

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

**BOARD OF DIRECTORS**  
**MEETING MINUTES**

**Regular Meeting**

September 8, 2021

6:00 p.m. – Closed Session

7:00 p.m. – Open Session

Teleconference

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

Meeting ID: 998 0701 0685

Password: oceaaboard

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

**MINUTES**

**I. Call to Order 6:03 PM**

A. Roll Call

**Board Members**

Dr. Alfonso Bustamante

Valerie Sullivan

Scott Overpeck, Chair

Ben Stanphill, Secretary

Boris Molina

Carmen Aparicio

Jessica Reyes

**Staff/Other**

Karina Kelty, School Director

Janine McFarlin, Treasurer

Mike Limon, President/Executive Director

**Present**

**Absent**

X

X

X

X

X

X

X

X

X

B. Approval of Agenda

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

No Public Comment

**III. Adjourn to Closed Session**

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

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

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

**V. Public Comment**

No public comment

**VI. Board and Staff Reports**

A. Staff Reports

1. School Director – Karina Kelty, turn over to academic team to track data, turn over to Nicole Kubacek and Marlynne Carrera.

2. Executive Director – Mike Limon

B. Operations Report –Janine McFarlin

C. Board of Directors Reports

**VII. Items for Consent**

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

A. Approval of Minutes from August 2021 Board Meeting

B. Approval of Minutes from August 19, 2021 Special Board Meeting

C. Ratification of June 2021 Check Register

D. Ratification of July 2021 Check Register

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

**VIII. Approve OCEAA’s Fiscal Year 2021 Unaudited Actuals**

Action: Approve Fiscal Year 2021 Unaudited Actuals	Motion: BS Second: CA
	Vote: BS, CA, BM, JR, SO for 0 against

**IX. Approve OCEAA’s Employee Vaccine Policy**

Action: Approve OCEAA’s Employee Vaccine Policy	Motion: CA Second: BM
	Vote: BS, CA, BM, JR, SO for 0 against

**X. Approve OCEAA's Volunteer Vaccine Policy**

Action: Approve OCEAA's Volunteer Vaccination Policy pending legal review of applicability to Board	Motion: BM Second: CA Vote: BS, CA, BM, JR, SO for 0 against
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**XI. Items for Future Meetings**

The next regularly scheduled meeting is on October 13, 2021.

**XII. Adjournment**

The meeting was adjourned at 8:59 PM.



Reality

Frida Kahlo

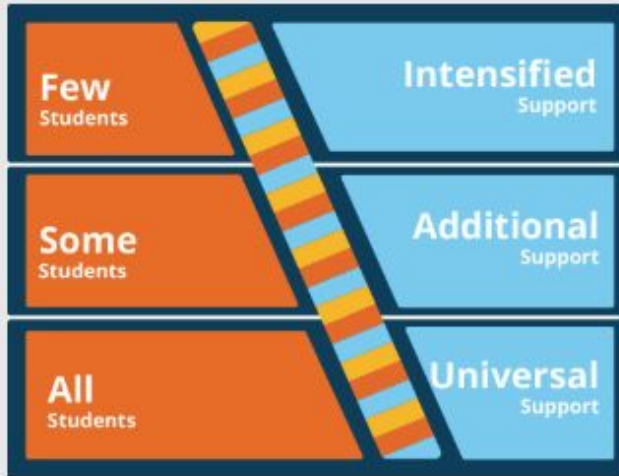


# MTSS: Yearly Data | 2021-22

M. Carrera and N. Kubasek presented on 09/08/21

## What is MTSS?

MTSS is an educational system with a tiered infrastructure that uses data to help match academic and behavioral support to students' needs.



# Purpose of MTSS Team

MTSS (Multi-Tiered System of Supports) is a School Leadership Team that works collaboratively with other school teams, families, and stakeholders effectively implementing SWIFT. The MTSS Team implements and sustains system transformation that continuously improves teaching and learning.

**The MTSS Team reviews schoolwide student and/or school performance data and uses the data to monitor school progress, guide instructional practices, and make school governance decisions. This data and progress monitoring is shared with stakeholders such as the OCEAA Board.**

**EL Core Practice 33: Leading Evidenced-Based Strategic Planning**



# MTSS FRAMEWORK

## California MTSS FRAMEWORK

The California MTSS Framework includes 5 Domains and 11 Features. The needs of the Whole Child are successfully met when ALL Domains and Features are effectively implemented with fidelity.



### Whole Child Domain

**Inclusive Academic Instruction  
Features**

**Inclusive Behavior Instruction  
Features**

**Inclusive Transformative  
Social-Emotional Instruction and  
Mental Health Support Features**

### Essential Domains and Features to Support the Whole Child

**Administrative  
Leadership Domain**

Strong & Engaged Site  
Leadership Features  
  
Strong Educator Support  
System Features

**Integrated Supports  
Domain**

Organizational Structure  
Features  
  
Strong & Positive School  
Culture Features

**Family and Community  
Engagement Domain**

Trusting Family Partnerships  
Features  
  
Trusting Community  
Partnerships Features

**Inclusive Policy Structure  
and Practice Domain**

Strong LEA / School  
Relationship Features  
  
LEA Policy Framework  
Features



# 2021-2022 Priorities

By the end of the year, we will...

1) Use universal screeners to drive **data cycles** and determine initial and continued support needs

- ◉ **A focus on sub-groups → English Learners (Math) and SPED (ELA)**

2) Refine and evaluate RTI<sup>2</sup>/SPED push-in service model

3) Implement Crew curriculum with fidelity and refine entry/exit criteria for behavioral tiers;

- ◉ Need student assessments and monitoring system/coaching cycles for implementation

4) **Set up Educlimber and use as a progress monitoring and information system**





# Universal Screeners

- 1) STAR (Math/ Literacy)
- 2) SEL- TBD

	Trimester 1	Trimester 2	Trimester 3	EOY
ELA/SLA	1-8th Star Reading (September 17th)	1-8th Star Reading (November 19th)	1-8th Star Reading (March 11th)	1-8th Star Reading (May 20th)
Math	1-8th Star Math (September 17th)	1-8th Star Math (November 19th)	1-8th Star Math (March 11th)	1-8th Star Math (May 20th)



# Interpreting Data



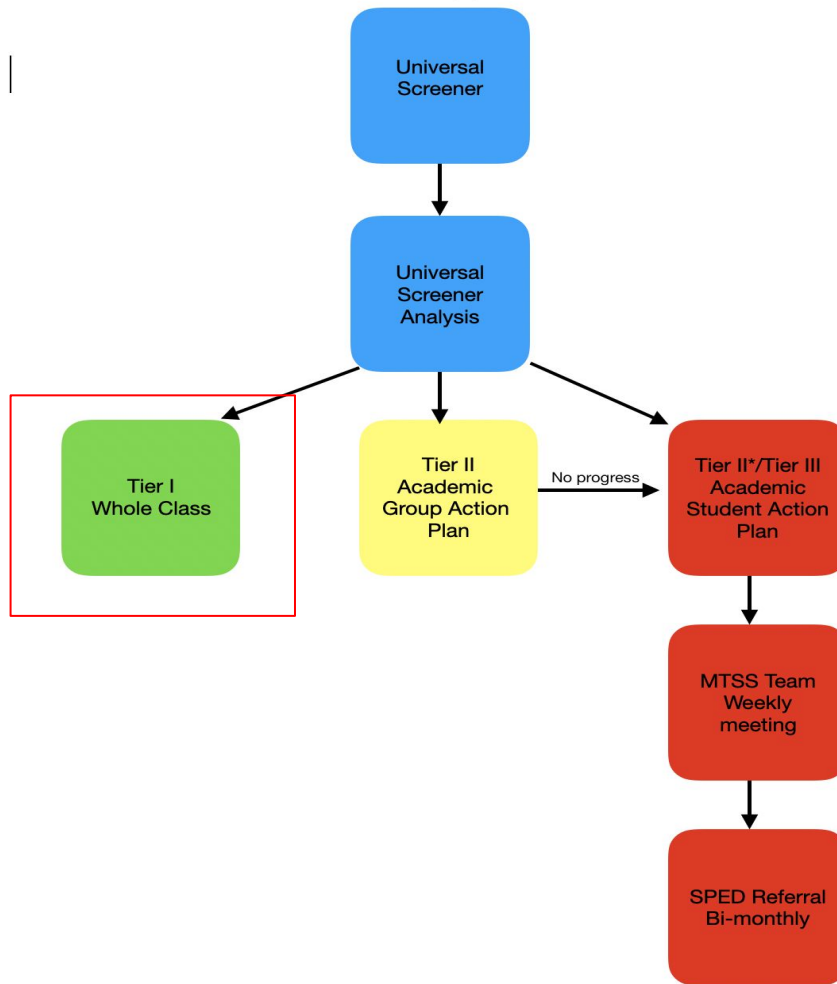
Tier I (26 percentile +) Standards aligned curriculum, structures that support small group instruction focused on data

Tier II (25-11 percentile) Push in support and pull out support, teacher intervention\* (individual or grade level), group data- 6 week cycles

Tier III (10 percentile and below) intensified pull out support, individual data- 6 week cycles

# Overview of MTSS System

**MTSS Student Support Flow Chart**



# Tier 1 Whole Class

- BOY and each trimester
- **Grade level team completes a whole class analysis document**
- **Grade level team reviews patterns with coordinators**
- **Informs instruction and pacing and initial tiers for RTI**
- Parents are informed of progress via STAR reports, report cards and student led conferences



# Data Cycles

- Marlynne and Nicole meet 2x per month with grade level teams to:
  - Analyze grade level data (Universal Screeners, Interims, Module Assessments, End of Unit assessments, etc.)
  - Utilize information to determine changes to instruction and to teacher tutoring to maximize student academic success





# ELO Summer Pilot Year 1 Update

# Process

- ❑ Set criteria for acceptance to summer pilot
  - ❑ EL, SPED, math and literacy rti
- ❑ Trained 2 paraprofessionals
- ❑ Sent welcome letter
- ❑ Device pick-up
- ❑ Orientation with Paraeducators
- ❑ Weekly zoom meetings
  - ❑ Check-in with coordinator and paraeducators
- ❑ Platform usage and contacting parents
  - ❑ Attendance monitoring
  - ❑ Class Dojo communication
- ❑ Post STAR data



