4 will wait in the Garden Grill with their class lines.</td>
<td></td>
</tr>
<tr>
<td>● Those with permission will receive a sticker showing that they have permission to walk home.</td>
<td>● Students in grades 5-8 will be escorted to wait alongside the Sycamore Street sidewalk wall.</td>
<td>● Students will wait in the Garden Grill/playground with their class lines.</td>
</tr>
<tr>
<td></td>
<td>● Parents/guardians will wait at the back door for announcement of class arrival to the Garden Grill/playground.</td>
<td></td>
</tr>
</tbody>
</table>
● Walkers exit OCEAA through the Zen Zone gate and show their sticker to the monitor at the gate.
● Students are to walk directly home after leaving the Zen Zone gate.
● Students may not loiter to wait for a parent pick-up when exiting with a permission to walk home sticker; loitering will result in the student being brought to the main office for administrative action.

● Parents/guardians will stay in their cars in the ‘Traffic Valet Zone’ line and have their Dashboard Valet Cards ready to be viewed, enabling school personnel to call for the student.
● Students will listen for their name to be called and walk to the Sycamore door exit.
● Safety Monitors will assist students with entering cars carefully.
● Students will put on seat belts.

● Parents/guardians will pick up their children and exit school property immediately.
● Parents/guardians wanting to briefly speak with their children’s teacher will be permitted to wait in the waiting area by the kitchen window until dismissal supervision is over.

Any student leaving the school grounds before dismissal must be signed out by the parent or adult authorized in their emergency contacts in PowerSchool.

Parents wanting to speak with a teacher when picking up their student will be permitted to enter the Garden Grill and wait in the waiting area. Teachers will be able to meet briefly with parents after they are finished with their dismissal duty responsibilities. If a longer meeting is required please make an appointment with the teacher for another time.

**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 avoid getting tickets and creating traffic jams during peak times, please...

● Don’t park at the Annex during the following times for any reason:
  ● Arrival - 7:30 AM -8:20 AM daily
  ● Kinder Dismissal - 2:00pm-2:30pm M/Tu/Th/Fr; 1:00 PM-1:30 PM Wednesdays
  ● Don’t park in the adjacent lots; we are not responsible for tickets or if your vehicle is towed.
  ● Do feel free to park in the lot on a first come, first served basis after 2:30 PM. Additional parking is available on the metered sections of Birch St. and Washington St.
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.
- Have your Dashboard Valet Card clearly visible from the driver’s side front window, with the names, teachers, and grade levels of the students you are picking up ready to give to the Valet personnel along with the name of the teacher and grade level.
- 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 member will escort your child out of the car.
- Please have your child’s backpack and lunch with them.
- Identification will be checked for TK and Kindergarten students being picked up in the valet line. Please allow additional time and patience for us to ensure the safety of our youngest students, especially during the first weeks of school as we get to know our parents. Be aware that identification may be asked for at any time during the school year so please always carry your ID with you when picking up your child.
- Transitional Kindergarten and Kindergarten students must be accompanied by a parent or an adult on the emergency contact list to walk or bicycle home.

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.

Release of Students/Student Pick-Up Procedures

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.
Any student who has a restraining order or prohibitions of who can pick up the student on certain days must be signed out at the front desk and may not be picked up in the valet line. A copy of the court order must be provided prior to start of each school year or when issued.

Students not attending After School Programs should depart OCEAA by 3:25 PM at the latest on Mondays, Tuesdays, Thursdays and Fridays or 1:55 PM on Wednesdays. Kindergarteners not attending After School Programs should depart by 2:20 PM on Mondays, Tuesdays, Thursdays and Fridays or 1:20 PM on Wednesdays.

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. 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, unless the student is involved in a regular school activity, meeting, or community program or is staying at the request of school personnel.

Parent/School Engagement

COMMUNICATION

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

- **OCEAA School 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, ClassDojo and Parent Square messages will be made to notify parents. In the event of a real emergency (fire, earthquake, lockdown), a ClassDojo or Parent Square message will be sent as soon as it is safe to do so. Follow up communications will occur after the emergency has passed.
• **ParentSquare & 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 Parent Square and are unable to retrieve the message, you may contact Parent Square via the directions provided at the start of the school year.

