



# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## Plan Summary 2022-23

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

#### Founding, Mission and Student Body

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

For the 2020-21, the enrollment was 625 students in TK-8. Based on the demographic details from the Dashboard, the student population was 91.7% Hispanic/Latino, 4.5% White, 1.1% Two or More Races, and less than 1% each of other identified federal categories. As a percentage of total enrollment, OCEAA students were 73% Socioeconomically Disadvantaged, 45.8% English Learners, 9.4% Students with Disabilities, and 2.7% Homeless Youth. (Source: [2021 CA School Dashboard](#))

#### High Impact Partnership and Vision

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

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

As we transition into the 2022-23 academic year, we continue our valued partnership with EL Education, and look forward to receiving certification by their program.

## Program Description and Educational Philosophy

OCEAA implements a Dual Language Immersion program, a federally recognized best practice. OCEAA follows one of the most effective models for second-language acquisition (Collier & Thomas; Lindholm-Leary), which is the 90:10 two-way model. Initially, 90% of the day is taught in Spanish. As students progress through the program, the instructional day balances to 50% English and 50% Spanish by the time students reach 5th grade. OCEAA uses the Guiding Principles for Dual Language Education to assess and refine the program model. OCEAA's educational philosophy is aligned with key design principles from EL Education which emphasize values of:

- Empathy and Caring
- Diversity and Inclusion
- Service and Compassion

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

- Leaders and teachers recognize that they must prepare students for global citizenship in an increasingly complicated and interconnected world
- Multilingualism is a key tool and a vital global skill that deepens understanding of other countries and cultures.
- The arts are used as a window into disciplinary content in academic subjects, and provide opportunities to explore diverse cultures, perspectives and regions of the world.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

### 1. Instructional Technology Integration - Teachers, Students & Classrooms

OCEAA has made significant progress towards integrating technology into teaching and learning. Each classroom (TK-8) is now equipped with a Promethean ActivPanel board, which is used effectively in the classroom to deliver lessons and unique experiences for students. OCEAA is now proud to be a 1:1 technology device site, whereas prior to the COVID-19 pandemic, about 3 students shared a device throughout the school day. Teachers and staff also have upgraded devices to ensure they are reliable as they provide instruction or support to OCEAA students. In an effort to prevent connectivity challenges, a wireless access point was recently installed in each classroom.

### 2. Student Achievement - COVID-19 Learning Loss Concerns

OCEAA leadership has been following local assessments to gauge learning loss concerns resulting from the COVID-19 pandemic and, based on those trends, OCEAA will adopt new academic strategies to support students. Based on the local assessments (Renaissance Place's Star Reading and Math assessments), most of the OCEAA cohort students (Elementary and Middle school) have made progress to meet or exceed grade level in Math and English Language Arts (ELA). Reflecting on the Middle School Course Grades, the percentage of OCEAA students who earned a "3" or better (with 4 being the highest standards-based grading score) increased in both ELA and Math.

English/Language Arts  
Course Grades -  
Middle  
[Priority 8 Other Student  
Outcomes]

% Middle grade students earning "3" or better in ELA 2021	
Grade 6	67%
Grade 7	56%
Grade 8	64%

% Middle grade students earning "3" or better in ELA 2022	
Grade 6	75%
Grade 7	89%
Grade 8	91%

Mathematics Course  
Grades - Middle  
[Priority 8 Other Student  
Outcomes]

% Middle grade students earning "3" or better in math 2021	
Grade 6	75%
Grade 7	64%
Grade 8	68%

% Middle grade students earning "3" or better in math 2022	
Grade 6	86%
Grade 7	100%
Grade 8	94%

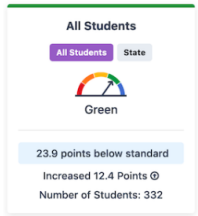
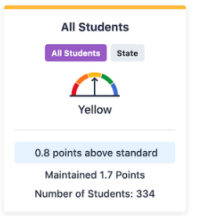
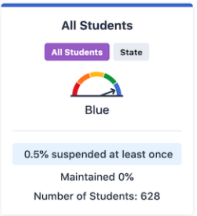
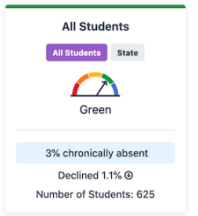
### 3. EL Education Credentialing

Our partnership launch with EL Education has been successful according to various progress monitoring indicators, including two Mid-Year Reviews, an Implementation Review, parent and student focus groups and surveys. The transition to Character development and schoolwide Habits of Character, along with the implementation of student Crew have become firmly established as school culture. The 2021-22 EL Implementation review OCEAA demonstrated gains in number of “exemplary” ratings (the highest rating) from the prior year in Power Practice 3: Designing Case Studies, 8: Planning for and Producing High-Quality Work, and Power Practices 13-15: Culture and Character Producing High-Quality Work. We expect to continue growing in all three Dimensions of Student Achievement and implementation of the Core Practices to meet our charter goal of becoming a model EL Education school by 2025.

### State Data

2019 California School Dashboard

OCEAA has made progress on most indicators on the latest California School Dashboard year for which data is available. Below is a snapshot of expected and actual results from the 2019 Dashboard (Note: Homeless, White, and SWD subgroups do not have performance colors for academic indicators):

2019 Academic Performance Indicator - Math	2019 Academic Performance Indicator - ELA	2019 School Climate Indicator	2019 Academic Engagement Indicator
			
<p>Expected Outcome: Improve Yellow Indicator Status for All Students performance and improve Distance to Standard for all subgroups</p> <p>Actual Outcome: Goal met</p> <ul style="list-style-type: none"> <li>● ALL subgroups increased (moved closer to standard) on the Dashboard; no groups in red or orange: <ul style="list-style-type: none"> <li>○ EL (+8.2 points)</li> <li>○ Hispanic (+12.4 points)</li> <li>○ SED (+8.1 points)</li> <li>○ Homeless (+11.6 points)</li> <li>○ White (+31.9 points)</li> <li>○ SWD (+32 points)</li> </ul> </li> </ul>	<p>Expected Outcome: Maintain Green Indicator Status for All Students performance and improve Distance to Standard for all subgroups</p> <p>Actual Outcome: Goal partially met</p> <ul style="list-style-type: none"> <li>● All Students Distance to Standard performance Maintained (grew by less than 3 points) and indicator changed to Yellow</li> <li>● Some subgroups increased while others maintained or declined; two subgroups in orange: <ul style="list-style-type: none"> <li>○ Maintained: EL (+2.2 points) &amp; Hispanic (+1 point)</li> <li>○ Declined: SED (-4 points) and Homeless (-3.9 points)</li> <li>○ Increased: White (+40.1 points) and SWD (+24.9 points)</li> </ul> </li> </ul>	<p>Expected Outcome: Maintain suspension rate below 2% for all subgroups</p> <p>Actual Outcome: Goal met</p> <ul style="list-style-type: none"> <li>● % of All Students suspended at least once maintained or declined for all subgroups and indicator status remained Blue <ul style="list-style-type: none"> <li>○ EL (-0.0%)</li> <li>○ Hispanic (-0.0%)</li> <li>○ SED (-0.0%)</li> <li>○ Homeless (-0.0%)</li> <li>○ White (-0.0%)</li> <li>○ SWD (-0.8%)</li> </ul> </li> </ul>	<p>Expected Outcome: Decrease Chronic Absenteeism by 0.5%</p> <p>Actual Outcome: Goal met</p> <ul style="list-style-type: none"> <li>● All Students Chronic Absenteeism declined by 1.1% and indicator status changed to Green</li> <li>● All subgroups except Homeless increased: <ul style="list-style-type: none"> <li>○ EL (-1.5%)</li> <li>○ Hispanic (-1%)</li> <li>○ SED (-1%)</li> <li>○ Homeless (+2.9%)</li> <li>○ White (-4.2%)</li> <li>○ SWD (-0.8%)</li> </ul> </li> </ul>

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### 1. Multiple English Learner progress indicators have shown the need to improve outcomes for ELs and close performance gaps.

