

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

**BOARD OF DIRECTORS  
MEETING AGENDA**

**Regular Meeting**

June 8, 2022

6:30 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/3NmfoU2>

**MINUTES**

**I. Call to Order: 6:33 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**

Matthew Zeiser, Controller

Mike Limon, President/Executive Director

**Present**

**Absent**

		X
		X
X		
X		
X		
X		
X		
X		
X		

B. Approval of Agenda

**II. Approve OCEAA Board Meeting Delivery to Virtual Platform**

The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

Action: Approve Virtual Meeting	Motion: BS Second: JR
	Vote: CA, JR, BM, BS, SO for 0 against

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

No public comment

**IV. 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))
- C. Public Employment – Executive Director

**V. Reconvene to Open Session and Report of Action from Closed Session, If Any 7:02 PM**

**VI. Public Comment**

No public comment

**VII. Board and Staff Reports**

A. Staff Reports

- 1. Executive Director – Mike Limon

(a) OCEAA Dashboard Local Performance Indicator Report Self Reflection 2021-22

B. Operations Report –Matthew Zeiser

C. Board of Directors Reports

1. Review of Comparable Compensation Data for Charter School Executive Directors/CEOs/Principals

Mr. Limon entered the position at a low salary with the expectation that it would be right-sized relatively quickly, due to external factors such as the Covid-19 pandemic, Mr. Limon's salary was never adjusted after he started

**VIII. 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 May 2022 Board Meeting
- B. Ratification of May 2022 Check Register

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

**IX. Review and Approve OCEAA 2022-23 Budget**

Action: Approve OCEAA 2022-23 Budget	Motion BS Second: JR
	Vote: BS, CA, JR, BM, SO for 0 against

**X. Review and Approve OCEAA Local Control and Accountability Plan**

Action: Approve OCEAA LCAP.	Motion: CA Second: SO
	Vote: BS, CA, JR, BM, SO for 0 against

**XI. Review and Approve Local Control Funding Budget Overview for Parents**

Action: Approve LCF Budget Overview for Parents	Motion: JR Second: BS
	Vote: BS, CA, JR, BM, SO for 0 against

**XII. Review and Approve OCEAA Bathroom Construction Cost increase of \$65,000**

Action: Approve OCEAA bathroom construction cost increase of \$65,000 to a total of \$125,000.	Motion: SO Second: JR
	Vote: BS, CA, JR, BM, SO for 0 against

**XIII. Review and Approve Expanded Learning Opportunities Program**

Action: Approve ELO Program Plan	Motion: BS Second: CA
	Vote: BS, CA, JR, BM, SO for 0 against

**XIV. Review and Approve Employment Agreement for Executive Director**

Action: Approve employment agreement for executive director.	Motion: BS Second: CA
	Vote: BS, CA, JR, BM, SO for 0 against

**XV. Review and Approve Roof Improvement With a 3 Year Warranty/Life in the Amount of \$152,475 (Capitalized Over 20 years).**

Action: Approve roof improvement proposal.	Motion: JR Second: BS
	Vote: BS, CA, JR, BM, SO for 0 against

**XVI. Cancellation of July Meeting**

Action: Cancel the July meeting	Motion: BM Second: CA
	Vote: BS, CA, JR, BM, SO for 0 against

**XVII. Add Matthew Zeiser and remove Janine McFarlin as OCEAA designated Bank Signor for Bank of the West**

Action: Add Matthew Zeiser and remove Janine McFarlin as OCEAA designator Bank Signor for Bank of the West	Motion: BM Second: JR
	Vote: BS, CA, JR, BM, SO for 0 against

**XVIII. Approve 2021-2022 Annual Property and Liability Insurance Renewal Increase of 9% (152,222).**

Action: Approve Annual Property and Liability Insurance Renewal Increase.	Motion: BM Second: CA
	Vote: BS, CA, JR, BM, SO for 0 against

**XIX. Items for Future Meetings**

The next regularly scheduled meeting is on ~~July 13~~ August 10, 2022.

**XX. Adjournment**

The meeting was adjourned at 9:27 PM.