# Data: Participation

**1st:** 3/5

**2nd:** 3/5

**3rd:** 3/5

**4th:** 3/4

**5th:** 0/3

**6th:** 4/5

**7th:** 1/6

33 students received welcome letters (above our 30 goal)

17 fully participated

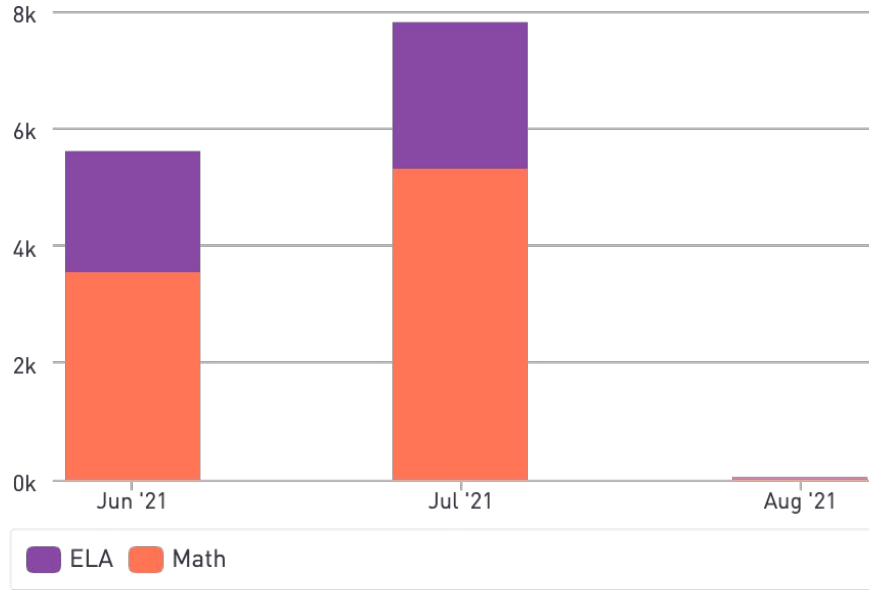
9 completed final STAR assessment



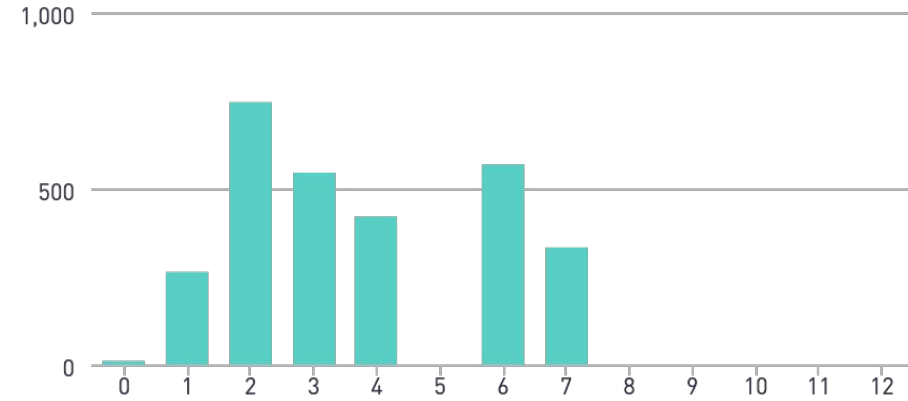


# Data: Time on Task

Monthly Usage by Time Spent in Subjects



Average Total Minutes Spent Per Student by Grade



# Data: STAR Math Assessment

- ❑ 9 students completed the assessment
- ❑ 7 out 9 students increased their percentile ranking
  - ❑ 1st: 1; 2nd:2; 3rd: 1; 4th: 1; 5th: 0; 6th: 2; 7th:1
- ❑ 4 out of the 7 scored above the need for Tier III Intervention
- ❑ Data insight: 2nd grade had highest minutes and 100% of students (2) increased percentile ranking



# Glows and Grows: What did we learn from the pilot?

## Glows

- ❑ Students were able to access the platform
- ❑ Contact with a paraeducator increased participation
- ❑ Training for paraeducators

## Grows

- ❑ Technology distribution and welcome letter before end of the year
- ❑ Star Testing on campus in the final week of program
- ❑ Parent weekly data updates



# ELO Progress- August 2020

- Hora de apoyo- WIN time was added to schedules
- MC and NK presented ELO plan to staff during preservice
- MC and NK- wrote job descriptions
- Deadline to launch: mid-late, September (pending hiring)
- MC and NK- getting roster together
- MC and NK created parent letter to send out
- MC and NK beginning paraeducator interviews







# Reading Data Protocol

January 2020  
Marlynnne Carrera

## School- Wide Goals

MTSS Goal- By the end of the year, we will have universal screeners that drive cycles and determine initial and ongoing support needs.

**EL Workplan Goal- If we focus on data analysis more intentionally, students will be equipped with the knowledge and skills to be successful on rigorous benchmark and summative assessments.**



## Learning targets

1. I can sort student data by target level proficiency
2. I can identify the needs (learning targets and focus) for each student group utilizing DRAs
3. I can utilize all available staff members to meet student needs and recognize teacher strengths
4. I can identify tutoring resources



# Results meeting protocol introduction

## Education

### Adapted from-Results Meeting Protocol: PLC Common Assessment Data Talk

*(adapted w/ERCSD from Driven by Data by Paul Bambrick-Santoyo and Doug Reeves' 5 Steps for Data Teams; modified for the ERCSD District-Wide Calibration PD - version for a 40-minute PLC Meeting is available and has been shared with school principals.)*

**60 minutes**

**Materials: DRAs, chart paper, and markers**

The goal for this session will be to analyze the grade level evidence gathered by teachers. Through this analysis process we will determine patterns of strengths/areas of need based on the most recent common reading assessment. Once patterns are identified, the team will identify action plan to ensure celebration of successes and to address grade-specific needs. (Choose roles: Recorder, Time Keeper, and Facilitator)

**1. Class Summary (20 minutes):** Using the Data Sheet entries you just completed, capture the information below for YOUR students:

Criterion for proficiency (Utilize trimester rubric)			
Above Proficiency	Proficient	Close to Proficient	Far from Proficient
Teacher: Total:  % of class:	Teacher: Total:  % of class:	Teacher: Total:  % of class:	Teacher: Total:  % of class:
Teacher: Total:  % of class:	Teacher: Total:  % of class:	Teacher: Total:  % of class:	Teacher: Total:  % of class:

## Roles:

- 1) Recorder
- 2) Time keeper (Marlynne will be assisting)
- 3) Facilitator

# First step: Sort students based on T1 reading levels (DRA)

Above proficiency 4 *Tape/ glue students	Proficient 3
Close to proficient 2	Below proficient 1

# Class summary

Calculating %-  
Divide amount by total number of  
students then X 100.

## Criterion for proficiency (Utilize trimester rubric)

Above Proficiency	Proficient	Close to Proficient	Far from Proficient
Teacher: Total:  % of class:	Teacher: Total:  % of class:	Teacher: Total:  % of class:	Teacher: Total:  % of class:
Teacher: Total:  % of class:	Teacher: Total:  % of class:	Teacher: Total:  % of class:	Teacher: Total:  % of class:
Grade level total:	Grade level total:	Grade level total:	Grade level total:   <input type="text"/>

# Analyze

(10 min): Individually review the grade-level data results to identify patterns that reveal success and needs. Use the data work poster to look at your students' performance AND your grade-level team's students' performance.

# Discuss and record: Part 1

*What areas show success?* (10 min)

- Go around: Each person on team names at least one area of success and cites evidence from data results
- Group members ask: “What factors contributed to student mastery of concepts and skills?” as needed.
- Equity pause!
  - Group members ask: “Are there any patterns in the successes that indicate success only for specific subgroups of students?”
  - Group members discuss: “What might it indicate that our instruction was successful in impacting some learners but not all?”
- Recorder takes notes on chart paper.

Success	Contributing Factors
Record on chart paper	Record on chart paper

# Discuss and record: Part 2

*What areas show need?* (10 min)

- Go around: Each person on team names the top 1-2 areas of need and cites evidence.
- Group members ask “What might it indicate that our instruction was not successful in impacting all learners?” as needed.
- Equity pause!
  - Group members ask: Are there any patterns in the needs that indicate those needs are only true for specific subgroups of students?
  - Group members discuss: What might it indicate about our instruction that it was not successful in impacting student learning for some learners?
- Recorder takes notes on chart paper.

Are there any patterns? (record on poster)

Needs	Contributing Factors
Record on chart paper	Record on chart paper

## Discuss and record: Part 3

*What are the patterns in the data? (5 min)*

- Go around: Each person on the team names the top pattern they noticed.
- The recorder takes notes on chart paper.



# Discuss

*Of the needs identified, which should be prioritized? (5 min)*

- Open discussion: Team comes to agreement about top two needs to focus on right now.
- Recorder circles two selected needs listed on the chart paper.

# Consensus and Delegation

*Which actions will our team take?* (10 min)

- Based on reflections shared, the team discusses and comes to an agreement on a plan encapsulated in a SMART goal and instructional strategies for student learning.
- The recorder writes the agreed-upon actions on the chart paper.
- Discuss your grade level intervention plan.

# Smart Goal

The percentage of students scoring proficient and higher on (1) \_\_\_\_\_  
will increase from (2) \_\_\_\_\_ % on (3) \_\_\_\_\_  
to (4) \_\_\_\_\_ % measured by (5) \_\_\_\_\_  
administered on (6) \_\_\_\_\_

*(1) Priority areas; (2) Baseline %; (3) Current common assessment name; (4) Goal %; (5) Chosen common assessment;  
(6) Next applicable common assessment date*

# Instructional strategies

The instructional strategies that we implement differently or for the first time will be

\_\_\_\_\_.

Implementing these instructional strategies will allow students to achieve the SMART GOAL named above, because

\_\_\_\_\_.

The background is a solid orange color with various light-colored (pale orange or cream) circles and organic shapes scattered across it, creating a bubbly or bokeh effect.

# BREAK!

15 minute break :)  
Please be back by....

# Intervention planning

- Decide on groups (utilizing the information gathered from the protocol)
- Look at the students DRAs to sort them by needs- fluency? Comprehension?
- If need is comprehension- what is specific difficulty? (retelling? Vocab? Making connections?)
- Who will be giving the intervention? How many days?
- Pre-assessments?