OCEAA began a review of our English Learner (EL) program during the data analysis phase of strategic planning with EL Education in spring 2019, and continued during data analysis for charter renewal in fall 2019. Although our EL subgroup was making significant increases in meeting CAASPP ELA standards (and dramatic decreases in not meeting standards), most ELs were not reclassifying by the end of 5th grade as is our goal. When disaggregating current ELs and former/reclassified ELs, we can see more clearly that they are not as close to standard as first appears. OCEAA's desired LCAP outcome is to "Annually increase proficiency of English Learners as measured by ELPAC," the chart below shows a small decline in 2021 as compared to 2019.

Summative English Language Proficiency Assessment for California (ELPAC)  
 [Priority 4 Pupil Achievement - CA Dashboard State Indicator]

ELPAC 2019 Summative	
Proficient	21.31%
Level 3	44.67%
Level 2	31.96%
Level 1	2.06%

ELPAC 2021 Summative	
Proficient	17.5%
Level 3	46.67%
Level 2	27.92%
Level 1	7.92%

Annual Reclassification Rate of English Learners  
 [Priority 4 Pupil Achievement - CA Dashboard State Indicator]

SY 2018-19  
 Reclassification Rate  
 7%  
 (Number: 17)

SY 2020-21  
 Reclassification Rate  
 5.82%  
 (Number: 17)

In the 2021-2022 school year, TK-2nd grade teacher team further developed the curriculum for their Academic ELD, the model for TK-2nd grade English Language Development (ELD) in a dual immersion program, courses based on the professional development presented by Rosa Molina of the Association of Two-Way & Dual Language Education (ATDLE) in the 2020-2021 school year.

The activities that were implemented in 2021-2022 to improve our service to ELs include:

- Improved Academic ELD units of study in TK-2nd grade
- Increased focus on small-group instruction during ELD in all grades
- Use of differentiation platforms, such as Renaissance Learning’s Freckle, to ensure that ELs get sufficient practice in foundational or gap skills needed to fully access grade-level content in English

As part of planning for 2022-2023, the OCEAA Academic leadership team and consulting experts will collaborate to provide further ELD training and support to OCEAA’s teachers.

Additional areas of focus:

- Initial and follow-up PD in Academic English Language Development
- Supported planning and data analysis for all teachers

The OCEAA Dual Language EL Master Plan was updated last in September 2020 ([overview here](#)) to ensure compliance with legal requirements and best practices.

**2. Be GLAD Implementation Plan**

OCEAA developed a partnership with [Be GLAD](#) to provide professional development to its teachers for language acquisition strategies for students. By June 2022, 24 of 34 (71%) teachers members have begun the training, and 8 of those teachers completed the 6 training modules prior to, or during, the 2021-22 school year.. OCEAA leadership will develop a phased implementation plan to ensure current and new faculty members complete the entire training, and develop a plan for administration to conduct classroom observations to ensure language acquisition strategies are being implemented effectively.

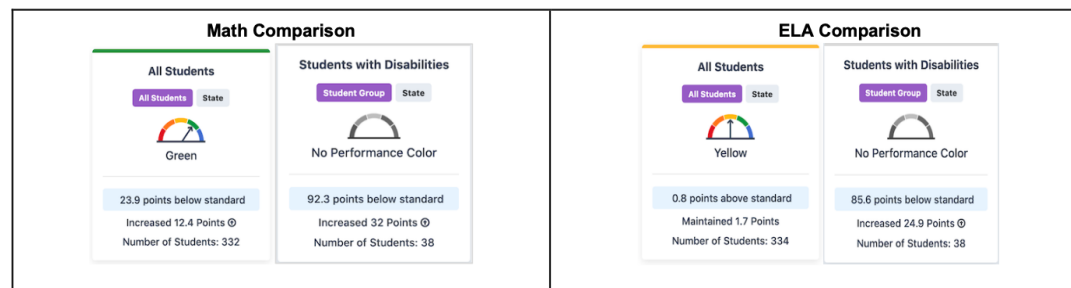
### 3. EL Education Credentialing

Continue refocusing on OCEAA’s vision to become an EL Education credentialed school. Due to disruptions caused by the COVID-19 pandemic and staffing changes, OCEAA was not able to launch the High-Quality Work Committee and the Mastery of Knowledge/Skills Committee. OCEAA Administration has made changes to the Coordinator positions to integrate these committees under those roles to ensure these committees get launched. Reflecting on the EL Education Implementation Review, there are 38% of the [Core Practices](#) in the “initial” stages of implementation. OCEAA will work collaboratively with EL Educations’ School Designer and Academic Leadership to build out a strategic plan to ensure OCEAA meets its implementation targets.

## CA School Dashboard 2019

### Students with Disabilities

Although our SWD subgroup showed significant growth in the 2019 SBAC administration, there is not a consistent trend year to year. SWD distance from standard is the largest of all subgroups, yet they closed in with the highest point gains of 32 in Math and 24.9 in ELA. We theorize that a change from a pull-out to push-in service model had a positive impact, but more time is needed to see if these gains hold up. This subgroup is too small for a performance color, and the small sample size may also contribute to performance volatility.



### CA Spanish Assessment

OCEAA participated in the California Spanish Assessment field test in the spring of 2019. Results were reported in three score ranges with the first number indicating grade level:

- 300-348
- 349-359
- 360-399

Descriptors of each score range can be found [here](#).

OCEAA students at all grade levels scored between -45 and -52, matching or slightly outperforming state-wide results. No grades performed in the high range, and performance scores were lower in the upper grades than in the lower grades. That said, OCEAA’s overall score of 352 is comparable to other DLI programs in Orange County and surrounding areas.



2018–19 Detailed Test Results  
Results for All Students

SPANISH READING/LANGUAGE ARTS

▼ Data Detail - All Students (accessible data)

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Number of Students Enrolled <sup>(i)</sup>	69	65	65	49	43	21
Number of Students Tested <sup>(i)</sup>	69	65	65	49	43	21
Number of Students with Scores <sup>(i)</sup>	69	65	65	49	43	21
Mean Scale Score	352.9	452.3	549.7	648.7	745.1	845.5

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

OCEAA leadership retooled LCAP to be education partner or community friendly. OCEAA also modified the actions and made minor tweaks to goals to align with the 8th state priorities. Those changes also were made to ensure the fiscal management aspect aligned with the LCAP Action Tables. Also, a few new key features to this LCAP are the updated data metrics that are visible side by side for comparison.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

OCEAA has not been identified for comprehensive support and improvement by the CA Department of Education.

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans

Not applicable.

### ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

OCEAA’s engagement with educational partners began in January 2022 in preparation for the *One-Time Supplement to the Annual Update for 2021-22*. The February 9, 2022 Board of Directors meeting included a presentation of the Supplement, as well as a status update on the 2021-22 Local Control & Accountability Plan implementation. At the meeting, the leadership presented the progress on all metrics and implementation of actions.