# Dashboard Local Performance Indicator Report Self-Reflection 2021-22

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Orange County Educational Arts Academy	Mike Limon, Executive Director	<a href="mailto:mlimon@oceaa.org">mlimon@oceaa.org</a>

## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

### The performance standards for the local performance indicators are:

#### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

#### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

#### **Parent and Family Engagement (LCFF Priority 3)**

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the

Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students (COE Only – LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster-Youth (COE Only – LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Teachers	Number	Percent
Misassignments of teachers of English learners	0	0
Total teacher misassignments	0	0
Vacant teacher positions	0	0

Access to Instructional Materials	Number	Percent
Students without access to their own copies of standards-aligned instructional materials for use at school and at home	0	0

Facility Conditions	Number
Identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	0

LEAs may provide a narrative summary of their progress in the implementation of state academic standards

based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

### **OPTION 1: Narrative Summary (Limited to 3,000 characters)**

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for English/Language Arts
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

- **English Language Arts (ELA) – Common Core State Standards for English/Language Arts –** CAASPP Interims, DRA, STAR Reading , EL Education ELA curriculum performance tasks
- **English Language Development (ELD) (Aligned to Common Core State Standards for ELA) -** EngageNY curriculum speaking and listening performance tasks
- **Mathematics – Common Core State Standards for Mathematics –**CAASPP Interims, STAR Math, Eureka Math module assessments
- **Next Generation Science Standards –**Teacher created performance assessments developed using STEMscopes and Science Alive, interdisciplinary expeditions
- **History-Social Science -** Teacher created performance assessments, DBQ essays & interdisciplinary expeditions
- **Career Technical Education -** OCEAA is working with EL Education to integrate CTE into Crew and science curricula.
- **Health Education Content Standards –** OCEAA is working with EL Education to integrate health content standards into 'expeditions' at each grade level.



- **Physical Education Model Content Standards – Physical Fitness Test**
- **Visual and Performing Arts – National Core Arts Standards Performance Tasks & interdisciplinary expeditions**
- **World Language – Spanish language achievement is assessed using multiple measures, including: California Spanish Assessment, Developmental Reading Assessment, Adelante curriculum unit assessments, integrated science/social studies performance tasks & interdisciplinary expeditions**

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

**1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

**2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

**3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

**Other Adopted Academic Standards**

**4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.**

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
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Career Technical Education					
Health Education Content Standards					
Physical Education Model Content Standards					
Visual and Performing Arts					
World Language					

**Support for Teachers and Administrators**

**5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					
Identifying the professional learning needs of individual teachers					
Providing support for teachers on the standards they have not yet mastered					

**Optional Narrative (Limited to 1,500 characters)**

**6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

[Respond Here]

**Parent and Family Engagement (LCFF Priority 3)**

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:<sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development

- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Practices: Building Relationships	Rating Scale Number
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

**Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Relationships Between School Staff and Families.

OCEAA’s California School Parent Survey data indicate that an overwhelming majority of parents feel like they are welcomed at school and feel they have meaningful opportunities to participate in the school. Areas for improvement are providing quality parent education on topics of interest, including understanding and exercising parent rights and advocating for their own students and all students.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Focus area(s) for improvement in Building Relationships Between School Staff and Families are additional communication strategies to support families with updates around progress reports and additional ways to support families with homework help at home through trainings, resources and tools.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

In an effort to support and engage underrepresented families, OCEAA will continue to provide translation support (live and written form), continue to explore other communication approaches to ensure families receive timely & consistent communications and increased community engagement opportunities as the pandemic created a divide in 2021-22.

## Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices: Building Partnerships	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

### Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

As a Two Way Bilingual Immersion school with a staff that is over 95% bilingual, OCEAA naturally engages parents in both Spanish and English. Our California School Parent Survey data indicate that an overwhelming majority of parents (86%) agree and strongly agree that OCEAA creates a welcoming environment. Class Dojo and Parent Square is used to communicate regularly with parents. Parent feedback is welcome through formal and informal stakeholder engagement activities, and participation in organizations such as Families Supporting OCEAA (FSO), School Site Council, ELAC and coffee chats. Parent coffee chats and meetings are live streamed and archived on social media to increase access. Teachers and parents were introduced to various topics of multicultural education and culturally relevant pedagogy through workshops and trainings. To further explore these areas OCEAA is engaged in a four year partnership with EL Education to increase sociocultural competence across stakeholders through Crew/character development and social justice oriented curricula.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

In an effort to continue to improve Building Partnerships for Student Outcomes, OCEAA leadership will continue to enhance timely, consistent and more frequent communications

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

In an effort to support and engage underrepresented families, OCEAA will continue to provide translation support (live and written form), and continue to explore other communication approaches to support student outcomes.

### Section 3: Seeking Input for Decision Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices: Seeking Input	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals	4

and staff to effectively engage families in advisory groups and with decision-making.	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

### Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

OCEAA has active parent representation on School Site Council, ELAC, the OCEAA Board of Directors and Families Supporting OCEAA (FSO). Annual training is provided to support members in participating and engaging effectively in their roles. OCEAA also conducts ongoing school-wide surveys on key initiatives that need a collective decision approach. OCEAA's California School Parent Survey data resulted in 86% of parents agreeing and strongly agreeing that OCEAA creates opportunities for parents to provide input in decision making.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

OCEAA leadership will continue to enhance timely, consistent and more frequent communications to provide families with opportunities to collaborate in decision-making opportunities.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

In an effort to support and engage underrepresented families, OCEAA will continue to provide translation support (live and written form), and continue to explore other communication approaches to create decision-making opportunities.

### School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade



within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

OCEAA administers the CA Healthy Kids Survey to students in grades 5-8 every other year. The last time that the CHSK was conducted was in 2017-18, prior to the Covid-19 pandemic. OCEAA Administration did find that for most of the indicators, there was a decrease from the 2017-18 results. There are three indicators specifically in Middle School that exceed state averages, those are Two of Fewer Absences/Month, No Mean Rumors and No Fear of Getting Beaten Up. Another finding with the 2021-22 results is that there was an increase in participant response rates; Middle School 84% (2018) to 100% (2022) and for Elementary 73% (2018) to 97% (2022).

Prior to the pandemic there was a big focus on staff training in Positive Behavioral Interventions and Supports, mindfulness, social-emotional learning and multicultural education; a full-time counselor/PBIS specialist on site; and re-organizing the middle school team and schedule to include dedicated advisory time. These were major focuses for 2021-22 but with the quantity of staffing changes, student/ staff Covid-19 quarantine, the school needed more stability to ensure these services/ programs continued with fidelity. Going into 2022-23, OCEAA will refocus on these services/ programs to ensure the school continues to support students.

OCEAA has also expanded this work through partnership with EL Education (ELED). New actions include expanding advisory (called 'Crew' in the ELED model) to all grades at least 3 times per week, providing professional development in implementing Crew, and transitioning from teaching PBIS school-wide behaviors (organized, respectful, careful, responsible) to school-wide character traits (courage, compassion, perseverance, integrity and collaboration).

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

See above

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

See above

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled

in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (Response limited to 1,500 characters)

All students at OCEAA have access to, and are enrolled in, the school's core Two Way Bilingual Immersion and arts program. In grades TK-8, English learners, Spanish learners, and students with disabilities learn all subjects together in heterogeneous classrooms, with the exception of designated ELD in which students are grouped by English proficiency level.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (Response limited to 1,500 characters)

All students at OCEAA have access to, and are enrolled in, the school's core Two Way Bilingual Immersion and arts program. In grades TK-8, English learners, Spanish learners, and students with disabilities learn all subjects together in heterogeneous classrooms, with the exception of designated ELD in which students are grouped by English proficiency level.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (Response limited to 1,500 characters)

N/A

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (Response limited to 1,500 characters)