## Intervention planning- Continued

- Look through Adelante resources to plan intervention (collectively)

# DRA look through

- Look through students' DRA to identify needs

**Scores:** Reading Engagement \_\_\_/8    Oral Reading Fluency \_\_\_/16    Comprehension \_\_\_/28  
**Independent Range:**                    6-7                                    11-14                                    19-25

Oral Reading Fluency				
<b>Phrasing</b>	1 Reads word-by-word	2 Reads word-by-word with some short phrases	3 Reads in short phrases most of the time	4 Reads in longer phrases at times
<b>Monitoring/Self-Corrections</b>	1 Self-corrects no miscues	2 Self-corrects at least 1 miscue and neglects to self-correct other miscues	3 Self-corrects 2 or more miscues or only makes 1 uncorrected miscue	4 Self-corrects miscues quickly or reads accurately
<b>Problem-Solving Unknown Words</b>	1 Stops at difficulty, relying on support to problem-solve unknown words; 3 or more words told by the teacher	2 At difficulty, initiates problem-solving of a few unknown words; 1 or 2 words told by the teacher	3 At difficulty, uses 1 or 2 cues to problem-solve unknown words	4 At difficulty, uses multiple cues to problem-solve unknown words
<b>Accuracy</b>	1 90% or less	2 91%–93%	3 94%–96%	4 98%–100%
<b>Score</b>	4 5 6	7 8 9 10	11 12 13 14	15 16



<b>Comprehension</b>				
<b>Previewing</b>	1 Comments briefly about each event or action only when prompted or is uncertain	2 Identifies and comments briefly about each event or action with some prompting	3 Identifies and connects at least 3 key events without prompting; some relevant vocabulary	4 Identifies and connects at least 4 key events without prompting; relevant vocabulary
<b>Retelling: Sequence of Events</b>	1 Includes only 1 or 2 events or details (limited retelling)	2 Includes at least 3 events, generally in random order (partial retelling)	3 Includes most of the important events from the beginning, middle, and end, generally in sequence	4 Includes all important events from the beginning, middle, and end in sequence
<b>Retelling: Characters and Details</b>	1 Refers to characters using general pronouns; may include incorrect information	2 Refers to characters using appropriate pronouns; includes at least 1 detail; may include some misinterpretation	3 Refers to most characters by name and includes some important details	4 Refers to all characters by name and includes most of the important details
<b>Retelling: Vocabulary</b>	1 Uses general terms or labels; limited understanding of key words/concepts	2 Uses some language/vocabulary from the text; some understanding of key words/concepts	3 Uses language/vocabulary from the text; basic understanding of most key words/concepts	4 Uses important language/vocabulary from the text; good understanding of key words/concepts
<b>Retelling: Teacher Support</b>	1 Retells with 5 or more questions or prompts	2 Retells with 3 or 4 questions or prompts	3 Retells with 1 or 2 questions or prompts	4 Retells with no questions or prompts
<b>Reflection</b>	1 Gives an unrelated response; no reason for opinion or no response	2 Gives a limited response and/or a general reason for opinion	3 Gives a specific story event/action and a relevant reason for response (e.g., personal connection)	4 Gives a response and reason that reflects higher-level thinking (e.g., synthesis/inference)
<b>Making Connections</b>	1 Makes an unrelated connection, relates an event in the story, or gives no response	2 Makes a connection that reflects a limited understanding of the story	3 Makes a literal connection that reflects a basic understanding of the story	4 Makes a thoughtful connection that reflects a deeper understanding of the story
<b>Score</b>	<b>7 8 9 10 11 12 13</b>	<b>14 15 16 17 18</b>	<b>19 20 21 22 23 24 25</b>	<b>26 27 28</b>

## EDL2 FOCUS FOR INSTRUCTION FOR EARLY READERS

### READING ENGAGEMENT

#### *Book Selection*

- Provide guided opportunities to select familiar stories for rereading
- Model and support how to select “just right” new texts for independent reading
- Model and discuss why readers have favorite books and authors

#### *Sustained Reading*

- Model and support the use of sustained reading time
- Create structures and routines to support buddy reading
- Create structures and routines to support reading at home

### ORAL READING FLUENCY

#### *Phrasing*

- Encourage student to read in phrases during shared reading
- Show how words are grouped into phrases in big books and poetry charts
- Support rereading familiar texts to build fluency

#### *Monitoring/Self-Corrections*

- Support one-to-one matching as a means to self-monitor
- Model and teach how to use known words as a means to self-monitor
- Model and support confirming and discounting word choice using meaning, language, and visual information
- Demonstrate how to read for meaning, self-correcting when a word doesn't make sense or sound right
- Model and teach how to monitor visual information, self-correcting when a word doesn't look right

### COMPREHENSION

#### *Previewing*

- Support creating a story from the illustrations
- Model and support previewing a book before reading, during read-aloud and shared reading experiences

#### *Retelling*

- Model the retelling of familiar stories
- Model and teach the elements in a good retelling
- Demonstrate how to create and use story maps to aid retelling
- Support retelling a story in sequence
- Encourage student to use characters' names when retelling a story
- Model and support using key language/vocabulary from the text in a retelling

#### *Reflection*

- Support and reinforce student's response to books during read-aloud, and shared and guided reading experiences
- Help student identify favorite part of books
- Provide opportunities to select a favorite book, toy, TV show, etc., and tell why it is a favorite
- Demonstrate how to give reason(s) for one's opinion

#### *Making Connections*

- Model and teach how to make text-to-self connections
- Model and support how to make text-to-text connections

### OTHER

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**OCEAA STRATEGIC PLANNING SURVEYS**  
**Draft as of September 3, 2021**

**COVER EMAIL FOR PARENT AND FACULTY/STAFF SURVEYS**

SUBJECT LINE: CALLING ALL OCEAA VOICES – WE WANT TO HEAR FROM YOU!

OCEAA has enjoyed tremendous success during its first 16 years, with families entering a very competitive lottery to enroll their TK-8 students. It's now time to take OCEAA to the next level – and as a parent, faculty or staff member, you can help us do just that.

Later this fall, OCEAA's board of directors and executive team will conduct a strategic planning retreat to discuss OCEAA's successes, its challenges, and discuss plans for the future. In preparation for the retreat, we are asking our families, faculty and staff to complete a questionnaire so that your opinions about OCEAA can be incorporated into the strategic planning process.

**Please note that the survey is confidential** and should only take 10-20 minutes to complete. Provided below is a link to the survey we are asking you to complete:

(link – for parent survey, offer both English and Spanish)

Please note that the survey will be open until Sunday, October 3. **If you would prefer to complete and return a printed survey, please obtain a copy from (staff member TBD) in the Front Office, and return by Friday, October 1.**

Please make plans to participate – we want your voice to be heard!

## PARENT SURVEY

1. OCEAA's mission is to nurture all learners to become creative, critical thinkers by providing high quality standards-based instruction through the arts, technology, language and culture. How well do you believe OCEAA is fulfilling its mission?

- € Very well
- € Well
- € Poorly
- € Very poorly

2. How did you find out about OCEAA?

- € From a family member
- € From a neighbor
- € From a colleague
- € From a community event
- € From independent research (internet, etc.)
- € Other (please describe):

3. Why did you enroll your child(ren) at OCEAA?

4. How satisfied are you with the education your child(ren) is/are receiving at OCEAA?

- € Very satisfied
- € Satisfied
- € Somewhat satisfied
- € Somewhat dissatisfied
- € Dissatisfied
- € Very dissatisfied

5. Please rate each of the following OCEAA programs using the scale indicated:

	1	2	3	4	5	6
	Very Poor	Poor	Somewhat Satisfactory	Satisfactory	Good	Excellent
Dual Language Immersion Program	1	2	3	4	5	6
Art	1	2	3	4	5	6
Technology	1	2	3	4	5	6
Social Studies	1	2	3	4	5	6
Science	1	2	3	4	5	6
Mathematics	1	2	3	4	5	6
Physical Education	1	2	3	4	5	6
After-School Program	1	2	3	4	5	6

6. Please describe two to three things you appreciate about your child(ren)'s teacher(s)

7. Please describe two to three weaknesses you see in your child(ren)'s teacher(s)

8. How do you/your family support OCEAA?

- € By volunteering in the classroom
- € By volunteering at school-wide events
- € By joining Families Supporting OCEAA (FSO)
- € By participating in the annual Jog-a-Thon
- € By serving as an FSO officer
- € By serving on an FSO committee
- € Other (please specify):

9. My child(ren)'s favorite thing about attending OCEAA is:

10. My/my spouse or partner's favorite thing about OCEAA is:

11. If you're not currently a member of Families Supporting OCEAA (FSO), why not?

- € I am not familiar with FSO
- € I cannot afford the \$10 membership fee
- € I am a member of FSO
- € Other:

12. If you have participated in the annual Jog-a-Thon, please rate the overall rate according to the following scale:

1	2	3	4	5	6
Very Poor	Poor	Somewhat Satisfactory	Satisfactory	Good	Excellent

If you have any specific comments about the Jog-a-Thon, please indicate them here:

13. If you have not participated in the Jog-a-Thon, please indicate why:

- € We are new to OCEAA.
- € I am not familiar with the Jog-a-Thon
- € Our family is uncomfortable asking others to support OCEAA.

14. Please rate all of the ways that OCEAA communicates with its families:

	1 Very Poor	2 Poor	3 Somewhat Satisfactory	4 Satisfactory	5 Good	6 Excellent
Information sent home with students	1	2	3	4	5	6
Facebook	1	2	3	4	5	6
Instagram	1	2	3	4	5	6
Website	1	2	3	4	5	6
Emails	1	2	3	4	5	6
Phone calls	1	2	3	4	5	6

15. What do you believe OCEAA does particularly well?

16. What could OCEAA do better?



17. What priorities do you believe OCEAA should focus on during the next three years?

18. If you could say anything to OCEAA's leadership (board of directors and senior staff), what would it be?

19. Do you have other ideas/comments you would like to share?

**TEACHER AND STAFF SURVEY**

1. OCEAA’s mission is to nurture all learners to become creative, critical thinkers by providing high quality standards-based instruction through the arts, technology, language and culture. How well do you believe OCEAA is fulfilling its mission?