The leadership conducted a round of engagement with the following partners to provide the same update as was provided to the Board, but to also engage in a reflective process on what potential changes should be made to the actions and metrics for the 2022-23 academic year.

Classified personnel (office staff, paraprofessionals, custodial)

Instructional Staff (Teachers, Coaches, Administrators)

Parents/Guardians: School Coordinating Council (February 7), Coffee Chat with the ED (February 10), English Learner Advisory Committee

A second round of review/feedback was conducted with teachers and staff through professional development meetings (March 2022) and a review of the draft by the School Coordinating Council prior to the public hearing scheduled for May 11, 2022.

A summary of the feedback provided by specific educational partners.

- Classified & Certificated: Need for anti-racism training;
- Parents/Guardians: Additional support for students for state assessment; need for anti-racism training
- Program Partners: *EL Education* focus on resetting and building positive school culture
- Board of Directors: Focus on instructional leadership and develop systems to ensure sustainability

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

While we received a parent comment about preparation for state assessments, we will work with teachers to ensure students are supported on ways to relieve test anxiety and test-taking strategies.

Based on the feedback of parents and staff, we have added anti-racism training to be conducted in August through *OC Human Relations*.

## Goals and Actions

### Goal 1. Conditions of Learning

Goal #	Description
1	OCEAA ensures student access to qualified teachers, Special Education, a broad course of study, facilities in good standing, standards-aligned instructional materials, technology and physical wellness that supports their success. (State Priorities: 1 Basic Services, 7 Course Access)



An explanation of why the LEA has developed this goal.

OCEAA has a positive track record of ensuring state priorities related to Conditions of Learning are met so that students can learn. By grouping related actions and services under a maintenance goal in this way, the remaining goals are more tightly focused on program development that builds from a solid foundation. With the support of COVID-19 related funding, OCEAA has been able to rapidly increase access to technology, closing the digital divide within our school population. It is our intention to maintain and improve this access to technology for all students over the next three years with support from federal funding.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SARC Teacher Credentialing Data Teacher Credentialing & Assignments [Priority 1 Basic Services - CA Dashboard Local Indicator]	2020-21 SY 31 Full Credential 0 Without Full Credential 1 Teaching Outside of Subject Area of Competence (with full credential) 0 Misassignments 0 Vacancies (Source: <a href="#">2019-20 SARC</a> )	TBD - % Full Credential TBD - # Teaching Outside of Subject Area TBD - # Misassignments TBD - # Vacancies <i>*NOTE: As of June 1, 2022 the California Statewide Assignment Accountability System (CalSAAS) has not provided updated credentialing or assignment data.</i> (Source: <a href="#">2020-21 SARC</a> )			2023-24 SY 100% Full Credential 0% Teaching Outside of Subject Area 0% Misassignments 0% Vacancies
SARC Instructional Materials Data (includes hard copies and digital subscriptions) Standards-Aligned Instructional Materials [Priority 1 Basic Services - CA Dashboard Local Indicator]	0% Students without access to own copies of standards-aligned instructional materials <a href="#">2020-21 CA Dashboard Local Indicators</a>	0% Students without access to own copies of standards-aligned instructional materials <i>(Quality, Currency, Availability of Textbooks and Other Instructional Materials for 2021-22 as reported in the CDE SARC in February 2022)</i>			2023-24 SY 0% of students lacking own assigned copy of textbooks and other instructional materials
Course enrollment in PowerSchool Access and enrollment in a Broad Course of Study [Priority 7 Course Access - CA Dashboard Local Indicator]	100% of students are enrolled in a broad course of study including arts and world language (Spanish)	100% of students are enrolled in a broad course of study including arts and world language (Spanish)			100% of students enrolled in a broad course of study including arts and world language (Spanish)
SARC Facility Good Repair Status	2020-21 SY	Overall Facility Rating: "Good"			2023-24 SY

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facility in Good Repair (CA Facilities Inspection Tool “FIT”) [Priority 1 Basic Services - CA Dashboard Local Indicator]	0 Instances where facility did not meet the “Good Repair” standard <a href="#">2020-21 CA Dashboard Local Indicators</a>	<a href="#">(School Facility Conditions - FIT conducted in December 2021 and reported in the CDE SARC in February 2022)</a>			Overall Facility Rating: Good
Instructional Technology - Teachers & Classrooms	Promethean/Smartboards in all K-3 and 5th grade classrooms	<ul style="list-style-type: none"> <li>Promethean/Smartboards in all K-8<sup>th</sup> grade classrooms</li> <li>Wireless Access Points (WAP) in every classroom</li> <li>All teachers provided with laptop</li> </ul>			Maintain: <ul style="list-style-type: none"> <li>Promethean/Smartboards in all classrooms in good working order;</li> <li>All WAPs in good working condition</li> <li>All teachers have school-provided laptop in good working order</li> </ul>
Instructional Technology – Student: Device ratio & Promethean/Smartboards Student Device Ratio 1:1/Good Working Order	<ul style="list-style-type: none"> <li>iPads (Grades TK-K)</li> <li>Chromebooks (Grades 1-8)</li> </ul>	<ul style="list-style-type: none"> <li>iPads (Grades TK-K)</li> <li>Chromebooks (Grades 1-8)</li> </ul>			Maintain: Student Device Ratio 1:1/Good Working Order <ul style="list-style-type: none"> <li>iPads (Gr. TK-K)</li> <li>Chromebooks (Gr. 1-8)</li> </ul>

## Actions

Action #	Title	Description	Total Funds	Contributing
1.01	Staffing – Certificated	Maintain an effective and knowledgeable instructional leadership team to ensure high-quality implementation of state-standards and instructional strategies to address the academic as well as socio-emotional needs of students; efficient management of the school (Costs include salaries and benefits) <ul style="list-style-type: none"> <li>School Director</li> <li>Literacy Coordinator</li> <li>Math Coordinator</li> <li>Bilingual English Learner Coordinator</li> <li>Technology Coordinator</li> </ul>	3,648,617	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Bilingual Counselor</li> </ul> Attract and retain high quality, credentialed bilingual teachers to staff OCEAA's 90:10 Dual Language Immersion program, providing standards-based instruction and tiered interventions before or after school. Provide credentialed teachers at all grade levels (including salaries and benefits) <ul style="list-style-type: none"> <li>TK through Grade 5</li> <li>Grades 6-8</li> <li>Special Education</li> </ul>		
1.02	Staffing – Classified	Maintain an effective and knowledgeable instructional leadership team to ensure high-quality implementation of state-standards and instructional strategies to address the academic as well as socio-emotional needs of students; efficient management of the school (Costs include salaries and benefits) <ul style="list-style-type: none"> <li>Executive Director</li> <li>Business Manager</li> <li>Human Resource Manager</li> </ul> Attract and retain high quality bilingual staff who provide critical operations support across multiple departments (reception, enrollment, HR, accounting, database coordination, etc.) and direct support to families of low income, English Learner and Homeless students. <ul style="list-style-type: none"> <li>Office Manager</li> <li>Facilities Manager</li> <li>Support Clerks (Health, Accounting, Reception, Office)</li> <li>Custodial Staff</li> <li>Nutrition Services Manager</li> <li>After School Programs/Activities Manager</li> </ul>	1,448,364	Yes
1.03	Staffing – Paraprofessionals	Intervention Aides for English/Language Arts and Mathematics: Provide Intervention aides under the supervision of the Instructional Coaches <ul style="list-style-type: none"> <li>2 literacy intervention aides</li> <li>2 math intervention aides</li> </ul> TK-K Classroom Instructional Aides: Provide # classroom instructional aides to provide assistance principally to English learners and low-income students to ensure full access to the core curriculum.	1,086,977	Yes