N/A

# Academic Leadership Structure

As of 5/25/22

## School Director

- Accountability: Student Achievement & School Climate
- Supervises & evaluates TOSAs, teachers, counselor, SPED Coord
- Hiring & New Teacher orientation (with support)
- Ensures delivery of strong Tier 1 Instruction - EL Education Core Practices and language acquisition strategies
- Uses data effectively for continuous improvement
- Leads: SSC/SCC, ILT/Workplan Team
- Plans: Charter petition (academic program & data), LCAP, EL Master Plan
- Attends: OCEAA Board meetings, Admin team, SART, BTSA Advisory
- Develops and maintains Instructional Guidelines and Resources doc
- Develops master schedule following 90:10 model
- Collaborates w/Office Manager on attendance and McKinney-Vento
- PD - vision, Tier 1 expectations, WP Team goals, Prof Growth, other
- Monitors: YAG/WAG, Gradebooks, prof professional culture
- Participates in school-wide events as needed

### School Culture & Character Coordinator

- PBIS/Discipline lead
- Crew lead (Partners with Counselor)
- Assembly Schedule
- Student leadership (Co-lead with counselor?)
- IEP designee if needed
- 504 plans
- Monitors Crew plans and curriculum
- YAG/WAG monitoring
- Instructional coaching
- MTSS member
- PD/training in area of responsibility
- Coordinates materials for PBIS/Crew
- Participates in school-wide events as needed

### Assessment & Intervention Coordinator, (MKS)

- Coordinates CAASPP, ELPAC and summative Spanish assessments
- Instructional data analysis lead
- Star Assessment manager
- MTSS member
- Coordinates academic interventions based on data
- Trains and coordinates intervention staff
- Retention
- YAG/WAG monitoring
- Instructional coaching
- PD/training in area of responsibility
- Coordinates materials and resources for math and literacy
- Participates in school-wide events as needed

### DLI Curriculum & Instruction Coordinator, (HQW)

- SBYP lead (Biliteracy mapping)
- Case studies/Expeditions lead (integrates science, SS, arts)
- Field work/trip coordinator
- EL Reclassifications & Monitoring
- RFEP Monitoring (4 years)
- Intensified instruction and goal setting with LTELs, Newcomers
- Coordinates Biliteracy Awards
- Instructional coaching
- PD/training in area of responsibility
- Consults with MTSS
- Coordinates materials and resources for science and social studies
- Participates in school-wide events as needed



Normal Schedule: 1.0FT  
Reports to: School Director

**JOB SUMMARY:** Under the direction of the School Director, OCEAA's Assessment & Intervention Coordinator is responsible for planning, coordinating and implementing school-wide assessments, intervention programs and coaching teachers in effective instruction in math and literacy with an emphasis on EL Education's Student Engaged Assessment System and Core Practices. The Coordinator directs the work of classified employee(s) assigned to the math/literacy intervention programs. This is a Teacher on Special Assignment position.

### **DUTIES AND ESSENTIAL JOB FUNCTIONS**

Duties of this position include but are not limited to:

1. Leads the planning, scheduling and coordinating of assessments, including
  - a. administration of state mandated CAASPP (interim as well) and ELPAC annually
  - b. math and literacy screening (STAR) three times per year
  - c. unit level math and literacy curriculum assessments aligned with pacing guides
  - d. locally selected summative assessment in Spanish annually (e.g. [CSA](#) or similar)
  - e. provides training to teachers and other staff who are administering assessments
2. Leads the instructional data system and analysis by:
  - a. Serving as a member of the MTSS team and supports with SST's
  - b. Developing teacher capacity to score and analyze data from multiple assessments
  - c. Reporting RTI, local & state-wide assessment progress to parents and other stakeholders
  - d. Coordinating the professional development of classroom teachers through PLCs, PD days, and off-site opportunities in using data to improve instruction
3. Develops and coordinates academic interventions based on data
  - a. Coordinates, trains, and directs intervention teachers
  - b. Works closely with classroom teachers to identify unique student needs; collaborates with team members to address learning challenges through developing in and out of class interventions
  - c. Leads student retention observations, planning and implementation
4. Ensures that the Mastery of Knowledge and Skills committee is implemented with fidelity in alignment with LCAP
5. Works collaboratively with the School Director, MTSS Team and other coordinators to set goals and take appropriate steps to achieve them
6. Assists with monitoring year at a glance (YAG) and week at a glance (WAG) plans and provides feedback
7. Provides Instructional coaching to teachers through the school year to support student mastery of core knowledge and skills
8. Coordinates materials and resources needed for school-wide English and Spanish literacy and math programs
9. Strongly Proficient in Illuminate, PowerSchool and other data and assessment systems
10. Attends related trainings and professional development
11. Other duties as assigned