- € Very well
- € Well
- € Poorly
- € Very poorly

2. Please rate each of the following OCEAA programs using the scale indicated:

	1	2	3	4	5	6
	Very Poor	Poor	Somewhat Satisfactory	Satisfactory	Good	Excellent
Dual Language Immersion Program	1	2	3	4	5	6
Art	1	2	3	4	5	6
Technology	1	2	3	4	5	6
Social Studies	1	2	3	4	5	6
Science	1	2	3	4	5	6
Mathematics	1	2	3	4	5	6
Physical Education	1	2	3	4	5	6
After-School Program	1	2	3	4	5	6

3. Please rate the following statements using the scale indicated:

	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel supported in my professional growth	1	2	3	4
I feel appreciated for my work	1	2	3	4
I feel that my opinions are heard and considered	1	2	3	4

4. Please rate the annual Jog-a-Thon according to the following scale:

1	2	3	4	5	6
Very Poor	Poor	Somewhat Satisfactory	Satisfactory	Good	Excellent

If you have any specific comments about the Jog-a-Thon, please indicate them here:

5. My favorite thing about working at OCEAA is:

6. Please rate all of the ways that OCEAA communicates with its families:

	1 Very Poor	2 Poor	3 Somewhat Satisfactory	4 Satisfactory	5 Good	6 Excellent
Information sent home with students	1	2	3	4	5	6
Facebook	1	2	3	4	5	6
Instagram	1	2	3	4	5	6
Website	1	2	3	4	5	6
Emails	1	2	3	4	5	6
Phone calls	1	2	3	4	5	6

7. What do you believe OCEAA does particularly well?

8. What do you believe OCEAA could improve upon?

9. What priorities do you believe OCEAA should focus on during the next three years?

10. If you could say anything to OCEAA's leadership (board of directors and senior staff), what would it be?

11. What do you believe are the faculty's primary strengths?

12. What do you believe are the faculty's primary weaknesses?

13. What do you believe are the staff's primary strengths?

14. What do you believe are the staff's primary weaknesses?

15. What do you find most challenging about working at OCEAA?

16. What role do you see yourself having in enhancing or improving OCEAA?

17. I am a  teacher  staff member

18. Do you have any other thoughts you would like to share?

**LEADERSHIP SURVEY—Board Members (by phone)**

1. OCEAA’s mission is to nurture all learners to become creative, critical thinkers by providing high quality standards-based instruction through the arts, technology, language and culture. How well do you believe OCEAA is fulfilling its mission?

- € Very well
- € Well
- € Poorly
- € Very poorly

2. Please rate each of the following OCEAA programs using the scale indicated:

	1	2	3	4	5	6
	Very Poor	Poor	Somewhat Satisfactory	Satisfactory	Good	Excellent
Dual Language Immersion Program	1	2	3	4	5	6
Art	1	2	3	4	5	6
Technology	1	2	3	4	5	6
Social Studies	1	2	3	4	5	6
Science	1	2	3	4	5	6
Mathematics	1	2	3	4	5	6
Physical Education	1	2	3	4	5	6
After-School Program	1	2	3	4	5	6

3. Please rate all of the ways that OCEAA communicates with its families:

	1	2	3	4	5	6
	Very Poor	Poor	Somewhat Satisfactory	Satisfactory	Good	Excellent
Information sent home with students	1	2	3	4	5	6
Facebook	1	2	3	4	5	6
Instagram	1	2	3	4	5	6
Website	1	2	3	4	5	6
Emails	1	2	3	4	5	6
Phone calls	1	2	3	4	5	6

4. Please rate the annual Jog-a-Thon according to the following scale:

1	2	3	4	5	6
Very Poor	Poor	Somewhat Satisfactory	Satisfactory	Good	Excellent

If you have any specific comments about the Jog-a-Thon, please indicate them here:



5. What do you believe OCEAA does particularly well?
  
  
  
  
  
  
  
  
  
  
6. What do you believe OCEAA could improve upon?
  
  
  
  
  
  
  
  
  
  
7. What priorities do you believe OCEAA should focus on during the next three years?
  
  
  
  
  
  
  
  
  
  
8. What would you like to see discussed during the October 23-24 strategic planning retreat?
  
  
  
  
  
  
  
  
  
  
9. What will make the strategic planning retreat a valuable experience for you?

10. How can OCEAA help you be a more effective leader?

11. How would you rate OCEAA's management of its finances?

12. How effective is the board of directors in leading the OCEAA?

13. What ideas do you have for growing the board?

14. What do you believe are the board of directors' primary strengths?

15. How do you believe the board of directors could be enhanced or improved?

16. How would you describe your primary duties as a member of the board?

17. What do you find most rewarding about being a member of OCEAA's board of directors?

18. What do you find most challenging about being a board member?

19. What do you believe are the faculty's primary strengths?

20. What do you believe are the faculty's primary weaknesses?

21. What do you believe are the staff's primary strengths?

22. What do you believe are the staff's primary weaknesses?

23. What role do you see yourself having in enhancing or improving OCEAA?

24. Do you believe that OCEAA should consider making fundraising a higher priority?

25. Why do you believe an OCEAA family should contribute to OCEAA (based on their ability)?

26. Why do you believe a member of the community should consider contributing to OCEAA?

27. Do you have any ideas for creating philanthropic partnerships to benefit OCEAA?

28. Do you have any other thoughts you'd like to share?

**LEADERSHIP SURVEY—Executive Staff (by phone)**

1. OCEAA’s mission is to nurture all learners to become creative, critical thinkers by providing high quality standards-based instruction through the arts, technology, language and culture. How well do you believe OCEAA is fulfilling its mission?

- € Very well
- € Well
- € Poorly
- € Very poorly

2. Please rate each of the following OCEAA programs using the scale indicated:

	1	2	3	4	5	6
	Very Poor	Poor	Somewhat Satisfactory	Satisfactory	Good	Excellent
Dual Language Immersion Program	1	2	3	4	5	6
Art	1	2	3	4	5	6
Technology	1	2	3	4	5	6
Social Studies	1	2	3	4	5	6
Science	1	2	3	4	5	6
Mathematics	1	2	3	4	5	6
Physical Education	1	2	3	4	5	6
After-School Program	1	2	3	4	5	6

3. Please rate all of the ways that OCEAA communicates with its families:

	1	2	3	4	5	6
	Very Poor	Poor	Somewhat Satisfactory	Satisfactory	Good	Excellent
Information sent home with students	1	2	3	4	5	6
Facebook	1	2	3	4	5	6
Instagram	1	2	3	4	5	6
Website	1	2	3	4	5	6
Emails	1	2	3	4	5	6
Phone calls	1	2	3	4	5	6

4. Please rate the annual Jog-a-Thon according to the following scale:

1	2	3	4	5	6
Very Poor	Poor	Somewhat Satisfactory	Satisfactory	Good	Excellent

If you have any specific comments about the Jog-a-Thon, please indicate them here:

5. What do you believe OCEAA does particularly well?

6. What do you believe OCEAA could improve upon?

7. What priorities do you believe OCEAA should focus on during the next three years?

8. What would you like to see discussed during the October 23-24 strategic planning retreat?

9. What will make the strategic planning retreat a valuable experience for you?



10. How can OCEAA help you be a more effective leader?

11. How would you rate OCEAA's management of its finances?

12. How effective is the board of directors in leading the OCEAA?

13. What do you believe are the board of directors' primary strengths?

14. How do you believe the board of directors could be enhanced or improved?

15. What ideas do you have for growing the board?

16. What do you believe are the faculty's primary strengths?

17. What do you believe are the faculty's primary weaknesses?

18. What do you believe are the staff's primary strengths?

19. What do you believe are the staff's primary weaknesses?

20. What is your favorite thing about working at OCEAA?

21. What do you find most challenging about working at OCEAA?

22. What role do you see yourself having in enhancing or improving OCEAA?

23. Do you believe that OCEAA should consider making fundraising a higher priority?

24. Why do you believe an OCEAA family should contribute to OCEAA (based on their ability)?

25. Why do you believe a member of the community should consider contributing to OCEAA?

26. Do you have any ideas for creating philanthropic partnerships to benefit OCEAA?

27. Do you have any other thoughts you'd like to share?



"I Painted"  
MY OWN  
Reality

Frida Kahlo



September 08, 2021 Executive Director Board

## COVID-19 DASHBOARD | TABLERO COVID-19

School	Grades Grados	Total Employees** Total de empleados*	Enrolled Students** Estudiantes matriculados**	Active Cases Casos activos
Annex Anexo	TK-K	18	95	0
Main building Edificio principal	1-8	56	503	6

*\*This number may fluctuate due to changes in enrollment or new hires. | Este número puede variar debido a cambios en la inscripción o nuevas contrataciones.*

*\*\*This number may fluctuate due to changes in enrollment. | Este número puede fluctuar debido a cambios en la inscripción.*

Counts are for cases in the last 14 days

Updated 9/8/2021

### WHEN TO STAY HOME DECISION PLAN | PLAN DE CUÁNDO DECIDIR QUEDARSE EN CASA

Student Symptom Decision Tree | Árbol de decisión de síntomas del estudiante

### COVID-19 REPORTING FORM | FORMULARIO DE INFORME COVID-19

This form is to be used by OCEAA faculty, staff, guests, students and parents/guardians. Please be assured that OCEAA will maintain confidentiality regarding any information submitted through this form and will protect student/staff privacy following established HIPAA and FERPA protocols.

Please complete this form if you, or your student, have been on the OCEAA campus and:

- Have received a positive COVID-19 test
- Have had a possible exposure to COVID-19
- Are currently experiencing COVID-19 symptoms

[Reporting Form](#)



# COVID-19 Updates



## Quarantine Plan for OCEAA

**MASKS:** State law authorized the California Department of Public Health to require Universal Masking at K-12 Schools. Schools and school officials involved in the decision not to follow the mandatory public health guidance may face civil lawsuits.

**CLOSE CONTACTS:** A close contact is defined as being within 6 feet of an infected person for a **cumulative** total of 15 minutes or more over a 24-hour period.