Action #	Title	Description	Total Funds	Contributing
1.04	SELPA Membership & Services	Provide Special Education services as required by law as a member of the El Dorado Charter SELPA.	160,000	No
1.05	Standards-aligned Instructional Materials	Provide ample instructional materials/curricula including consumable materials. Purchase standards-aligned instructional materials required to implement high quality core instruction in Spanish & English language arts, math, science, social studies, and the arts. Includes consumables, textbooks, trade books and digital subscriptions (e.g., STEMscopes, Eureka, Adelante).	94,000	No
1.06	Facilities & Maintenance	Facilities operations costs <ul style="list-style-type: none"> <li>● Leases/Mortgages</li> <li>● Maintenance supplies</li> </ul>	1,181,938	No
1.07	Nutrition & Wellness	Provide at least two nutritionally adequate meals to students during the regular instructional day, and during weekly after school programming	190,550	Yes
1.08	Technology – Teachers & Classrooms	Ensure each certificated staff member has the tools necessary to deliver high-quality and engaging instruction to students <ul style="list-style-type: none"> <li>● Laptops</li> <li>● Document cameras</li> <li>● Promethean Boards</li> <li>● Wireless access points (WAPs)</li> <li>● Device Storage Carts/Charging Stations</li> </ul>	15,000	No
1.09	Technology – Students	Ensure each student is provided with an age-appropriate technology device/peripherals and maintain all devices in good working order <ul style="list-style-type: none"> <li>● iPads (TK-1)</li> <li>● Chromebooks (Grades 2-8)</li> <li>● Headphones</li> <li>● Additional iPad chargers</li> <li>● Additional Chromebook chargers</li> </ul>	25,000	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Data Management/Student Information System, Local Assessments (State-verified data), & Digital Curriculum/materials	Student information system <i>PowerSchool</i> data system annual contract Contracts to provide local assessment system and supporting resources <ul style="list-style-type: none"> <li>• Illuminate</li> <li>• Freckle</li> <li>• Educlimber</li> <li>• STAR Renaissance Reading and Mathematics</li> <li>• Benchmark Adelante</li> <li>• Ellevation</li> </ul>	134,139	Yes
1.11	Integration of Technology	Support to teachers and students with integrating technology and mastering ISTE standards, with an emphasis on ensuring all student groups achieve technological literacy.	0	Yes

### **Goal Analysis for 2021-22**

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions for Goal 1 were implemented as planned with the exception of Action 8 Continuous Improvement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The 2021-22 LCAP Goal 1 had \$5,491,871 in planned expenditures. In Goal 1, Action 4, additional online resources were purchased to support student learning. In Goal 1, Action 5, 3 facilities employees had been budgeted for and 4 employees were hired in an effort to ensure COVID cleaning protocols were being met.

An explanation of how effective the specific actions were in making progress toward the goal.

**Staffing:** Our staffing, special education services, and focus on wellness have provided a positive foundation for a seamless return to school after the pandemic closures. We also maximized the available support from the Orange County Department of Education by increasing staffing for social-emotional programs.

As we experienced considerable staff turnover from the prior year, we purchased additional curriculum for core courses which allowed newer teachers to focus on standards-aligned content delivery and developing strong classroom management skills.

**Facilities:** OCEAA's Facilities underwent improvements including technology upgrades that were highly beneficial to the OCEAA community in providing engaging instruction.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There were no changes to goal 1 or the metrics established in the prior year.

Actions: The actions have been modified to provide more transparency for educational partners on how funds are budgeted for actions which align to the LCFF Conditions of Learning. Additionally, the 21-22 action “Continuous Improvement” has been removed since the focus on data and the partnership with *EL Education* is already embedded in goals 2 and 3.

## Goal 2. Academic Achievement

Goal #	Description
2	OCEAA teachers effectively use data, student engaged assessment, and language acquisition strategies to ensure students achieve academic excellence in Spanish and English. (State Priorities: 2 Implementation of State Standards, 4 Pupil Achievement, 8 Other Student Outcomes)

An explanation of why the LEA has developed this goal.

OCEAA seeks to improve progress monitoring now that the initial implementation phase of new core curricula in math, Spanish language arts and English language arts has passed. This includes refining vertical articulation of key grade level knowledge and skills, using a variety of high-quality assessment data to boost achievement with a focus on English Learner and SWD subgroups, and maintaining focus on these established priorities. This goal is responsive to parent and teacher stakeholder feedback regarding prioritizing Dual Language Immersion/Spanish outcomes and continued growth in math achievement.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of CA academic content and performance standards [Priority 2 Implementation of State Standards - CA Dashboard Local Indicator]	Curriculum and assessments have been implemented in the following areas: ELA, ELD, Math, History, Social Science, Visual and Performing Arts, World Language, World Language & CTE (Reported in 2021 CA Dashboard Local Indicators)	Curriculum and assessments have been implemented in the following areas: ELA, ELD, Math, History, Social Science, Visual and Performing Arts, World Language, World Language & CTE (Reported in 2022 CA Dashboard Local Indicators)			Maintain curriculum and assessments for all content areas



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																		
<b>SBAC English/Language Arts</b> [Priority 4 Pupil Achievement - CA Dashboard State Indicator]	<b>2019 CA School Dashboard</b> <table border="1"> <thead> <tr> <th colspan="3">2018-19 SBAC ELA</th> </tr> <tr> <th>Student Group</th> <th>Distance from Standard</th> <th>Met/Exceeded Standard</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>+0.8</td> <td>51%</td> </tr> <tr> <td>EL</td> <td>-20.6</td> <td>28%</td> </tr> <tr> <td>SED</td> <td>-13.5</td> <td>43%</td> </tr> <tr> <td>Hispanic</td> <td>-4.6</td> <td>49%</td> </tr> </tbody> </table>	2018-19 SBAC ELA			Student Group	Distance from Standard	Met/Exceeded Standard	All	+0.8	51%	EL	-20.6	28%	SED	-13.5	43%	Hispanic	-4.6	49%	<b>N/A</b>  NOTE: CAASPP results will be available in August 2022. The data will be reported to the Board and educational partners once it is released.			ELA indicator is green with no subgroups in orange or red; SWD increasing
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Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
[Priority 4 Pupil Achievement - CA Dashboard State Indicator]	Student Group	Met/ Exceeded Standard	NOTE: CAASPP results will be available in August 2022. The data will be reported to the Board and educational partners once it is released.			meeting/exceeding standards in Science as measured by CAST	
	All	27%					
	EL	5%					
	SED	20%					
	Hispanic	24%					
CA Spanish Assessment [Priority 4 Pupil Achievement - CA Dashboard State Indicator]	2019 SY No grade level averages in the highest score range x60- x99		Did not take this year.			3rd-5th grade averages in the highest score range x60-x99	
English Learner Progress Indicator [Priority 4 Pupil Achievement - CA Dashboard State Indicator]	49.8% making progress towards English language proficiency Progress Level: "Medium" <i>(Source: <a href="#">2018-19 CA Dashboard English Learner Progress Indicator</a> )</i>		<b>TBD</b>  NOTE: CA Dashboard English Learner Progress Indicator for 2021-22 will be published in December 2022			60% making progress towards English language proficiency Progress Level: "Medium" CA Dashboard English Learner Progress Indicator for 2023-24	
Summative English Language Proficiency Assessment for California (ELPAC) [Priority 4 Pupil Achievement - CA Dashboard State Indicator]	<b>ELPAC 2019 Summative</b>		<b>ELPAC 2021 Summative</b>			Annually increase proficiency of English Learners as measured by ELPAC	
	Proficient	21.31%	Proficient	17.5%			
	Level 3	44.67%	Level 3	46.67%			
	Level 2	31.96%	Level 2	27.92%			
	Level 1	2.06%	Level 1	7.92%			
Annual Reclassification Rate of English Learners [Priority 4 Pupil Achievement - CA Dashboard State Indicator]	SY 2018-19 Reclassification Rate 7% (Number: 17)		SY 2020-21 Reclassification Rate 5.82% (Number: 17)			SY2023-24 Percentage = 25% Number = based on enrollment	
Pathways to Bilingual Awards [Priority 8 Other Student Outcomes]	SY 2020-21		SY 2021-22			SY 2023-24	
	Grade	%	Grade	%		Grade	%
	3 <sup>rd</sup>	18%	K	14%		K	35%
	6 <sup>th</sup>	30%	3 <sup>rd</sup>	29%		3 <sup>rd</sup>	50%