**KNOWLEDGE, SKILLS, and ABILITIES (including, but not limited to the following)**

- Knowledge of CCSS, CAASPP and ELPAC
- Knowledge of backwards design planning principles
- Knowledge of Illuminate and Excel as data collection tools
- Knowledge of holistic scoring using rubrics
- Ability to model powerful teaching practices and give feedback to teachers to improve practice
- Ability to plan and facilitate teacher trainings on relevant content
- Demonstrated leadership, flexibility, and problem-solving capabilities
- Commitment to the EL Education Model and Leadership Readiness Indicators
- Skilled at working with students who engage in challenging behaviors
- Ability to process and apply information quickly, meet deadlines and manage multiple and competing priorities, e.g., juggling many balls at the same time
- Ability to work with minimal daily supervision, use good independent judgment, and collaborate as part of a specialist/leadership team
- Skilled at building, facilitating, monitoring, and adjusting data systems
- Ability to promptly return calls, emails and other messages, within 48 hours or less
- Ability to thoroughly understand school programs, policies and procedures, and to explain them to students and parents
- Effective interpersonal communication, conflict resolution, time management, and record keeping skills
- Skilled in use of technology (Google Apps, Microsoft Office, SWIS, PowerSchool, Illuminate or other SIS/SAS systems)

**Minimum educational level:**

1. Bachelor’s degree
2. Valid California Teaching Credential
3. Reading Specialist Certificate preferred
4. Conversational level Spanish required, BCLAD preferred

**Experience required:**

- 4+ successful years as a classroom teacher
- 2+ successful years coordinating educational programs preferred

SALARY: Based on experience/certificated salary schedule.

**EMPLOYEE ACKNOWLEDGEMENT:**

I acknowledge that I have received and read my Job Description. I further understand that my job or position may change at any time with or without any updated job description and additional instructions from my supervisor /manager may substitute for an updated description. I further acknowledge that questions about my job, job description or job performance should be directed to my supervisor/manager or the Human Resource Department.

\_\_\_\_\_  
**Employee Name (Please Print)**

\_\_\_\_\_  
**Employee Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Supervisor Name (Please Print)**

\_\_\_\_\_  
**Supervisor Signature**

\_\_\_\_\_  
**Date**

## DLI Curriculum & Instruction Coordinator at Orange County Educational Arts Academy

### Job Information

**Date Posted:** 6/1/2022

**Application Deadline:** 6/15/2022 11:55 PM Pacific

**Employment Type:** Full Time

**Length of Work Year:** 2022-23

**Salary:** Based on Experience

**Number Openings:** (At time of posting) 1

**Contact:** Mike Limon

**Email:** [mlimon@oceaa.org](mailto:mlimon@oceaa.org)

**Phone:** 714-558-2787 3020

### Job Summary

1. Leads integrated curriculum mapping and development to support biliteracy outcomes
  - a. Coordinates Standards-Based Year Planning and biliteracy curriculum mapping
  - b. Supports grade level planning of projects, case studies and expeditions that integrate science, social studies, technology and the arts
  - c. Develops opportunities for incorporating field work, guest experts and service learning opportunities that align with EL Education's core practices
  - d. Supports K, 3rd, 6th, and 8th grade teachers in coordinating the California Seal of Biliteracy Pathways Awards
2. Collaborates with staff, students and families to ensure English learners make progress in acquiring English in a DLI context
  - a. Analyzes state and local achievement data for English learners
  - b. Consults with the MTSS team on specific areas of needs for English learners based on data
  - c. Develops, monitors and coordinates annual reclassification procedures
  - d. Works closely with classroom teachers to identify unique student needs; collaborates with team members to address learning challenges in ELD
  - e. Collaborates with classroom teachers and interventionists on goal-setting for Long Term English Learners (LTELs) and Newcomers
  - f. Coordinates and shares EL student progress and implementation data with stakeholders
  - g. Delegates tasks as appropriate to instructional assistants, including EL tutoring based on data, parent communications, administration of assessments, etc.
  - h. Identifies and suggests improvements in ELD curriculum and coursework across the grades
3. In collaboration with the School Director, oversees the implementation of OCEAA's Dual Language Master Plan
4. Works collaboratively with the School Director, MTSS Team and other coordinators to set goals and take appropriate steps to achieve them
5. Collaborates with each grade-level team at a regular cadence to develop their interdisciplinary Standards-Based Year Plan and support ELD planning.
6. Coordinates the professional