• **OCEAA Website** - Visit OCEAA’s website regularly for ongoing community communications. OCEAA’s website holds school Board meeting dates, agendas, minutes; parent resources, such as the Academic Calendar, lunch menus and weekly bulletins and many other resources. Visit [www.oceaa.org](http://www.oceaa.org) to learn more.

**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.
- RTI 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 staff 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 Families Supporting OCEAA (FSO) and English Learner Advisory Committee (ELAC), will coordinate parent training based on parent interest.

**Parent and Family Engagement Policy**

OCEAA aims to provide all students in our school significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). The Charter School staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all
families as partners with schools to ensure student success. A copy of OCEAA’s complete Policy is available upon request in the main office and within the Appendix of this Handbook.

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 ClassDojo, Seesaw, PowerSchool, 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 during virtual sessions
- Arriving at school or 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 lessons, and making the best use of extra help opportunities
- Communicating with teachers in person, 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 will be absent or is unable to participate in any of the day’s learning activities
- Helping set up an organized work space at home with needed materials for homework and virtual learning
- Providing login assistance or supervision during homework or home instruction appropriate to the student's age
- Setting up ClassDojo, Seesaw and PowerSchool accounts to stay informed about class information and assignments
- Setting up Parent Square account to receive schoolwide information
- 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

**Visitors and Volunteers**

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

Any visitor entering the school grounds must register in the Office, identify themselves and the nature of their business, and receive a Visitor’s Badge. Parents may not go to the second floor before 8:00am without signing in at the front desk and having the receptionist confirm a scheduled teacher appointment. This is to ensure that teachers have the time they need to prepare for instruction before students enter class.

No student is allowed to bring visitors to school without prior teacher permission. This includes parents/guardians who wish to eat lunch with their child. The School Director and/or designee reserves the right to exclude any visitor from campus if the visitor’s presence interrupts school business and/or student learning. Anyone wishing to observe in the classroom must make prior arrangements with the School Director.

It is required that all visitors and volunteers must sign-in at the front desk and receive a “Visitor Badge” as identification. They must also sign-out when leaving the premises. This is for the safety of the children and staff as well as the visitor in case of an emergency. This signing in process also helps us track the number of hours families have volunteered.

All visitors are asked to comply with current mandated and recommended health and safety protocols. Visitors (including volunteers) who demonstrate signs of a contagious disease (e.g. fever, coughing) may be denied registration. When recommended or requested by the Department of Public Health, visitors will be required to wear personal protective equipment, such as masks, and practice social distancing. OCEAA reserves the right to implement additional measures for the protection of its school community, such as requiring forehead temperature checks before entry to the same extent being utilized for students and employees.

If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that.authorizes school access. OCEAA shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by OCEAA, consistent with the law. The OCEAA Board of Directors and Bureau of Children’s Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

AFTER 8:10 AM PARENTS AND VISITORS MUST USE THE FRONT ENTRANCES OF THE MAIN AND ANNEX BUILDINGS
**Parent Volunteers**

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. While volunteerism is not mandatory, families are encouraged to volunteer at least three (3) hours per academic trimester per child. Such activities may include copying, making instructional materials, filing, 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 and we do not track individual family 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!

OCEAA recognizes that parent participation is essential to building a strong school. 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. Meeting dates and times will be announced in the OCEAA School Bulletin and may occur in-person or virtually. To learn more about these committees or groups visit: [https://oceaa.org/board-accountability/](https://oceaa.org/board-accountability/).

- **LCFF Advisory Council (formerly known as School Site Council)** – 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.
  o Fundraising, especially towards technology, enrichment tools, field studies, playground, and other items (field studies when those are permitted again by health guidelines) for all students.
  o Helping OCEAA families in need with our time, talents, and funds.
  o Encouraging family involvement by all families with the recommended volunteer hours (3 hours per trimester (9 annually) per child). No family will be required to volunteer, and no student will be treated differently based on whether or not their parents volunteer.
  o Disseminating information in a positive and responsible way.
  o Community building between school and families.

• **Coffee Chats** – Parents are encouraged to participate and share news with school administration through our Coffee Chats which are announced in the OCEAA School Bulletin. These have been developed as a means to open communication in a relaxed, community style where members of the Administration are in attendance.