Metric	Baseline		Year 1 Outcome		Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
	8 <sup>th</sup>	44%	6 <sup>th</sup>	22%			6 <sup>th</sup>	70%
<i>EL Implementation Review Rubric Power Practice 23: Leading Evidence-Based Strategic Improvement</i>	Spring 2021: 2 Moderate sub-scores and 2 Initial sub-scores		Spring 2022: 2 Moderate sub-scores and 2 Initial sub-scores				4 Exemplary sub-scores	
<i>EL Implementation Review Rubric Power Practices 18-20: Student Engaged Assessment</i>	Spring 2021: 9 Moderate sub-scores and 2 Initial sub-scores		Spring 2022: 10 Moderate sub-scores and 2 Initial sub-scores				6 or more Exemplary sub-scores	
GLAD Implementation Plan	To be determined in Fall 2021		71% of credentialed teachers <b>started</b> the multi-module GLAD training. There are 6 modules.				To be developed from baseline	

## Actions

Action #	Title	Description	Total Funds	Contributing
2.01	Teacher Leadership	<p>The following committees are crucial to the continuing success of OCEAA's focus on providing a high-quality biliteracy program and certification as an <i>EL Education</i> school:</p> <ul style="list-style-type: none"> <li>• <b>Instructional Leadership Team - <i>EL Education</i> Workplan Team</b> (Stipends for 6 members; Meets 2xs per month) designs and communicates the <i>EL Education</i> work plan that will guide continuous improvement of curriculum, instruction, assessment, school culture and leadership in the next 3 years. The School Designer supports and facilitates this process.</li> <li>• <b>High-Quality Work Committee - HQW</b> (Stipends for 5 members) Provide stipends to certificated teacher members of the HQW Committee which leads the development of case study sequences/expeditions that provide authentic opportunities to use Spanish and are formalized in curriculum maps.</li> <li>• <b>Crew &amp; Character Committee – CREW Committee</b> (Stipends for 5 members; meet 1x per month) Committee that leads the development of OCEAA's crew culture.</li> <li>• <b>Mastery of Knowledge/Skills - MKS Committee</b> (Stipends for 5 members) instructional committee which leads curriculum mapping, adaptation and enhancement for biliteracy outcomes</li> <li>• <b>Beginning Teacher Induction Program Mentor – BTSA</b> (Annual Stipend to support up to two new teachers)</li> </ul>	60,000	No
2.02	Professional Development	<p>Provide all teachers with in-depth professional development to support the needs of OCEAA students and to deliver high-quality instruction</p> <ul style="list-style-type: none"> <li>• Summer Pre-Service</li> <li>• New Teacher Induction BTSA</li> <li>• Special Education El Dorado SELPA (Stepping Stones)</li> <li>• Regular weekly professional development (state standards, lesson study/design, etc.)</li> <li>• Anti-Racism training (EEBG)</li> </ul>	40,549	Yes

Action #	Title	Description	Total Funds	Contributing
2.03	Professional Development – English Learners	In-house instructional coaching and professional development for teachers in supporting language learners through GLAD strategies; Guided Language Acquisition Design (GLAD) and implementation materials	0	Yes
2.04	Multi-tiered System of Supports (MTSS)	Math and literacy specialists lead OCEAA's Multi-tiered System of Supports (MTSS) and provide tiered interventions to students, principally directing services to low-income students and language learners; provide instructional coaching and professional development to teachers; coordinate local and state assessments (CAASPP, DRA, STAR)	0	Yes
2.05	Support for English Learners & Families	Ongoing implementation of <i>CA EL Roadmap</i> and required services for English Learners as articulated in OCEAA's Dual Language EL Master Plan including: <ul style="list-style-type: none"> <li>• Designated &amp; integrated ELD instruction</li> <li>• ELPAC testing – initial and summative</li> <li>• Monthly ELAC meetings</li> <li>• Supplemental parent education programming for parents of ELs</li> </ul>	0	Yes

### ***Goal Analysis for 2021-22***

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions for Goal 2 were implemented with the exception of components of the Instructional Leadership Team and the MKS Committee.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The 2021-22 LCAP Goal 2 had \$682,515 in planned expenditures. In Goal 2, Action 1, actual stipends exceeded budgeted to encourage further development of the instructional leadership team. In Goal 2, Action 3, actual stipends exceeded budgeted as additional funds were added for grade level support. In Goal 2, Action 5, actual expense is higher than budgeted because the intervention aides were given salary increases that hadn't been budgeted for in order for the school to remain competitive and retain employees during COVID. In Goal 2, Action 8, actual expense is higher than budgeted because an additional instructional aide was hired that hadn't been budgeted for as a result of COVID. In Goal 2, Action 9, actual expense is lower than budgeted as the school did not purchase I-station, an online learning platform. With the return to in person instruction, this platform was unnecessary.



An explanation of how effective the specific actions were in making progress toward the goal.

**MTSS:** With the return to full in-person instruction for the 21-22 academic year, the “restart” of weekly meetings for the MTSS Team has been effective in reacclimating students to what it is to be back in school. Many students and families faced difficulties during the period of school closure which have continued into the current academic year. The MTSS Team focus on supporting students for behavioral and academic challenges was crucial to addressing socialization and learning support needs.

**Supporting student academic needs through staffing & curriculum:** The addition of academic team members for math intervention across the grade levels, we believe will be reflected in our local data. Dedicated bilingual instructional aides were added to all TK/K classrooms to increase the number of adult staff to provide direct support to our students. For the first time, OCEAA purchased a supplemental curriculum to address learning loss caused by the pandemic.

**ELAC:** Prior to the COVID closure, OCEAA had a very strong English Learner Advisory Committee. Returning to full in-person instruction and regular in-person engagement with our EL parents and partners has helped the school return to “normal” and focus on the specific needs of the enrolled English learners.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Metrics/desired outcomes: Added core course grades in ELA and math; added Summative ELPAC; added CA Science Test metric

Actions: For the 22-23 plan, we have moved all salaries to goal 1. The actions in this goal now capture the description of the program and stipends for teacher leadership activities, but the cost of salaries/benefits have been relocated to goal 1.