### Requirements / Qualifications

- Knowledge of Dual Language Instruction, ELPAC, Science, Social Studies standards and English Learner programs
- Knowledge of backwards design planning principles
- Knowledge of Illuminate and Excel as data collection tools
- Knowledge of holistic scoring using rubrics
- Ability to model powerful teaching practices and give feedback to teachers to improve practice
- Ability to plan and facilitate teacher trainings on relevant content
- Demonstrated leadership, flexibility, and problem-solving capabilities
- Commitment to the EL Education Model and Leadership Readiness Indicators
- Skilled at working with students who engage in challenging behaviors
- Ability to process and apply information quickly, meet deadlines and manage multiple and competing priorities, e.g., juggling many balls at the same time
- Ability to work with minimal daily supervision, use good independent judgment, and collaborate as part of a specialist/leadership team
- Skilled at building, facilitating, monitoring, and adjusting data systems
- Ability to promptly return calls, emails and other messages, within 48 hours or less
- Ability to thoroughly understand school programs, policies and procedures, and to explain them to students and parents
- Effective interpersonal communication, conflict resolution, time management, and record keeping skills
- Skilled in use of technology (such as Google Apps, Microsoft Office, PowerSchool, Illuminate or other SIS/SAS systems)
- 4+ successful years as a classroom teacher
- 2+ successful years coordinating educational programs preferred
  
- Bachelor's degree
- Valid California Teaching Credential
- Conversational level Spanish required, BCLAD preferred
- Letter of Introduction
- Resume
- 3 Current Letters of Recommendation (within the last 3 years)
- Copy of Credentials
- Copy of Transcripts



## 2022-23 Interim School Director (TK-8 Principal)

**Normal Schedule:** Professional hours

**Reports to:** Executive Director

Orange County Educational Arts Academy (“OCEAA”) is a TK-8 independent charter school specializing in Dual Language immersion programming which serves over 600 students. Our mission at OCEAA is simple: to nurture all learners to become creative, critical thinkers by providing high quality standards-based instruction through the arts, technology, language and culture.

We have a diverse population; approximately 70% of our students are low income, 50% are English Learners and 7% are Students with Disabilities. Grounded in our Habits of Character— integrity, compassion, courage, collaboration, and perseverance, OCEAA partners with [EL Education](#) as a national network school to create classrooms where students achieve content mastery in two languages and become active contributors in building a better world.

**JOB SUMMARY: OCEAA is looking for a talented, passionate School Director to join and lead our team that**

- Manages the dual language academic program by setting and monitoring progress towards charter and LCAP-identified student outcomes.
- Establish and maintain a safe and positive school climate conducive to student-centered and culturally responsive teaching and learning.
- Leads staff delivery of high quality, curriculum, instruction, intervention and assessment.
- Sets high standards and expectations for self, others and school through shared leadership and continuous improvement model.