Scenario:	Situation:	Action/ Expectation:	Communication:
1. <b>Masked:</b> Not a Close Contact	When both parties were wearing a mask in any school setting in which students are supervised by school staff (including indoor or outdoor), unvaccinated students who are not close contacts may undergo an on campus <b>modified quarantine</b> .  Students/staff <b>MAY</b> continue to attend school for in-person instruction.	<ol style="list-style-type: none"> <li>1. Student/staff is asymptomatic;</li> <li>2. Continue to appropriately mask;</li> <li>3. Undergo weekly testing during the on campus <b>modified quarantine</b>; and</li> <li>4. The exposed student may participate in all required instructional components of the school day, except activities where a mask cannot be worn, such as while playing certain musical instruments. Exposed students may also eat meals on campus physically distant from other students guided by staff.</li> </ol>	<p>Community to refer to OCEAA's COVID-19 website to track active COVID-19 cases.</p> <p>Low-risk communication to those families.</p>
2. <b>Masked or Unmasked:</b> Close Contacts	Students/staff who were masked or unmasked during the close contact exposure in any school setting in which students are supervised by school staff (including indoor or outdoor), unvaccinated students who are close contacts will undergo an off-campus <b>quarantine</b> .  They <b>WILL</b> discontinue attending school for in-person instruction and go into an independent study agreement. For questions contact <a href="mailto:is@oceaa.org">is@oceaa.org</a>	<p>The exposed student(s) or staff (if unvaccinated) may discontinue self-quarantine <b>AT HOME</b> using a quarantine option below.</p> <p><b>Quarantine Options:</b></p> <ol style="list-style-type: none"> <li>1. <b>Standard:</b> Return to school on Day 11th (can be up to 14 days if still symptomatic) from the date of last exposure <b>without testing</b>; <b>OR</b></li> <li>2. <b>Shortened:</b> Return to school on Day 8th if a diagnostic specimen is collected on Day 6th from the date of last exposure and <b>tests negative</b> (please provide a note).</li> </ol> <p>If the exposed student/staff develops any COVID-19 symptoms during the <b>10-day</b> period, the exposed student shall immediately isolate, get tested for COVID-19 and contact their healthcare provider with any questions regarding their care.</p>	<p>Impacted students, staff and parents to receive tailored communication on next steps. Please note that communications and plans are subject to change at any moment.</p>
3. <b>Vaccinated Staff or Students</b>	Asymptomatic persons who are fully vaccinated for COVID-19 are not required to quarantine after exposure to COVID-19 (Testing is recommend 3-5 days after exposure).	Continue attending campus onsite, do not attend campus if experiencing symptoms.	None, unless positive results for close contacts communication.
4. <b>Siblings of Close Contacts</b>	This guidance is for siblings of close contact students.	Siblings of students with potential close contact do <b>NOT</b> have to quarantine at this time because they have not experienced direct contact unless they are symptomatic, they need to follow quarantine options.	None



**Self-isolation of Persons with COVID-19:**

Individuals with a positive COVID-19 result shall isolate themselves until:

1. at least 24 hours after they have recovered, meaning their fever has resolved without use of fever-reducing medications and their respiratory symptoms (e.g., cough, shortness of breath) have improved; **AND**
2. at least 10 days have elapsed from when their symptoms first appeared.

Individuals who have a positive COVID-19 PCR or rapid antigen laboratory test result and are **without COVID-19 symptoms** shall isolate themselves for 10 days from the date when the first specimen for the positive COVID-19 laboratory test result was obtained. Unless one of the criteria above applies, the individual may not leave his or her place of isolation except to receive necessary medical care.

**Quarantine Assessment Pathway:** Below are the individual/group tiers that OCEAA administration will review in order to determine the necessary course of action related to quarantining based on contact tracing and guidance from the Health Department.

1. COVID-19 Positive Individual
2. Direct Unmasked or Masked Close Contacts
3. Classroom Based
4. Grade Level Based
5. School-wide (this would be a State or County mandate)

**Health Impacted Students and Staff:**

All information, including the name(s) of ill or exposed persons, shared regarding any public health investigation is confidential in order to protect individual privacy. Names will not be released to the public, including our school community. Due to privacy laws, details about individuals affected cannot be shared.

OCEAA guidance and expectations are built from the [California Department of Public Health](#) and the [Orange County Health Care Agency](#) as of September 3, 2021.

Visit <https://oceaa.org/covid19/> to follow our COVID-19 Dashboard or to report a COVID-19 case.



**COVID-19 Updates**



September 1, 2021

Dear Superintendents,

The [Student Decision Tree](#) (8-31-21 rev.) was updated to reflect the [Health Order that was issued on August 20, 2021](#), which updated guidance on extra-curricular activities. This update applies to all extra-curricular activities regardless of the type of quarantine you are implementing (full, modified or shortened). Per Dr. Chau, “In order to keep more students safely in school and mitigate/contain the spread of delta, exposed students are excluded from extracurricular activities for the full 14 days in any quarantine approach.”

“The exposed student continues to quarantine (i.e., refrains from participation) for all extracurricular activities at school, including sports, and activities within the community setting for 14 consecutive days following exposure. The exposed student may participate in all required instructional components of the school day, except activities where a mask cannot be worn, such as while playing certain musical instruments. Exposed students may also eat meals on campus.”

**Additionally, please reinforce with your teams the following 6 items:**

1. **CLOSING SCHOOLS/CLASSROOM:** Only the Superintendent, in consultation with Dr. Zimmerman, Dr. Zahn, Dr. CK, or Dr. Chau, may close a classroom or school.
2. **CLOSE CONTACTS:** All unknown or “don’t know” exposures **are not** to be considered close contacts. Only quarantine those who can be firmly identified as a true close contact — less than 6 feet for more than 15 minutes in a 24 hour period.



# Independent Study Update

- There are currently 27 Independent Study contracts out
- (69) - 5th Graders were also under IS Contracts, back onsite 9/7/21
- New part-time contractor to support Independent Study program hired



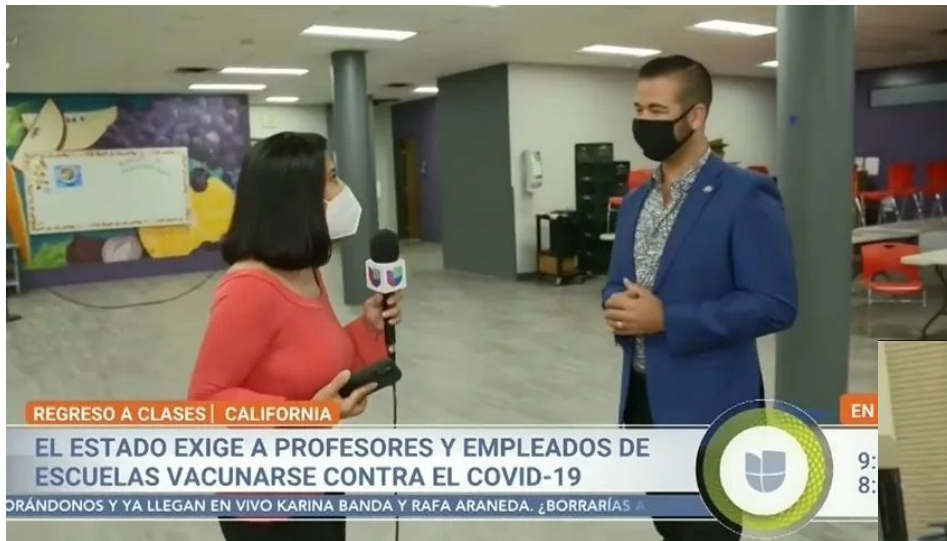
Another “best of” coming your way...



## OCEAA has “been voted Best Bilingual School”

- Featured in the October, 2021 Annual Reader’s Choice Issue, publishing in January
- Be recognized with a certificate for framing
- May use the Parenting OC Reader's Choice web-badge in your marketing and advertising.
- Will be listed for one year on [www.parentingoc.com](http://www.parentingoc.com) as a winner
- Will receive an advertising discount of 50% off our open rate for your advertising in the October Reader's Choice issue, web display ads on [www.parentingoc.com](http://www.parentingoc.com) and in our newsletter.
- When you participate with an ad in this special issue, you will also receive 25 copies of the issue at no charge, and you will receive one Parenting OC social media post, recognizing you as a winner.





In the community

Q&A





*"At CSMC We Rise by Lifting Others"*

FY 2020-21

# Unaudited Actual Results

**Prepared for: Orange County Educational Arts Academy**



Prepared by School's CSMC SBM -Kristin Nowak

# 20-21 Unaudited Actual Results Summary



## OCEAA

NAME	1st Interim Budget	2nd Interim Budget	UAR	VARIANCE
	Revision	Revision		
TOTAL ENROLLMENT	623	623	623	-
AVERAGE DAILY ATTENDANCE	600.27	600.27	600.27	-
<b>REVENUE</b>				
State LCFF Revenue	\$ 6,168,417	\$ 6,168,417	\$ 6,163,783	\$ (4,634)
Federal Revenue	\$ 1,199,451	\$ 1,189,814	\$ 1,720,092	\$ 530,278
Other State Revenue	\$ 1,272,161	\$ 1,295,684	\$ 1,541,177	\$ 245,493
Local Revenue	\$ 330,487	\$ 330,487	\$ 136,992	\$ (193,494)
<b>TOTAL REVENUE</b>	<b>\$ 8,970,516</b>	<b>\$ 8,984,402</b>	<b>\$ 9,562,045</b>	<b>\$ 577,643</b>
<b>EXPENSES</b>				
Certificated Salaries	\$ 2,475,459	\$ 2,477,121	\$ 2,417,904	\$ (59,217)
Classified Salaries	\$ 997,892	\$ 1,014,450	\$ 1,031,942	\$ 17,493
Benefits	\$ 1,256,300	\$ 1,266,285	\$ 1,165,410	\$ (100,875)
<b>TOTAL PERSONNEL EXPENSES</b>	<b>\$ 4,729,651</b>	<b>\$ 4,757,855</b>	<b>\$ 4,615,256</b>	<b>\$ (142,599)</b>
Books and Supplies	\$ 720,995	\$ 727,183	\$ 666,902	\$ (60,282)
Services and Other Operating Expenses	\$ 3,000,857	\$ 3,000,857	\$ 2,768,634	\$ (232,223)
Capital Outlay	\$ 204,000	\$ 192,370	\$ 191,406	\$ (964)
Other Outgoing	\$ 604,689	\$ 601,688	\$ 47,420	\$ (554,268)
<b>TOTAL OTHER EXPENSES</b>	<b>\$ 4,530,542</b>	<b>\$ 4,522,099</b>	<b>\$ 3,674,362</b>	<b>\$ (847,736)</b>
<b>TOTAL EXPENSES</b>	<b>\$ 9,260,193</b>	<b>\$ 9,279,954</b>	<b>\$ 8,289,619</b>	<b>\$ (990,335)</b>
<b>SUMMARY</b>				
<b>SURPLUS\ (DEFICIT)</b>	<b>\$ (289,677)</b>	<b>\$ (295,552)</b>	<b>\$ 1,272,426</b>	<b>\$ 1,567,979</b>
<i>% of LCFF Revenue</i>	<i>-4.7%</i>	<i>-4.5%</i>	<i>447.3%</i>	
BEGINNING FUND BALANCE	\$ 1,100,793	\$ 1,444,992	\$ 1,444,992	\$ -
ENDING BALANCE	\$ 811,116	\$ 1,149,440	\$ 2,717,418	\$ 1,567,979
<i>% of LCFF Revenue</i>	<i>13.1%</i>	<i>18.6%</i>	<i>41.0%</i>	