The integration of technology action has been moved to goal 1.

### Goal 3. High-Quality Learning Outcomes

Goal #	Description
3	All OCEAA students create complex, authentic work that demonstrates a high level of craftsmanship. (State Priorities: 2 Implementation of State Standards, 5 Pupil Engagement, 8 Other Student Outcomes)

An explanation of why the LEA has developed this goal.

In alignment with the Guiding Principles of Dual Language Education and EL Education Model, OCEAA is establishing curricular expectations for High Quality Student Work (HQW), the second dimension of student achievement, by building out integrated science, social studies and arts Case Studies as stepping stones to Expeditions at each grade level. Creating real work for real audiences motivates students to meet standards and engage in revision.

This Goal and related Actions are principally directed at engaging low-income students, students with disabilities, and language learners. Parents and teachers identified HQW as a means to inspire students to persevere through challenging tasks, and to inspire students to use Spanish for authentic purposes and audiences.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
HQW Scope and Sequence [Priority 2 Implementation of State Standards - CA Dashboard Local Indicator]	2020-2021 SY 1 case study implemented at each grade level, some expert collaborations.	2020-2021 SY 1 case study implemented at Transitional Kinder, Kinder, 1st, 2nd, 3rd, 5th and 8th with initial field work experiences in some grades.			Curriculum maps include case study sequences/ expeditions, expert collaborations, fieldwork and service learning in all grades
HQW Protocol [Priority 5 Pupil Engagement – CA Dashboard Indicator]	2019 HQW Protocol 2020 Case Study Showcase (COVID-19 adaptation)	2022 HQW Protocol 2022 Case Study Showcase during Professional Development similar to 2019			Work samples from each grade level demonstrate growth in complexity, craftsmanship and authenticity
EL Implementation Review Rubric Power Practices 3: Designing Case Studies, and 8: Planning for and Producing High-Quality Work	Spring 2021: 1 Exemplary sub-score, 3 Moderate sub-scores and 7 Initial sub-scores	Spring 2022: 2 Exemplary sub-score, 3 Moderate sub-scores and 6 Initial sub-scores			6 or more Exemplary sub-scores

## Actions

Action #	Title	Description	Total Funds	Contributing
3.01	<i>EL Education</i> Partnership	Provide targeted professional development through <i>EL Education</i> focused on “High-Quality Work (HQW)” <ul style="list-style-type: none"> <li>● Direct service days</li> <li>● Conferences</li> <li>● Arts training</li> <li>● Implementation of HQW protocols</li> </ul>	44,600	No

Action #	Title	Description	Total Funds	Contributing
3.02	Student Fieldwork & Service Learning	Transportation, fees and materials to support student collaboration with professional experts and community members; active investigations and application of the research tools, techniques of inquiry, and standards of presentation used by professionals in the field. These educational excursions are designed to deepen student understanding and application of classroom learning. Grade 8 students will participate in “Outdoor Science School” which is an overnight educational program.	40,000	Yes

### **Goal Analysis for 2021-22**

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions for Goal 3 were implemented except the HQW Committee and Fieldwork/Experts & Service Learning.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The 2021-22 LCAP Goal 3 had \$49,354 in planned expenditures. In Goal 3, Action 1, actual expenses exceeded budgeted as a result of more funds spent on BTSA mentoring. In Goal 3, Action 2, actual expenses were less than budgeted as additional stipend expenses were incurred in Goal 2, Action 1 and Goal 2, Action 3 for teacher development.

An explanation of how effective the specific actions were in making progress toward the goal.

**EL Education:** OCEAA will continue its partnership with *EL Education* as we navigate lingering impacts of the pandemic and acclimating new staff to the rigorous process leading to certification as an *EL Education Network School*. We will conduct an in-depth analysis during the 22-23 academic year as we anticipate a more “normal” school year.

The 2021-22 EL Implementation review OCEAA demonstrated gains in number of “exemplary” ratings (the highest rating) from the prior year in Power Practice 3: Designing Case Studies, 8: Planning for and Producing High-Quality Work, and Power Practices 13-15: Culture and Character Producing High-Quality Work. We expect to continue growing in all three Dimensions of Student Achievement and implementation of the Core Practices to meet our charter goal of becoming a model EL Education school by 2025.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Actions: Moved stipends (3.02) and materials (3.03) for the High-Quality Work Committee to Goal 2 with a new action title “Teacher Leadership”.

# Goal 4. School Climate & Student Engagement

Goal #	Description
4	All OCEAA students develop strong character and crew spirit to become effective learners, ethical people and culturally competent leaders who contribute to a better world. (State Priorities: 5 Pupil Engagement, 6 School Climate, 8 Other Student Outcomes)

An explanation of why the LEA has developed this goal.

As part of a Multi-tiered System of Supports, the integration of Character development, the third dimension of student achievement, and crew spirit into daily experiences at school is a critical tool for attending to student social emotional learning needs. This Goal and related Actions are principally directed at supporting low-income students, students with disabilities, homeless students and language learners holistically to ensure they are accessing opportunities to learn. Parents identified Crew, schoolwide Habits of Character and social emotional learning in general as priorities.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																
Attendance Rate [Priority 5 Pupil Engagement – CA Dashboard Indicator]	SY2020-21 94.79%	86.14% P2 ADA for 2021-22			97% P2 ADA																
Chronic Absenteeism Rate [Priority 5 Pupil Engagement – CA Dashboard Indicator]	2019 Dashboard Performance Color-Green All Students = 3%; no subgroups in orange or red	<table border="1"> <thead> <tr> <th colspan="2">Chronic Absenteeism</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>3.8%</td> </tr> <tr> <td>Latino</td> <td>3.2%</td> </tr> <tr> <td>White</td> <td>11.5%</td> </tr> <tr> <td>English Learners</td> <td>5.4%</td> </tr> <tr> <td>Homeless</td> <td>5.9%</td> </tr> <tr> <td>SWD</td> <td>5%</td> </tr> <tr> <td>SED</td> <td>4.7%</td> </tr> </tbody> </table> (Source: CDE DataQuest, <a href="#">Chronic Absenteeism Report 2020-21</a> )	Chronic Absenteeism		All	3.8%	Latino	3.2%	White	11.5%	English Learners	5.4%	Homeless	5.9%	SWD	5%	SED	4.7%			Performance Color-Green & All Students = 2%; no subgroups in orange or red
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Homeless	5.9%																				
SWD	5%																				
SED	4.7%																				
Suspension Rate [Priority 6 School Climate – CA Dashboard Local Indicator]	2019 Dashboard Performance Color-Blue All Students = 0.5%; no subgroups in orange or red	0% Suspension Rate (Source: CDE DataQuest, <a href="#">Suspension Rates 2020-21</a> )			Performance Color-Blue & maintain suspension rate below 1% for all subgroups;																