**DUTIES AND ESSENTIAL JOB FUNCTIONS:** Duties of this position include but are not limited to.

**School Mission** - Leads and coordinates a focus on the school’s mission and goals

- Sets equity-centered goals with the OCEAA Board of Directors that align with OCEAA’s charter petition and LCAP
- Synthesizes disaggregated data from multiple measures to monitor progress towards identified goals
- Meets with specialists and teacher leaders to support them in developing and implementing action plans and monitoring progress towards identified outcomes across the three dimensions of student achievement.
- Provides performance reports to parents and the OCEAA Board of Directors on a regular basis
- Chairs the Instructional Leadership Team and School Site Council; participates in various school committees



825 N. Broadway, Santa Ana, CA 92701



714-558-2787



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





**Instructional Program** - Ensures delivery of a high-quality dual language academic program through material and professional support and coaching

- Works with the business office to budget training and purchases
- Approves purchase of instructional materials aligned with priorities
- Leads and supports the implementation of annual Professional Development plans recommended by specialists and teacher leaders and aligned with charter and LCAP priorities, EL Education's Core Practices and the Guiding Principles of Dual Language Education.
- Supports specialists in formalizing and publicizing OCEAA's curriculum and assessment systems
- Leads OCEAA's Special Education program and attends, or assigns designee to attend, IEP meetings
- Supervises and monitors the accurate and timely completion of academic program data collection and reporting

**Certificated Staff Supervision** - Completes annual evaluations for OCEAA program specialists, Special Education team, and classroom teachers with input from specialists

- Sets and monitors high expectations for staff
- Implements the personnel policies and procedures outlined in the Employee Handbook
- Evaluates teacher performance and conducts classroom walkthroughs and provides feedback to teachers and specialists for continuous improvement
- Models commitment to the mission and vision of OCEAA and hires equally committed teachers
- Together with the business office develops and issues contracts for teachers annually
- Serves on the BTSA Advisory Committee and acts as liaison to BTSA provider

**School Climate** - Leads, establishes and maintains a safe and positive school climate that engages students, teachers and parents in a spirit of Crew

- Promotes and monitors school wide behavior expectations & Habits of Character, including daily crew meetings
- Manages administrative level student discipline problems – ODRs, Tier II & III
- Reviews MDR/ODR data for continuous improvement
- Develops guidelines for classroom management plans and monitors their implementation
- Works with Attendance leads to monitor attendance and follow SART/SARB procedures
- Coordinates and upholds school/Family Handbook policies
- Recommends and implements the safety policies and procedures outlined in the Emergency Handbook
- Develops a sense of community through assemblies, celebrations, leadership opportunities, adult crew, and other positive incentives for students and staff
- Develops and promotes policies and procedures that support the ongoing participation of parents in working collaboratively to achieve the school's mission



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



**Communications** – Collaborates with staff and stakeholders to establish and maintain effective communication and positive school image

- Coordinates with the administrative team on school communication and policy issues.
- Maintains engagement, participation, visibility and accessibility on the school campus and at school related activities and events
- Uses effective communication techniques with staff and other stakeholders
- Maintains positive parent relations/communication
- Writes and disseminates memos, letters, agendas and other materials
- Uses technology effectively
- Supports tours and orientations for prospective donors, community partners and interested parties

**Continuous Improvement** - Support Instructional Professional Learning of Teachers and Specialists

- Exercise proactive distributive leadership in promoting the vision and mission of the school.
- Model and maintain high standards of professional conduct.
- Participate in activities to enhance professional development.
- Set high standards and expectations for self, others and school.
- Demonstrate a growth mindset for ongoing iterations on techniques or strategies to support students, staff and parents

### **Facilitation**

- Model effective listening and positive interaction skills.
- Consider different perspectives, alternative options and consequences of each in making decisions.
- Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
- Facilitate problem solving by individuals and groups with a collaborative approach.
- Involve others in choosing courses of action.
- Deal with problems associated with change.
- Build teams to accomplish plans, goals and priorities.
- Take decisive action as needed to deal effectively with emergency situations and to stop possible breaches of safety, ineffective procedures or interference with operations.

**Other:** Other duties as assigned.



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714-558-2787



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



**PHYSICAL REQUIREMENTS:**

Medium Work: Exert up to 50 pounds of force occasionally and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.

**QUALIFICATIONS:**

An instructional leader committed to educational excellence with a demonstrated ability to use data to develop and meet program goals.