\$507k ESSER 2 funds

Conservative benefits estimate

Bldg Mnt & Consulting Services underspent  
No SAUSD pmt





# 20-21 UAR REVENUES



Description	Object Code	Unrestricted	Restricted	Total
<b>A. REVENUES</b>				
<b>1. LCFF Sources</b>				
State Aid - Current Year	8011	3,082,670.09		3,082,670.09
Education Protection Account State Aid - Current Year	8012	1,091,831.00		1,091,831.00
State Aid - Prior Years	8019	(36,803.00)		(36,803.00)
Transfers to Charter Schools in Lieu of Property Taxes	8096	2,026,085.00		2,026,085.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		6,163,783.09	0.00	6,163,783.09
<b>2. Federal Revenues (see NOTE in Section L)</b>				
No Child Left Behind/Every Student Succeeds Act	8290		260,319.18	260,319.18
Special Education - Federal	8181, 8182		82,664.00	82,664.00
Child Nutrition - Federal	8220		227,935.76	227,935.76
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299		1,149,173.30	1,149,173.30
Total, Federal Revenues		0.00	1,720,092.24	1,720,092.24
<b>3. Other State Revenues</b>				
Special Education - State	StateRevSE		364,541.00	364,541.00
All Other State Revenues	StateRevAO	121,315.31	1,055,321.17	1,176,636.48
Total, Other State Revenues		121,315.31	1,419,862.17	1,541,177.48
<b>4. Other Local Revenues</b>				
All Other Local Revenues	LocalRevAO	136,166.00	826.29	136,992.29
Total, Local Revenues		136,166.00	826.29	136,992.29
<b>5. TOTAL REVENUES</b>				
		6,421,264.40	3,140,780.70	9,562,045.10



# 20-21 UAR EXPENSES



<b>B. EXPENDITURES (see NOTE in Section L)</b>				
<b>1. Certificated Salaries</b>				
Certificated Teachers' Salaries	1100	2,146,638.51	56,374.73	2,203,013.24
Certificated Pupil Support Salaries	1200			0.00
Certificated Supervisors' and Administrators' Salaries	1300	119,226.08	14,318.38	133,544.46
Other Certificated Salaries	1900	0.00	81,345.90	81,345.90
<b>Total, Certificated Salaries</b>		<b>2,265,864.59</b>	<b>152,039.01</b>	<b>2,417,903.60</b>
<b>2. Noncertificated Salaries</b>				
Noncertificated Instructional Salaries	2100	134,186.81	184,268.58	318,455.39
Noncertificated Support Salaries	2200	62,714.31	82,091.49	144,805.80
Noncertificated Supervisors' and Administrators' Salaries	2300	284,672.20	64,111.19	348,783.39
Clerical, Technical and Office Salaries	2400	122,990.07	12,456.64	135,446.71
Other Noncertificated Salaries	2900	83,873.64	577.50	84,451.14
<b>Total, Noncertificated Salaries</b>		<b>688,437.03</b>	<b>343,505.40</b>	<b>1,031,942.43</b>
<b>Description</b>	<b>Object Code</b>	<b>Unrestricted</b>	<b>Restricted</b>	<b>Total</b>
<b>3. Employee Benefits</b>				
STRS	3101-3102	360,163.96	25,851.07	386,015.03
PERS	3201-3202	139,013.32	64,902.04	203,915.36
OASDI / Medicare / Alternative	3301-3302	73,962.11	18,802.11	92,764.22
Health and Welfare Benefits	3401-3402	359,104.21	58,420.70	417,524.91
Unemployment Insurance	3501-3502	1,457.08	262.02	1,719.10
Workers' Compensation Insurance	3601-3602	40,894.34	6,746.72	47,641.06
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902	15,830.66	0.00	15,830.66
<b>Total, Employee Benefits</b>		<b>990,425.68</b>	<b>174,984.66</b>	<b>1,165,410.34</b>
<b>4. Books and Supplies</b>				
Approved Textbooks and Core Curricula Materials	4100	0.00	30,911.76	30,911.76
Books and Other Reference Materials	4200	0.00	20,982.34	20,982.34
Materials and Supplies	4300	35,649.63	34,124.50	69,774.13
Noncapitalized Equipment	4400	3,085.16	465,740.73	468,825.89
Food	4700	0.00	76,407.45	76,407.45
<b>Total, Books and Supplies</b>		<b>38,734.79</b>	<b>628,166.78</b>	<b>666,901.57</b>



# 20-21 UAR EXPENSES



<b>5. Services and Other Operating Expenditures</b>			
Subagreements for Services	5100		0.00
Travel and Conferences	5200	69,733.45	48,196.00
Dues and Memberships	5300	9,452.62	11,275.30
Insurance	5400	78,459.74	0.00
Operations and Housekeeping Services	5500	64,047.69	229.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	417,382.78	718,763.56
Transfers of Direct Costs	5700-5799	(310,000.00)	310,000.00
Professional/Consulting Services and Operating Expend.	5800	641,661.84	616,571.82
Communications	5900	35,984.16	56,876.47
<b>Total, Services and Other Operating Expenditures</b>		<b>1,006,722.28</b>	<b>1,761,912.15</b>
<b>6. Capital Outlay</b>			
(Objects 6100-6170, 6200-6500 modified accrual basis only)			
Land and Land Improvements	6100-6170		0.00
Buildings and Improvements of Buildings	6200		0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300		0.00
Equipment	6400		0.00
Equipment Replacement	6500		0.00
Depreciation Expense (accrual basis only)	6900	191,406.36	0.00
<b>Total, Capital Outlay</b>		<b>191,406.36</b>	<b>0.00</b>
<b>7. Other Outgo</b>			
Tuition to Other Schools	7110-7143		0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213		0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO		0.00
All Other Transfers	7281-7299		0.00
Transfers of Indirect Costs	7300-7399	(8,805.98)	8,805.98
Debt Service:			
Interest	7438	47,420.00	0.00
Principal (for modified accrual basis only)	7439		0.00
<b>Total Debt Service</b>		<b>47,420.00</b>	<b>0.00</b>
<b>Total, Other Outgo</b>		<b>38,614.02</b>	<b>8,805.98</b>
<b>8. TOTAL EXPENDITURES</b>		<b>5,220,204.75</b>	<b>3,069,413.98</b>
<b>8. TOTAL EXPENDITURES</b>		<b>5,220,204.75</b>	<b>3,069,413.98</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		<b>1,201,059.65</b>	<b>71,366.72</b>
			<b>1,272,426.37</b>
<b>Description</b>	<b>Object Code</b>	<b>Unrestricted</b>	<b>Restricted</b>
			<b>Total</b>



# 20-21 CASH FLOW POSITIONS



Cash flow positive  
all months

## OCEAA Cash Flow

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL #2	AUG #2
<b>CASH BALANCE</b>	1,443,374	1,192,022	1,851,443	1,659,158	1,409,891	1,626,676	1,686,087	819,219	1,651,091	1,215,899	1,138,814	1,440,972	1,653,879	989,442
	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	As of 08.30	As of 08.30



CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM  
July 1, 2020 to June 30, 2021

CHARTER SCHOOL CERTIFICATION

Charter School Name: Orange County Educational Arts Academy  
CDS #: 30666700109066  
Charter Approving Entity: Santa Ana Unified  
County: Orange  
Charter #: 0701

**NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:**

For information regarding this report, please contact:

<u>For County Fiscal Contact:</u>	<u>For Approving Entity:</u>	<u>For Charter School:</u>
<u>Bianca Barquin</u> Name	<u>Kylie Kwok</u> Name	<u>Mike Limon</u> Name
<u>Asst. Superintendent K12 Teaching/Learn</u> Title	<u>Education Fiscal Services</u> Title	<u>Executive Director</u> Title
<u>714-558-5621</u> Telephone	<u>916-319-0498</u> Telephone	<u>562-713-3544</u> Telephone
<u>Biance.Barquin@sausd.com</u> Email address	<u>kkwok@cde.ca.gov</u> Email address	<u>mlimon@oceaa.org</u> Email address

To the entity that approved the charter school:

( X ) 2020-21 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Charter School Official  
(Original signature required)

Printed Name: Mike Limon Title: Executive Director

To the County Superintendent of Schools:

( X ) 2020-21 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Authorized Representative of  
Charter Approving Entity  
(Original signature required)

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

To the Superintendent of Public Instruction:

( X ) 2020-21 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
County Superintendent/Designee  
(Original signature required)

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2020 to June 30, 2021

**Charter School Name:** Orange County Educational Arts Academy  
**CDS #:** 30666700109066  
**Charter Approving Entity:** Santa Ana Unified  
**County:** Orange  
**Charter #:** 0701