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					no subgroups in orange or red
<b>Expulsion Rate</b> [Priority 6 School Climate – CA Dashboard Local Indicator]	2020-2021 SY 0%	0% Expulsions (Source: CDE DataQuest, <a href="#">Expulsions 2020-21</a> )			Maintain 0% expulsion rate
<b>Middle School Dropout Rate</b> [Priority 5 Pupil Engagement – CA Dashboard Indicator]	0% Middle School Dropout at OCEAA	0% Middle School Dropout at OCEAA			Maintain middle school dropout rate <2%
<b>Student Surveys (Crew and CHKS)</b> <b>Student Safety &amp; Connectedness Survey</b> [Priority 6 School Climate – CA Dashboard Local Indicator]	To be determined in Fall 2021	<b>Connectedness:</b> Elementary: 63% Middle: 48%  <b>Safety:</b> Elementary: 70% Middle: 55%			Annually increase student ratings of safety and connectedness
<b>Teacher Survey of Climate</b> [Priority 6 School Climate – CA Dashboard Local Indicator]		Strongly agree and agree: Supportive: 91% Trust/Collegiality: 88% Decision making: 66% Safety/Connectedness: 95%			Annually increase teacher ratings of safety and connectedness, as well as work environment
<b>EL Implementation Review Rubric Power Practices 13-15: Culture and Character Producing High-Quality Work</b>	Spring 2021: 1 Exemplary sub-score, 12 Moderate sub-scores and 1 Initial sub-score	Spring 2021: 3 Exemplary sub-score, 10 Moderate sub-scores and 1 Initial sub-score			8 or more Exemplary sub-scores

## Actions

Action #	Title	Description	Total Funds	Contributing
4.01	Crew Culture – Assemblies & Recognitions	Implementation of OCEAA’s “Crew Culture” guided by the Crew & Character Committee. Activities include the establishment of the assembly schedule, character awards, and recognitions. Costs associated with this program include purchase of certificates, medals, trophies, and other materials for implementation of daily Crew lessons in the classrooms, etc.	1,500	No
4.02	College-awareness & engagement	All middle school students will have two college tours per year to promote their awareness of post-secondary options, and increase their knowledge of local university programs.	1,500	Yes
4.03	Bilingual Counseling Support	School Counselor to support character development and a spirit of crew throughout the school by providing behavioral and educational counseling to individuals and small groups of students; assisting students in understanding and seeking solutions to social, emotional, or academic problems and issues; serving as a resource in developing student behavior management strategies, solving welfare and attendance problems and concerns; participating in the Crew and Character Committee.	0	Yes
4.04	Support for Families Experiencing Homelessness (McKinney-Vento)	Training, tools and assigned personnel to serve as Homeless Liaison, responsible for assuring that homeless/highly mobile children are fully integrated into the mainstream school setting and offered appropriate educational support with a focus on decreasing homeless student chronic absenteeism.	2,800	Yes
4.05	Attendance Tracking and Intervention	Costs associated with providing training to use tools for assigned personnel in decreasing chronic absenteeism and truancy and maintaining high Average Daily Attendance	5,000	Yes



Action #	Title	Description	Total Funds	Contributing
4.06	Extracurricular Clubs & Activities	<p>Maintain school clubs and activities for students to develop their collaboration and leadership skills. Each club/activity will have a teacher-sponsor and will be provided with a budget to implement related activities. This action includes supply budgets for teacher leaders to sponsor activities including but not limited to:</p> <ul style="list-style-type: none"> <li>● Math Club</li> <li>● Speech &amp; Debate Club</li> <li>● Yearbook</li> <li>● GSA</li> <li>● Student Leadership</li> <li>● Safety Monitors</li> </ul> <p>Equitable access to participation by EL, low income and SWD will be embedded in the design and promotion of extracurricular activities.</p>	5,000	Yes

### **Goal Analysis for 2021-22**

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions for Goal 4 were implemented. However the following were modified/partial implementation:

- Daily Student Crew
- Overnight field trips and college tours
- Bilingual Counselor
- Assemblies and recognitions
- Extracurricular activities

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The 2021-22 LCAP Goal 4 had \$184,934 in planned expenditures. In Goal 4, Action 3, actual expenses were less than budgeted as a result of no specific supplies being required to achieve this action (Daily crew). Daily crew was focused on student connection in 2021-22 due the social/emotional needs created by COVID. In Goal 4, Action 5, actual expenses were less than budgeted as the school counselor left 3 months before year end. This position was supported by a temporary counselor for the remainder of the year.

An explanation of how effective the specific actions were in making progress toward the goal.

**School Climate:** The actions focused on school climate have supported a safe return to school and improved engagement after the COVID closures. The teacher Crew Committee was successfully implemented and daily Crew sessions were facilitated by teachers/support staff and focused on social/emotional issues relevant to students.

**Staffing to Support School Climate/ Attendance:** The efforts of the counselor, the Office Manager and Annex receptionist have been effective in the area of attendance tracking/attendance intervention system to keep students in regular attendance by meeting regularly to look at data trends and implement strategies based on data.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Metrics/outcomes: Added middle school dropout rate; added teacher climate metric

Actions: Combined actions 4.1, 4.2 and 4.7 from the prior LCAP into a single action focused on CREW Culture.

## Goal 5. Parent Involvement & Engagement

Goal #	Description
5	OCEAA staff engage families in the life of the school, developing strong partnerships that support the well-being of students and prepare them for entering a college preparatory high school program. (State Priorities: 3 Parent Involvement)

An explanation of why the LEA has developed this goal.

OCEAA staff members recognize that families are key partners in the education of their children and strive to make families welcome, build relationships with families, and communicate effectively with families. This goal has been developed to align our family engagement practices with the EL Education model and Core Practice 24.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey - CalSCHLS Parent-Guardian Module [Priority 3 Parent Involvement – CA Dashboard Local Indicator]		% Strongly agree and agree: Supports parent involvement/Active parent: 86% Seeks parent input: 86% Provides high quality instruction: 87%			Annually increase parent ratings of satisfaction and input in decision-making

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student-Led Conference (SLC) Attendance (2xs)		Family-Teacher Conferences 90% Participation in Synchronous* 10% asynchronously * NOTE: This metric uses alternative methods/formats to accommodate issues with COVID			Annually increase the percentage of parents who participate in Student-Led Conferences twice per academic year
Parent participation in IEPs		99% Parent participation rate in IEP meetings			100% Parent participation rate in IEP meetings
School Coordinating Council (SCC)		8 SCC meetings held			10 SCC meetings/year
*ELAC ELAC Needs Assessment (responses with the lowest % of parent satisfaction)		- I feel that my child receives enough COUNSELING support= <b>54.9% "Yes"</b> - I feel that the school provides enough workshops and/or resources to help my child success in his/her behavior or in SOCIOEMOTIONAL growth = <b>59.2% "Yes"</b>			Annually increase the percentage of "Satisfied" parents who participate in the ELAC Needs Assessment

## Actions

Action #	Title	Description	Total Funds	Contributing
5.01	Parent Involvement and Participation in the Life of the School	<p>School Director will host an annual Title I meeting to involve parents in the development of a parent involvement policy and parent-school compact:</p> <ul style="list-style-type: none"> <li>● OCEAA will promote and work with parent leadership organizations to promote their input in school decision making including, but not limited to: Families Supporting OCEAA (FSO), English Learner Advisory Committee (ELAC), LCAP Advisory Committee, Wellness Committee.</li> <li>● OCEAA will support parent volunteer opportunities as well as the organization of parent-initiated community events</li> <li>● OCEAA will strive to maintain frequent, open communication with parents through a variety of formats, including, but not limited to: weekly bulletins, monthly Coffee Chats, direct messaging through Class Dojo or similar platform, social media.</li> </ul> <p>(Funds for refreshments and other facilitation needs.)</p>	3,000	No
5.02	Parent Engagement Supports	<p>Staff coordinates overtime hours for qualified support staff to provide needed support such as child care and translation services at all school events, thus removing barriers to attendance for parents of English Learners. Collaborates with the Nutritional Services Supervisor. (Child care &amp; translation at parent events, board meetings, SSC meetings, Title I meetings, etc.)</p>	500	Yes
5.03	Student Led Conferences (SLCs)	<p>Materials needed to implement: 2 SLCs each year in which students share their progress on identified goals in the three dimensions of student achievement: Mastery of Knowledge and Skills, Character and High-Quality Work</p>	0	No
5.04	Parent Programming: Adult Crew	<p>EL School Designer to support staff in facilitating parent crew and parent/staff crew opportunities to build community and trust. (Funds for refreshments and other facilitation needs.)</p>	5,000	Yes