**Volunteering/Community Service by Minors & Former Students**

OCEAA partners with the Orange County School of the Arts (OCSA) to place volunteers under age 18 in classrooms with cooperating teachers. For more information about this program contact us at arts@oceaa.org.

Former students who wish to volunteer or complete community service hours at OCEAA must make prior arrangements with a teacher or other staff member who will alert the receptionist to the students’ arrival. Students must sign in at the front office and wear a visitor badge; if under 18 years of age, the front office staff must confirm parent permission to be at OCEAA. Students who show up to volunteer without making arrangements with staff ahead of time will be turned away.

**Standards of Conduct for On Campus Visitors and Volunteers**

• 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 must sign in and obtain a visitor badge at the administrative office before entering campus during school hours. Parents and guardians must identify the purpose for their visit to campus. Consent to enter campus is limited to the purpose identified by the parent or guardian. Once the purpose of the visit is complete the parent or guardian must leave campus in a timely fashion.
• Parents and guardians must schedule an appointment to meet with a teacher or an administrator. Parents and guardians will not be permitted to meet with a teacher or an administrator without an appointment unless exigent circumstances exist as determined by the teacher or administrator with whom the parent or guardian desires to meet.
• Parents and guardians acknowledge that their presence on campus may disrupt the learning environment. Accordingly, parents and guardians agree, to the extent reasonable, to limit their interactions to only those individuals related to the purpose the parent or guardian is visiting on campus.
• 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 visitor or volunteer 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.

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 visitor or volunteer in person regarding the unacceptable behavior. If the visitor or volunteer refuses to schedule a meeting with the OCEAA administrator, OCEAA shall write to the last known address of the visitor or volunteer 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 visitor or volunteer to OCEAA’s Board of Directors.

Student Health & Safety

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

Administration of Medication

Medication at school requires written authorization. Forms are available from the school or OCEAA website. Medication authorization forms must be signed by an authorized
healthcare provider 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. Students may not carry or self-administer medication unless it is an Epi-Pen or asthma medication and signed authorization from a healthcare provider and parent are given. All Parents must sign an authorization form for all other prescription or 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.

**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.

**Illness**

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.

**Oral Health Assessment**

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

**Physical Examinations and Right to Refuse**

All students are to have completed a health screening examination on or before the 90th day after the student’s entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child’s medical status changes, please provide the teacher with a physician’s written verification of the medical issue, especially if it impacts in any way your child’s ability to perform schoolwork.
A parent/guardian having control or charge of any child enrolled at OCEAA may file annually with the Executive Director of the school in which the child is enrolled a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

**Immunizations**

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must have a minimum number of immunizations (shots) before they can attend school. Immunization records will be required for all incoming students. Verification of immunizations will be completed with written medical records from the child’s doctor or immunization clinic. To ensure a safe learning environment for all students, OCEAA follows and abides by the health standards set forth by the state of California. Students will not receive classroom-based instruction until all required records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from classroom-based instruction until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of OCEAA.

**These required immunizations include:**

<table>
<thead>
<tr>
<th>Child’s Grade</th>
<th>List of shots required to attend school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering Kindergarten</td>
<td>Diphtheria, Pertussis, and Tetanus (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses</td>
</tr>
</tbody>
</table>

**NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.
Entering 7th Grade

Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose
Varicella (chickenpox) - Two (2) doses

NOTE: In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet all requirements for children 7-17 years old (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis), in addition to the 7th grade requirements for Tdap and varicella (varicella requirement for seventh grade advancement expires after June 30, 2025). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.

Mental Health Services

OCEAA recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at OCEAA and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child.

Available on Campus:

- **School-based counseling services** – your child is encouraged to directly contact OCEAA counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. The counseling office can be reached through counseling@oceaa.org or (714) 361-1852. Our Charter School counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed in this letter, are voluntary.

- **Special education services** – if you believe your child may have a disability, you are encouraged to directly contact the school psychologist at (714) 619-2970.

- **Prescription medication while on campus** – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this mediation to your child, please contact healthoffice@oceaa.org or (714) 361-1855.