**This charter school uses the following basis of accounting:**

**(Please enter an "X" in the applicable box below; check only one box)**

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797)
- Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
<b>A. REVENUES</b>				
<b>1. LCFF Sources</b>				
State Aid - Current Year	8011	3,082,670.09		3,082,670.09
Education Protection Account State Aid - Current Year	8012	1,091,831.00		1,091,831.00
State Aid - Prior Years	8019	(36,803.00)		(36,803.00)
Transfers to Charter Schools in Lieu of Property Taxes	8096	2,026,085.00		2,026,085.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		6,163,783.09	0.00	6,163,783.09
<b>2. Federal Revenues (see NOTE in Section L)</b>				
No Child Left Behind/Every Student Succeeds Act	8290		260,319.18	260,319.18
Special Education - Federal	8181, 8182		82,664.00	82,664.00
Child Nutrition - Federal	8220		227,935.76	227,935.76
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299		1,149,173.30	1,149,173.30
Total, Federal Revenues		0.00	1,720,092.24	1,720,092.24
<b>3. Other State Revenues</b>				
Special Education - State	StateRevSE		364,541.00	364,541.00
All Other State Revenues	StateRevAO	121,315.31	1,055,321.17	1,176,636.48
Total, Other State Revenues		121,315.31	1,419,862.17	1,541,177.48
<b>4. Other Local Revenues</b>				
All Other Local Revenues	LocalRevAO	136,166.00	826.29	136,992.29
Total, Local Revenues		136,166.00	826.29	136,992.29
<b>5. TOTAL REVENUES</b>				
		6,421,264.40	3,140,780.70	9,562,045.10
<b>B. EXPENDITURES (see NOTE in Section L)</b>				
<b>1. Certificated Salaries</b>				
Certificated Teachers' Salaries	1100	2,146,638.51	56,374.73	2,203,013.24
Certificated Pupil Support Salaries	1200			0.00
Certificated Supervisors' and Administrators' Salaries	1300	119,226.08	14,318.38	133,544.46
Other Certificated Salaries	1900	0.00	81,345.90	81,345.90
Total, Certificated Salaries		2,265,864.59	152,039.01	2,417,903.60
<b>2. Noncertificated Salaries</b>				
Noncertificated Instructional Salaries	2100	134,186.81	184,268.58	318,455.39
Noncertificated Support Salaries	2200	62,714.31	82,091.49	144,805.80
Noncertificated Supervisors' and Administrators' Salaries	2300	284,672.20	64,111.19	348,783.39
Clerical, Technical and Office Salaries	2400	122,990.07	12,456.64	135,446.71
Other Noncertificated Salaries	2900	83,873.64	577.50	84,451.14
Total, Noncertificated Salaries		688,437.03	343,505.40	1,031,942.43

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2020 to June 30, 2021

Charter School Name: Orange County Educational Arts Academy

CDS #: 30666700109066

Description	Object Code	Unrestricted	Restricted	Total
<b>3. Employee Benefits</b>				
STRS	3101-3102	360,163.96	25,851.07	386,015.03
PERS	3201-3202	139,013.32	64,902.04	203,915.36
OASDI / Medicare / Alternative	3301-3302	73,962.11	18,802.11	92,764.22
Health and Welfare Benefits	3401-3402	359,104.21	58,420.70	417,524.91
Unemployment Insurance	3501-3502	1,457.08	262.02	1,719.10
Workers' Compensation Insurance	3601-3602	40,894.34	6,746.72	47,641.06
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902	15,830.66	0.00	15,830.66
Total, Employee Benefits		990,425.68	174,984.66	1,165,410.34
<b>4. Books and Supplies</b>				
Approved Textbooks and Core Curricula Materials	4100	0.00	30,911.76	30,911.76
Books and Other Reference Materials	4200	0.00	20,982.34	20,982.34
Materials and Supplies	4300	35,649.63	34,124.50	69,774.13
Noncapitalized Equipment	4400	3,085.16	465,740.73	468,825.89
Food	4700	0.00	76,407.45	76,407.45
Total, Books and Supplies		38,734.79	628,166.78	666,901.57
<b>5. Services and Other Operating Expenditures</b>				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	69,733.45	48,196.00	117,929.45
Dues and Memberships	5300	9,452.62	11,275.30	20,727.92
Insurance	5400	78,459.74	0.00	78,459.74
Operations and Housekeeping Services	5500	64,047.69	229.00	64,276.69
Rentals, Leases, Repairs, and Noncap. Improvements	5600	417,382.78	718,763.56	1,136,146.34
Transfers of Direct Costs	5700-5799	(310,000.00)	310,000.00	0.00
Professional/Consulting Services and Operating Expend.	5800	641,661.84	616,571.82	1,258,233.66
Communications	5900	35,984.16	56,876.47	92,860.63
Total, Services and Other Operating Expenditures		1,006,722.28	1,761,912.15	2,768,634.43
<b>6. Capital Outlay</b>				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	191,406.36	0.00	191,406.36
Total, Capital Outlay		191,406.36	0.00	191,406.36
<b>7. Other Outgo</b>				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399	(8,805.98)	8,805.98	0.00
Debt Service:				
Interest	7438	47,420.00	0.00	47,420.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		47,420.00	0.00	47,420.00
Total, Other Outgo		38,614.02	8,805.98	47,420.00
<b>8. TOTAL EXPENDITURES</b>		<b>5,220,204.75</b>	<b>3,069,413.98</b>	<b>8,289,618.73</b>

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2020 to June 30, 2021

Charter School Name: Orange County Educational Arts Academy

CDS #: 30666700109066

Description	Object Code	Unrestricted	Restricted	Total
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)</b>		1,201,059.65	71,366.72	1,272,426.37
<b>D. OTHER FINANCING SOURCES / USES</b>				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	71,366.72	(71,366.72)	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		71,366.72	(71,366.72)	0.00
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)</b>		1,272,426.37	0.00	1,272,426.37
<b>F. FUND BALANCE / NET POSITION</b>				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	1,477,550.00		1,477,550.00
b. Adjustments/Restatements	9793, 9795	(32,558.00)		(32,558.00)
c. Adjusted Beginning Fund Balance /Net Position		1,444,992.00	0.00	1,444,992.00
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		2,717,418.37	0.00	2,717,418.37
<b>Components of Ending Fund Balance (Modified Accrual Basis only)</b>				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
<b>3. Components of Ending Net Position (Accrual Basis only)</b>				
a. Net Investment in Capital Assets	9796	0.00		0.00
b. Restricted Net Position	9797		92,244.97	92,244.97
c. Unrestricted Net Position	9790A	2,717,418.37	(92,244.97)	2,625,173.40



**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2020 to June 30, 2021

Charter School Name: Orange County Educational Arts Academy

CDS #: 30666700109066

Description	Object Code	Unrestricted	Restricted	Total
<b>G. ASSETS</b>				
1. Cash				
In County Treasury	9110	1,158,516.34		1,158,516.34
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	282,455.41		282,455.41
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	21,188.02		21,188.02
4. Due from Grantor Governments	9290	2,502,733.22		2,502,733.22
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	21,561.49		21,561.49
7. Other Current Assets	9340	140,354.68		140,354.68
8. Capital Assets (accrual basis only)	9400-9489	715,435.22		715,435.22
9. TOTAL ASSETS		4,842,244.38	0.00	4,842,244.38
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
<b>I. LIABILITIES</b>				
1. Accounts Payable	9500	168,631.03		168,631.03
2. Due to Grantor Governments	9590	914,133.75		914,133.75
3. Current Loans	9640	549,962.67		549,962.67
4. Unearned Revenue	9650	447,853.82		447,853.82
5. Long-Term Liabilities (accrual basis only)	9660-9669	44,244.70		44,244.70
6. TOTAL LIABILITIES		2,124,825.97	0.00	2,124,825.97
<b>J. DEFERRED INFLOWS OF RESOURCES</b>				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
<b>K. FUND BALANCE /NET POSITION</b>				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		2,717,418.41	0.00	2,717,418.41

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2020 to June 30, 2021

Charter School Name: Orange County Educational Arts Academy

CDS #: 30666700109066

**L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT**

**NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:**

**1. Federal Revenue Used for Capital Outlay and Debt Service**

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. NONE	\$		0.00
b.			0.00
c.			0.00
d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
<b>TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**2. Community Services Expenditures**

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures		Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999	0.00
b. Noncertificated Salaries	2000-2999	0.00
c. Employee Benefits	3000-3999	0.00
d. Books and Supplies	4000-4999	0.00
e. Services and Other Operating Expenditures	5000-5999	0.00
<b>TOTAL COMMUNITY SERVICES EXPENDITURES</b>		<b>0.00</b>

**CHARTER SCHOOL UNAUDITED ACTUALS  
FINANCIAL REPORT -- ALTERNATIVE FORM**

July 1, 2020 to June 30, 2021

Charter School Name: Orange County Educational Arts Academy

CDS #: 30666700109066

**3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:**

Results of this calculation will be used for comparison with 2019-20 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2022-23.

a. Total Expenditures (B8)	<u>8,289,618.73</u>
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	<u>1,720,092.24</u>
c. Subtotal of State & Local Expenditures [a minus b]	<u>6,569,526.49</u>
d. Less Community Services [L2 Total]	<u>0.00</u>
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	<u>238,826.36</u>
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	<u>\$ 6,330,700.13</u>



Board Policy #:

Adopted/Ratified: September 08, 2021

Revision Date: September 08, 2021

## **Covid-19 Employee Proof of Vaccination & Testing Policy**

### **Purpose**

Consistent with Orange County Educational Arts Academy's ("OCEAA" or the "School") legal duty to maintain a safe and healthy workplace, to limit the spread of COVID-19 and to otherwise comply with a legal mandate from the California Department of Public Health ("CDPH") requiring all employees either provide proof of COVID-19 vaccination or test weekly for COVID-19, the School shall enforce this COVID-19 Employee Proof of Vaccination & Testing Policy ("Policy"). The purpose of this Policy is to protect the health, safety, and well-being of all School employees, students, families, and stakeholders to the maximum extent possible, to facilitate a safe and meaningful return to in-person instruction and to otherwise comply with applicable law. At the time of adoption of this Policy, the COVID-19 vaccination is not available for many students (based upon student age). This Policy shall be implemented in a manner that is consistent with current federal, state, and local law, as well as applicable public health guidance, including that from the Centers for Disease Control and Prevention ("CDC"), the CDPH as well as local public health authorities and authorizing agencies.

### **Scope**

This Policy applies to all School employees who enter campus for any period, or have contact with any employees, students, or other School stakeholders, however brief. This Policy also applies to any prospective employees who have been provided with a conditional offer of employment at the School. This Policy applies to COVID-19 vaccines that are currently available to School employees under Food and Drug Administration ("FDA") Emergency Use Authorization, Non-Emergency Use Authorization, as well as those that may later become available under FDA Emergency or Non-Emergency Use Authorization. Additionally, should any COVID-19 vaccine require two (2) doses for complete inoculation, compliance with this Policy requires proof of both doses. Finally, should any COVID-19 vaccination require a booster dose(s) for complete and/or continued inoculation, this Policy shall require such dose(s), to the extent that the booster dose(s) is: (1) available under FDA Emergency or Non-Emergency Use Authorization, (2) is available for all employees and (3) that it is recommended by state and/or federal public health authorities.