Action #	Title	Description	Total Funds	Contributing
5.05	Parent Programming: technological proficiency and college preparatory culture	EL Coordinator provides direct training and/or coordinate community services to increase the ability of low income and EL parents to monitor their child's progress through digital platforms (PowerSchool, ClassDojo, email, Seesaw, etc.), and to coordinate 2 college visits annually for parents and their students. (Funds for outside presenters, refreshments and other facilitation needs.)	500	Yes
5.06	Parent Programming - Physical and Socio-Emotional Wellness	Counselor, Psychologist and Nutritional Services Supervisor provide direct training and/or coordinate community services to increase the ability of low income and EL parents to attend to the physical, social and emotional needs of their children (surveys through Panorama) (Funds for outside presenters, refreshments and other facilitation needs.)	8,500	Yes
5.07	Parent Programming - Supporting Student Academic Development	Math and Literacy Coaches provide direct training and/or coordinate community services to increase the ability of low income and EL parents to support their children's development as readers, writers and mathematicians. (Funds for outside presenters, refreshments and other facilitation needs.)	500	Yes
5.08	Parent Programming - High School Information Sessions	Database Coordinator to schedule and promote charter high school information sessions for parents (Legacy College Prep, Samueli Academy, Nova Academy, Vista Global Academy, Middle College) and promote information related to SAUSD fundamental high school application deadlines (Segerstrom, Godinez). (Funds for refreshments and other facilitation needs.)	500	Yes
5.09	Home/School Communications	Continue to use communication platform(s) to assist parents in home-school communications and monitoring the attendance and academic progress of their students. (e.g., Parent Square)	3,200	Yes

### ***Goal Analysis for 2021-22***

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions were implemented as planned except for actions 5.06 and 5.07 due to challenges with COVID and staff transitions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The 2021-22 LCAP Goal 5 had \$20,160 in planned expenditures. In Goal 5, Action 3, actual expenses were less than budgeted because there were no student led conferences due to COVID restrictions. In Goal 5, Action 5, actual expenses were less than budgeted as technological training and college presentations were free.

An explanation of how effective the specific actions were in making progress toward the goal.

**Parent Engagement:** No funds were used for parent involvement/engagement in student life specific to Title 1 but general budget funds were used in collaborating with staff to creatively partner with parents to find ways to get involved in school related activities (ie Fall Festival, coffee chats, school dances, performances). OCEAA was committed to providing translation services (verbal or written) at school activities. The budget was fully expended in this area and some additional expenses were incurred.

**Student Led Conferences:** Since Student Led Conferences (SLC) were mostly virtual, no expenses were incurred. For SLCs held in person, expenses were used from the classroom supplies budget.

**Parent Training:** An additional expense (\$1,750) was incurred for parent specific training with EL Education on Crew. OCEAA also provided parent programming on High School programs (5/13) and technology workshops focused on PowerSchool that were presented at ELAC meetings and during the summer.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Metrics/outcomes & Actions: Redundant survey metrics/actions were removed (i.e., biannual parent survey and LCAP Survey) to alleviate survey-fatigue. Also, actions related to parent participation in the life of the school were consolidated from the prior year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,520,396	<b>\$168,045</b>

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
29.44%	0%	\$0	29.44%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing actions Table.

## Required Descriptions

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

**Goal 1 Conditions of Learning & Goal 2 Student Achievement** - Staffing (1.01 Certificated, 1.02 Classified), Nutrition (1.08 Nutrition & Wellness), Technology (1.10 Technology for Students, 1.11 Curriculum-based Software and Assessments, 1.12 Integration of Technology), Professional Development (2.02)

*The actions listed above for goal 1 will be provided on a schoolwide basis to ensure all students are provided with the quality conditions of learning to promote both personal and academic success.*

**Goal 3 High Quality Learning Outcomes** - Student Fieldwork & Service Learning (3.02) OCEAA believes that all students must have experiences outside of the classroom to deepen the learning that occurs in the classroom. While the fieldwork experiences are being provided on a schoolwide basis, our low-income, English learner and foster population benefit greatly from experiences that allow them to apply and solidify their learning.

**Goal 4 School Climate & Student Engagement & Goal 5 Parent Engagement & Involvement** - 4.02 College Awareness & Engagement, 4.03 Bilingual Counseling Support, 4.05 Attendance Tracking and Intervention, 4.06 Extracurricular Clubs & Activities; Parent Programming (5.04 Adult CREW, 5.05 Technological Proficiency & College-preparatory Culture, 5.06 Socio-Emotional Wellness, 5.07 Supporting Student Academic Development, 5.08 High School Information Sessions), Home/School Communications (5.09)



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

The following actions are being provided on a “limited” basis in order to better address the specific programmatic needs of identified student group(s):

**Staffing** (1.04 Paraprofessionals) OCEAA actively recruits fully bilingual instructional aides to support the mission of bilingualism and biliteracy. Paraprofessionals are trained in the dual language immersion model, and employ the teacher-recommended instructional strategies to ensure students are comprehending academic content and accessing grade-level standards.

**Professional Development EL Focus** (2.03) OCEAA’s on-going partnership with *EL Education* was originally started to provide a framework to align to the already high bar for standards-based instruction. The partnership guides the deeper work by the instructional staff in providing quality inputs and maintaining high standards for student outcomes for all students including low-income and English learners.

**MTSS** (2.04) The MTSS program led by the instructional leadership team, regularly reviews student data (aggregate, cohorts, student groups) and consults with teachers to monitor student academic and behavioral needs, and address barriers to their success in a strategic manner. Responses to available data may include tiered academic interventions and social-emotional supports, primarily for the low-income and English learner student groups in order to prevent gaps from widening as they progress through the TK-8 program.

**Parents/Guardians** (Families of English Learners 2.05; McKinney-Vento Supports 4.04, Parent Engagement Supports 5.02) OCEAA has a strong track record of partnering with families for student success. As much of our student population is classified as low-income and/or English learners, there are usually significant challenges faced by our parents in balancing the demands of work with the need to support their child(ren). Our engagement and support opportunities are designed to build and maintain strong relationships with the families, as well as educate parents on how to support the academic and emotional development of the child.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

As enrollment and average daily attendance have fluctuated during the pandemic, staffing has been a challenge. OCEAA will apply the additional 15% add-on to maintain the staff in critical areas which directly support the social-emotional and academic needs of our students. Specifically, the funds will be used to maintain existing paraprofessionals and counselors.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of <b>classified</b> staff providing direct services to students	Not applicable	<b>10.81 : 1</b>
Staff-to-student ratio of <b>certificated</b> staff providing direct services to students	Not applicable	<b>15.78 : 1</b>