Available in the Community:

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

Available Nationally:
- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at 1-866-488-7386 or visit https://www.thetrevorproject.org/.
- Big Brothers/Big Sisters of America – This organization is a community-based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

Diabetes
OCEAA will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.
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 if this will be counter to the health, safety, or welfare of the child. 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 Contact Information and 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 and School Safety Plan

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. The OCEAA safety plan may be viewed at https://oceaa.org/board-accountability/board-policies/

Anti-Tobacco/Alcohol Policy

OCEAA is a tobacco/alcohol-free zone. Under OCEAA’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.
KEDS - After School Program

The KEDS (Kids Expanded Day School) program offers instruction and adds to the cultural and intellectual wealth of our students and is open to all students attending OCEAA. The focus of KEDS ASES is to provide time for homework, physical recreation, enrichment, and character guidance; in addition, KEDS ELECT meets the needs of working families by providing childcare. The program hours are from school dismissal until 6:00 PM.

The various programs provide students with resources to augment classroom instruction and enrichment. The students’ daily routines include homework assistance, indoor and outdoor activities such as sports, recreation, computers, arts and crafts, storytelling, music, and theme-based projects that support classroom activities.

See www.oceaa.org for registration information. For more information please call or email Miriam Ramirez, KEDS After School and Student Activities Manager, at 714-361-1850 or mramirez@oceaa.org.

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 the 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.

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 at the Main Campus and the reception area at the Annex. 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.

Lost or Damaged School Property
If a student willfully damages the Charter School’s property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other OCEAA property that has been loaned to the student, the student’s parents/guardians are liable for all damages caused by the student’s misconduct not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student’s parent or guardian in writing of the student’s alleged misconduct and affording the student due process, Charter School may withhold the student’s grades, transcripts, until the damages have been paid. If the student and the student’s parent/guardian are unable to pay for the damages or to return the property, Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student’s grades will be released.

Pictures/Consent to Photograph
Photographs that include your child are considered directory information that may be disclosed under FERPA absent parent consent. OCEAA does not print or provide an actual school directory. Photographs of your student 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. If you do not want the Charter School to disclose directory information, including photographs, without your prior written consent, you must notify OCEAA in writing at the time of enrollment or re-enrollment.

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.
Special Education /Students with Disabilities

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”) 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 Special Education Local Plan Area (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.

The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact the school psychologist at (714) 619-2970.

Section 504

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the School Director. A copy of the Charter School’s Section 504 policies and procedures is available upon request at the main office and on the school website.

Non-Discrimination Statement

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.
The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Charter School shall not encourage a student currently attending Charter School 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 the Charter School’s charter and relevant policies.

The Charter School does not request nor require student records prior to a student’s enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

Mike Limon, Executive Director, OCEAA
825 N. Broadway Street, Santa Ana, CA 92701
(714) 558-2787 X3020
The lack of English language skills will not be a barrier to admission or participation in Charter School’s programs or activities. Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

**Education of Foster and Mobile Youth**

**Definitions:** For the purposes of this annual notice the terms are defined as follows:

1. “Foster youth” refers to any child who has been removed from their home pursuant Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.
2. “Child of a military family” refers to a student who resides in the household of an active duty military member.
3. “Currently Migratory Child” refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, in order that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. “Currently Migratory Child” includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
4. “Pupil participating in a newcomer program” means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be collectively referred to as “Foster and Mobile Youth.” Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a “parent.”

**Foster and Mobile Youth Liaison:** The Executive Director or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Cathy Finneran, Office Manager  
cfinneran@occea.org or 714-619-2965
The Foster and Mobile Youth Liaison’s responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth’s education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student’s school of origin (subject to the Charter School’s capacity and pursuant to the procedures stated in the Charter School’s charter and Board policy). If a dispute arises regarding a foster youth’s request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School’s capacity and pursuant to the procedures stated in the Charter School’s charter and Board policy) regardless of the student’s ability to meet normal enrollment documentation or uniform requirements (e.g. producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child’s status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student’s status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.
The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

**Student Records:** When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency (“LEA”), the Charter School shall provide these student records within five (5) business days. The Charter School shall compile the complete educational record of the pupil, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the pupil’s special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth’s grades as a result of the student’s absence due to a verified court appearance, related court ordered activity, or a change in the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School’s Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

**Discipline Determinations:** If the Charter School intends to extend the suspension of any foster/youth pending a recommendation for expulsion, the Charter School will invite the student’s attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the
recommendation for expulsion is discretionary, the Charter School will invite the student’s attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

**Complaints of Noncompliance:** A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School’s Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office and on the school website.