### **Policy Statement**

Consistent with the California "State Public Health Officer Order of August 11, 2021," ("Order"), it is the policy of the School to mandate that all current employees either provide proof of COVID-19 vaccination or test weekly for COVID-19 by October 15, 2021. The School will provide current employees with information regarding the operational logistics of such vaccination opportunities (e.g., opportunities to schedule vaccinations during the workday, reimbursement for mileage, etc.), to the extent that such employees have not yet vaccinated against COVID-19. The School will further provide employees with operational logistics related to COVID-19 testing, should they remain unvaccinated, incompletely vaccinated or should they decline to provide the School with proof of COVID-19 vaccination by October 15, 2021.



825 N. Broadway, Santa Ana, CA 92701



714-558-2787



[receptionist@oceaa.org](mailto:receptionist@oceaa.org)



It is also the policy of the School to mandate that all prospective employees, who have received a conditional offer of employment from the School, either provide proof of COVID-19 vaccination or test weekly for COVID-19, absent a legally recognized accommodation. For any prospective employees who have not yet vaccinated for COVID-19 and who wish to do so, the School will provide employment verification letters and any other documentation necessary to secure a COVID-19 vaccine. The School reserves the right to rescind any conditional job offer if a prospective employee refuses to comply with this Policy and is not otherwise entitled to a legally recognized accommodation.

Current employees who refuse to comply with this Policy and who are not otherwise eligible for an accommodation consistent with applicable legal requirements as further detailed below will be placed on unpaid/inactive status until they comply. Employees who refuse to comply with this Policy and who are not otherwise entitled to an accommodation will be excluded from campus/the workplace pending compliance with this Policy. Continued absences from work as a result of noncompliance with this Policy may be deemed unexcused, and result in disciplinary action, up to and including termination from employment.

Consistent with applicable law, the School will pay all current nonexempt employees for time spent receiving the COVID-19 vaccine, assuming the vaccine cannot be obtained during working hours. All current employees may also use any available California COVID-19 Supplemental Paid Sick Leave for time spent attending a COVID-19 vaccination appointment, upon a written or oral request to the School, and to the extent that the School is legally required to provide employees with such leave. The School will also reimburse all current employees for the cost of the vaccine (if any), as well as reasonable and necessary mileage (if applicable). All reimbursements require appropriate supporting documentation.

### **Proof of Vaccination**

Once School employees receive the COVID-19 vaccine, they must provide the School with proof of COVID-19 vaccination in order to forego COVID-19 testing. Consistent with applicable law, acceptable proof of COVID-19 vaccination includes only:

- A COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card) which includes name of person vaccinated, type of vaccine provided and date last dose administered); OR
- A photo of a Vaccination Record Card as a separate document; OR
- A photo of the client's Vaccination Record Card stored on a phone or electronic device; OR
- Documentation of COVID-19 vaccination from a health care provider; OR
- Digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type; OR
- Documentation of vaccination from other contracted employers who follow these vaccination records guidelines and standards.

Employees who fail to provide the School with written proof of COVID-19 vaccination by October 15, 2021 will be required to test for COVID-19 at least once per week, consistent with this Policy. The School further reserves the right to request proof of both the first and second vaccination doses for COVID-19, as applicable.





When providing proof of vaccination, current and prospective employees must not provide any medical or genetic information to the School. It is an employee's responsibility to ensure their proof of vaccination is free from medical and genetic information.

The School shall strictly maintain confidentiality of all employee COVID-19 vaccination data and related medical information, other than reporting the results to federal, state, and local health departments or agencies, only where required by law. The School will store all medical information about any employee separately from the employee's personnel file in order to limit access to this confidential information. The School will have a separate confidential medical file for each employee where the School stores employee medical information. Medical information includes COVID-19 vaccination data.

### **Continued Health and Safety Protocol**

Consistent with the School's health and safety protocol, including its COVID-19 Health and Safety Policy and COVID-19 Injury and Illness Prevention Plan Addendum, and until guidance from federal, state, and local public health agencies is revised, all employees must continue to abide by all COVID-19 health and safety protocols, regardless of vaccination status. This includes but is not limited to continued use of facial coverings.

### **Requests for Accommodations**

Current and prospective employees who are unable to comply with this Policy due to a qualifying disability or sincerely held religious belief, practice, or observance as defined by applicable law may be entitled to an accommodation from COVID-19 testing. Once the School is on notice that an employee may be unable to comply with the Policy due to a qualifying disability or sincerely held religious belief, practice, or observance, the School will engage in an interactive process with the employee, and work to identify any possible accommodations. As part of the interactive process, the School reserves the right to request supporting documentation or a medical certification which documents the basis for the requested accommodation. The School may not be required to provide employees with an accommodation should the accommodation result in a direct threat to health and safety at the School or to the employee or if the accommodation will cause an undue hardship for the School, among other reasons. Employees who believe they may be entitled to a legally valid accommodation consistent with this Policy should contact the School as outlined below to address this matter further.

### **Non-Discrimination**

The School will not discriminate, harass, or retaliate against any current or prospective employee for receiving the COVID-19 vaccine, refusing to receive to the COVID-19 vaccine, or for requesting a lawfully-recognized accommodation from the Policy. However, the School reserves the right to enforce non-compliance with this Policy, consistent with applicable law.

### **Disclaimer**

As public health and legal guidance regarding COVID-19 vaccination and testing evolves, the School reserves the right to revise this Policy. Upon any revision to this Policy, the School will provide immediate notice in writing to all employees.

Should you have any questions regarding this Policy, you may contact Executive Director Mike Limon at [mlimon@oceaa.org](mailto:mlimon@oceaa.org).



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### **Confirmation of Receipt**

By signing below, I acknowledge that I have received, read, and understand the School's COVID-19 Employee Proof of Vaccination and Testing Policy.

I also understand that if I have any questions regarding this Policy, I shall contact the School as outlined above.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature



825 N. Broadway, Santa Ana, CA 92701



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Board Policy #:

Adopted/Ratified: September 08, 2021

Revision Date: September 08, 2021

## **Requirement for Proof of Covid-19 Vaccination or Testing for Volunteers or Guests**

### **Purpose**

Consistent with Orange County Educational Arts Academy's ("OCEAA" or the "School") legal duty to maintain a safe and healthy workplace, to limit the spread of COVID-19 and to otherwise comply with a legal mandate from the California Department of Public Health ("CDPH") titled, "State Public Health Officer Order of August 11, 2021," ("Order"), the School shall enforce this Requirement for Proof of COVID-10 Vaccination or Testing for volunteers or guests to Enter School Facilities ("Policy"). The purpose of this Policy is to protect the health, safety, and well-being of all School employees, students, families, and stakeholders to the maximum extent possible, and to facilitate a safe and meaningful return to in-person instruction. At the time of adoption of this Policy, the COVID-19 vaccination is not available for many students (based upon student age). This Policy shall be implemented in a manner that is consistent with current federal, state, and local law, as well as applicable public health guidance, including that from the Centers for Disease Control and Prevention ("CDC"), the CDPH as well as local public health authorities.

### **Scope**

This Policy applies to all paid and unpaid adults serving on campus, including but not limited to vendors, contractors and volunteers (including parents) who are on campus supporting school functions ("workers"). This Policy applies to COVID-19 vaccines that are currently available under Food and Drug Administration ("FDA") Emergency Use Authorization, Non-Emergency Use Authorization as well as those that may later become available under FDA Emergency Use or Non-Emergency Use Authorization. Additionally, should any COVID-19 vaccine require two (2) doses for complete inoculation, compliance with this Policy requires both doses. Finally, should any COVID-19 vaccination require a booster dose(s) for complete and/or continued inoculation, this Policy shall require such dose(s), to the extent that the booster dose(s) is: 1) available under FDA Emergency Use or Non-Emergency Use Authorization, 2) is available for all eligible individuals and 3) that it is recommended by state and/or federal public health authorities.

### **Policy**

Consistent with the Order, it is the policy of the School to mandate that all workers either provide the School with proof of COVID-19 vaccination or test for COVID-19 at least once per week, effective October 15, 2021. Workers who refuse to comply with this Policy will be excluded from campus pending compliance with this Policy, consistent with applicable law.

### **Proof of Vaccination**

Workers who wish to forego COVID-19 testing may provide proof of COVID-19 vaccination to the School. Consistent with applicable law, acceptable proof of COVID-19 vaccination includes:



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- A COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card) which includes name of person vaccinated, type of vaccine provided and date last dose administered); OR
- A photo of a Vaccination Record Card as a separate document; OR
- A photo of the client's Vaccination Record Card stored on a phone or electronic device; OR
- Documentation of COVID-19 vaccination from a health care provider; OR
- Digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type; OR
- Documentation of vaccination from other contracted employers who follow these vaccination records guidelines and standards.

Failure to provide the School with written proof of COVID-19 vaccination by October 15, 2021, constitutes noncompliance with this Policy, unless a worker tests for COVID-19 at least once per week. The School further reserves the right to request proof of both the first and second vaccination doses for COVID-19, as well as any booster dose(s), as applicable.

When providing proof of vaccination, workers must not provide any medical or genetic information to the School. It is a worker's responsibility to ensure their proof of vaccination is free from medical and genetic information.

The School shall strictly maintain confidentiality of all workers' COVID-19 vaccination data and related medical information, other than reporting the results to federal, state, and local health departments or agencies, only where required by law.

#### **Continued Health and Safety Protocol**

Consistent with the School's health and safety protocol, including its COVID-19 Health and Safety Policy and COVID-19 Injury and Illness Prevention Plan Addendum, and until guidance from federal, state, and local public health agencies is revised, all workers must continue to abide by all COVID-19 health and safety protocols, regardless of vaccination status. This includes but is not limited to continued use of facial coverings.

#### **Non-Discrimination**

The School will not discriminate, harass, or retaliate against any worker for receiving the COVID-19 vaccine or refusing to receive to the COVID-19 vaccine. However, the School reserves the right to enforce non-compliance with this Policy, consistent with applicable law.

#### **Disclaimer**

As public health and legal guidance regarding COVID-19 vaccinations evolves, the School reserves the right to revise this Policy. Upon any revision to this Policy, the School will provide immediate notice in writing to all stakeholders.

#### **Questions**

Should you have any questions regarding this Policy, you may contact Executive Director Mike Limon at [mlimon@oceaa.org](mailto:mlimon@oceaa.org). Individuals may provide proof of COVID-19 vaccination and COVID-19 test results to Health Office at [healthoffice@oceaa.org](mailto:healthoffice@oceaa.org).