**Availability of Complete Policy:** For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School’s complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available on the school website.

**Education of Homeless Children and Youth**

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

**School Liaison:** The Executive Director or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(iii)):

Cathy Finneran, Office Manager
cfinneran@oceaa.org
714-619-2965
The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School’s charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/
Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at the Charter School, a copy of the Charter School’s complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available on the website.

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.
# Dress Code Policy

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

<table>
<thead>
<tr>
<th>What to wear during school hours or at any school function</th>
<th>What NOT to wear during school hours or at any school function</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Clothing that covers torso from shoulders to short/skirt length</td>
<td>● 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.</td>
</tr>
<tr>
<td>● Chest, stomach, back and undergarments should be covered at all times.</td>
<td>● Ripped or shredded clothing, including jeans.</td>
</tr>
<tr>
<td>● Clothing with any insignia that promotes a positive message.</td>
<td>● Bare midriffs, halters, tank tops (with should straps that are less than 2 inches wide), undershirts, spaghetti straps, short shorts, tight or revealing clothing, clothing which allows undergarments to be exposed.</td>
</tr>
<tr>
<td>● Clothing that is properly fitting, clean, modest (age appropriate) and in good repair.</td>
<td>● 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.</td>
</tr>
<tr>
<td>● Shorts/skirts must be longer than the tips of the student’s longest finger as arms rest in a relaxed state on the side.</td>
<td>● Sandals, platform shoes, Crocs, flip flops.</td>
</tr>
<tr>
<td>● Closed-toed shoes suitable for athletics, soles with heels no higher than one inch, with socks are preferred.</td>
<td>● Makeup 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 makeup, lipstick or any other make-up is not allowed.</td>
</tr>
<tr>
<td>● Earrings with post or small hoops and necklaces inside shirts, so as not to get caught when moving around.</td>
<td>● Blankets and other items that are not clothing.</td>
</tr>
<tr>
<td>● Hats, bandanas, headscarves, and hoods worn outdoors only. Headwear for purposes of religious observance will be permitted.</td>
<td></td>
</tr>
</tbody>
</table>

## Consequences

- Confiscation of prohibited hat, bandana, headscarf, or other removable item. Headwear for purposes of religious observance will be permitted.
- Change into garments provided by school and parents will be contacted. Submit an article of value for alternative garment to be returned in clean condition the following day.
- Turn the 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.
Student Activities

*School and FSO Sponsored Activities*
Throughout the year, activities are planned by both the school and the parent organization (FSO) in which students and families participate. These include festivals, skate nights, restaurant days, bookstore events, concerts, etc. These activities give students a chance to socialize outside the normal school day and families a chance to develop support systems.

*Art Performances and Exhibits*
OCEAA students of every age participate in at least one arts performance and exhibit per year. These performances and exhibits may be held at Wednesday assemblies, at the Winter and End of Year Extravaganzas, at local art museums, or at other times and locations. These activities are important experiences that develop skills in confidence and creative expression.

*Middle School Student Leadership*
The middle school Student Leadership Team (SLT) provides an opportunity for middle school students to engage in a structured partnership with teachers, parents and school administration in the operation of their school. It gives students an opportunity to acquire communication, planning and organizational skills which will benefit them in their future lives. SLT members take responsibility for various projects in their school community.

*Middle School Dances*
School dances are sponsored by OCEAA’s Student Leadership Team and middle school teachers. These dances are for OCEAA’s 6th through 8th grade students only. Students attending school dances are expected to observe standards of acceptable conduct and dress. Students must remain in the designated area until the end of the dance. Parents or guardians are expected to pick up students on time - no student will be allowed to walk home after dark. No one will be allowed to leave and re-enter the dance area. Participation in all middle school activities, including dances are dependent upon meeting OCEAA staff expectations.

*Activity Restriction*
Students who misbehave at a school sponsored activity or event may jeopardize their participation in future assemblies, dances, events, etc. Students must attend school in order to participate in any extracurricular events taking place on the same day.

*Off-Campus Behavior*
Misbehavior that occurs during off-campus activities will be dealt with in the same manner as on-campus misbehavior. Students must follow all school expectations while attending an off-campus or after-school event or activity.
Field Trips
Classes may schedule field studies trips during the year to enhance the instructional program. All planned field studies trips away from the school grounds, including athletic trips and outdoor education programs are subject to specific guidelines. Students must have written parental permission in order to participate. The school shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a field study off campus trip. Teachers will notify parents if volunteers are required. Parents who consistently assist their grade level classes may be given priority for attending field studies. For safety, siblings are not allowed to attend school field studies without prior teacher permission. No siblings are allowed on the bus for any field studies. The parent is responsible for any entrance fees, but no student shall be denied the opportunity to participate due to an inability to pay.

First Aid
While conducting the trip the teacher, employee or parent chaperone shall have a first aid kit, which includes emergency contact information for each student in his/her possession. No student will be released from a field trip without completing the sign out procedure.

Supervision
Students on approved trips are under the jurisdiction of the school and are subject to the school rules and regulations. Teachers or other certificated personnel shall accompany students on all trips and shall assume responsibility for their conduct. The ratio of adults to students on school-sponsored trips shall be at least one to ten. Adult chaperones must be at least 21-years of age.

Nutrition Services

Due to COVID19 OCEAA has modified layouts and procedures: Parents and volunteers, temporarily, may not enter the kitchen or dining hall. OCEAA is currently avoiding offering any self-serve food or drink options, such as our salad bar. This limits the use of shared serving utensils, handles, and helps students socially distance from each other per OCPH guidelines. But salads and other wholesome foods continued to be offered to students during Breakfast and Lunch service.

Students will not be allowed to share food.
As a reminder, all food 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.

We encourage all students and families to join our Wellness Committee. To learn how you can get involved, please contact our Nutrition Services Manager, Yanelly “Nelly” Alonso by email yanellya@oceaa.org or by phone (714) 558-2787.

**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 offers a variety of foods because each food has a unique mix of nutrients that provide a healthy and balanced diet. A variety in food also keeps meals interesting and flavorful.

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.
- 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.
Celebrations and Rewards

OCEAA limits celebrations during the school day to no more than one time per month on the last Friday of the month. This includes classroom celebrations and birthdays. Classroom celebrations will focus on activities rather than food. Foods are to meet USDA’s Smart Snacks in School nutrition standards. OCEAA’s Nutritional Services shall provide a list of allowable foods that meet these standards.

All foods brought to campus for celebrations will be held in the Garden Grill for distribution after lunch. All foods brought to the Annex building will be held in “La Cocinita” for distribution after lunch. Due to COVID-19, all foods will require to be individually packaged with ingredient labels.

OCEAA does not use foods and beverages as rewards and does not withhold foods as a punishment. Using food as a reward or withholding as a punishment undermines healthy eating habits and interferes with children’s ability to self-regulate their eating.

OCEAA encourages non-food alternatives as rewards. Teachers may use non-food alternatives as rewards. For example, extra recess may be provided when time allows.

Participation in National School Breakfast/Lunch Program

OCEAA participates in the USDA-FNS National School Breakfast and National School Lunch Program. Upon enrollment and during the back-to-school registration of each school year every family will be asked to complete an application. Applications for free or reduced-price meals are included in the first day packets to all families and can also be obtained on the OCEAA website and in the main office. All families are encouraged to complete the application form in order to include as many eligible students as possible. Completed application forms can be returned to the main office. The Charter School will provide each student who meets federal eligibility criteria for free and reduced-price meals with at least one free or reduced-price, nutritionally adequate meal per school day.

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 paid anytime during the school day. Please list the child’s full name and homeroom teacher 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 OCEAA’s Accountant Office, Marissa Munoz at mmunoz@oceaa.org immediately to arrange to cover the check.

Students with negative lunch balances shall not be shamed, treated differently, or served a meal that differs from the meal of a paying student. The School is also prohibited from disciplining a pupil which would result in the denial or delay of a nutritionally adequate meal to that pupil. This specifically applies to charter schools that participate in the NSLP or SBP.
**Meal Debit Account Policy**

**Account Numbers:** Every student has an account in the Garden Grill 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.

**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.

**Educational Rights and Student Information**

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 to 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 Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on OCEAA’s Board of Directors. An OCEAA official also may include a volunteer consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student’s enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Student Privacy Policy Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from a student’s education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect
and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student’s enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student’s cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student’s application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student’s educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or non-related extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Charter School for student and parents, and any individualized education program (“IEP”) or
Section 504 plan that may have been developed or maintained by Charter School; and/or

12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by Charter School with respect to that alleged crime or offense. Charter School discloses the final results of the disciplinary proceeding regardless of whether Charter School concluded a violation was committed.

“Directory Information” is information that is generally not considered harmful or an invasion of privacy if released. Charter School may disclose the personally identifiable information that it has designated as directory information without a parent’s prior written consent. The Charter School has designated the following information as directory information:

1. Student’s name
2. Student’s address
3. Parent’s/guardian’s address
4. Telephone listing
5. Student’s electronic mail address
6. Parent’s/guardian’s electronic mail address
7. Photograph/video
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Degrees, honors, and awards received
13. The most recent educational agency or institution attended
14. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student’s social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child’s education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment.

Please notify the Executive Director at:

Mike Limon, Executive Director
OCEAA
825 N. Broadway Street, Santa Ana, CA 92701
(714) 558-2787 X3020

A copy of the complete Policy is available upon request at the main office and on the school website.
**Uniform Complaint Procedures**

Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure (“UCP”) adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:

   - Accommodations for Pregnant, Parenting or Lactating Students;
   - Child Care and Development Programs;
   - Consolidated Categorical Aid;
   - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
   - Every Student Succeeds Act;
   - Migrant Education Programs;
   - School Safety Plans.

3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

   - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
   - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
   - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Executive Director of Charter School or the Compliance Officer identified below.
4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or Local Control and Accountability Plans (“LCAP”) under Education Code sections 47606.5 and 47607.3, as applicable. If Charter School adopts a School Plan for Student Achievement (“SPSA”) in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints regarding state preschool health and safety issues in local educational agencies exempt from licensing are governed by 5 C.C.R. sections 4690-4694, except as otherwise indicated.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Mike Limon, Executive Director, OCEAA
825 N. Broadway Street, Santa Ana, CA 92701
(714) 558-2787 X3020

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful 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. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which Charter School’s Board of Directors approved the LCAP or the annual update was adopted by Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with Charter School’s UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report (“Decision”) within sixty (60) calendar days from Charter School’s receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.
The complainant has a right to appeal Charter School’s Decision to the California Department of Education (“CDE”) by filing a written appeal within thirty (30) calendar days of the date of the Charter School’s written Decision, except if Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with Charter School, a copy of Charter School’s Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, Charter School’s Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in Charter School’s Decision are not supported by substantial evidence.
4. The legal conclusion in Charter School’s Decision is inconsistent with the law.
5. In a case in which Charter School’s Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals Charter School’s Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE’s receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE’s appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction (“SSPI”) or the SSPI’s designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE’s appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of Charter School’s complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before
pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant’s right to file a complaint in accordance with 5 CCR § 4622.

A copy of the UCP shall be available upon request free of charge in the main office and on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

**APPENDIX: Policies**

Visit [https://oceaa.org/board-accountability/](https://oceaa.org/board-accountability/) to read complete school policies.

A copy of the complete Policies can be available upon request at the main office.

- Conflict of Interest Policy
- Education of English Learners Policy
- Education for Foster and Mobile Youth Policy
- Education for Homeless Children and Youth Policy
- Health and Safety Policy for Covid-19
- Injury and Illness Prevention Plan
- Nondiscrimination in School Programs and Activities Policy
- Parent Involvement Policy
- Public Records Act Policy
- Rehabilitation Act 504 Policy
- Special Education Policy
- Telework Policy
- Uniform Complaint Policy
- Disciplinary Consequences: Suspension, Expulsion and Dismissal