- Excellent communication, leadership and organizational skills.
- Master’s Degree from an accredited college or university.
- Four years of related teaching experience.
- Two years of Administrative experience at the minimum
- A valid California Administrative Credential preferred.
- Expertise in bilingual education, math and literacy curriculum and instruction, arts and technology integration preferred.
- Experience in a charter school setting preferred.
- Bilingual skills in English and Spanish preferred.
- Academic Spanish to students who are becoming bi-literate in Spanish and English preferred.

**SALARY:** Based on experience

**TERMS OF EMPLOYMENT:**

- Salary and benefits shall be paid consistent with the Contract provided upon employment.
- Length of the work year and hours of employment shall be those established by the OCEAA Board in collaboration with the Executive Director.
- Extended hours beyond the regular school day may be frequently required.

**EMPLOYEE ACKNOWLEDGEMENT:**

I acknowledge that I have received and read my Job Description. I further understand that my job or position may change at any time with or without an updated job description and additional instructions from my supervisor/manager may substitute for an updated description. I further acknowledge that questions about my job, job description or job performance should be directed to my supervisor/manager or the Human Resource Department.

\_\_\_\_\_  
Employee Name (Please Print)      Employee Signature      Date

\_\_\_\_\_  
Supervisor Name (Please Print)      Supervisor Signature      Date



825 N. Broadway, Santa Ana, CA 92701



714-558-2787



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



Normal Schedule: 1.0FT  
Reports to: School Director

**JOB SUMMARY:** Under the direction of the School Director, OCEAA's School Culture and Character Coordinator is responsible for celebrating students' character development as part of a school culture where students and staff work together to become effective learners and ethical people who contribute to a better world. Within a multi-tiered system of supports (MTSS), the School Culture and Character Coordinator leads the implementation of tiered behavioral and social emotional supports, coordinates and provides data-based interventions, and collaborates with various teams to align the systems necessary to support all students' academic, behavioral and social success. This is a Teacher on Special Assignment position.

#### **DUTIES AND ESSENTIAL JOB FUNCTIONS**

Duties of this position include but are not limited to:

1. Leads OCEAA's Positive Behavioral Interventions & Supports (PBIS) system, including implementation of the schoolwide discipline policy
  - a. Prepares universal screening data using tools such as Panorama for the School Director and MTSS team
  - b. Analyzes student behavioral data trends and impact on classroom and school community when determining when and how to accelerate/intensify supports
  - c. Supports teachers in developing and implementing classroom management plans aligned with EL Education's Core Practices
  - d. Serves as a member of the MTSS team and supports with SST's
2. Co-leads the implementation of the schoolwide advisory program and committee, Crew, in collaboration with the school counselor to meet annual goals aligned with EL Education's Core Practices
  - a. Regularly monitors teacher Crew plans and curriculum and provides feedback
  - b. Manages the assembly schedule with a focus on celebrating character development while collaborating with teachers and students to foster a shared leadership approach to assemblies
  - c. Co-leads OCEAA's Student leadership program in collaboration with school counselor
3. Works collaboratively with the School Director, MTSS Team, and other coordinators to set goals and take appropriate steps to achieve them
4. Works closely with classroom teachers to identify unique student needs; collaborates with team members to address learning challenges through 504 plans
5. Coordinates the professional development of classroom teachers through PLCs, PD days, and off-site opportunities in the areas of school culture and character.
6. Develops expertise in using Illuminate, PowerSchool and other data and assessment systems.
7. Coordinates materials and resources needed for PBIS and Crew
8. May serve as school site IEP designee, if needed
9. Provides Instructional coaching to teachers through the school year in the areas of school culture and character
10. Assists with monitoring year at a glance (YAG) and week at a glance (WAG) plans and provides feedback
11. Attends related trainings and professional development
12. Other duties as assigned



**KNOWLEDGE, SKILLS, and ABILITIES (including, but not limited to the following)**

- Demonstrated leadership, flexibility, and problem-solving capabilities
- Commitment to the EL Education Model and Leadership Readiness Indicators
- Knowledge of PBIS, MTSS and Restorative Practices
- Skilled at working with students who engage in challenging behaviors
- Ability to process and apply information quickly, meet deadlines and manage multiple and competing priorities, e.g., juggling many balls at the same time
- Ability to work with minimal daily supervision, use good independent judgment, and collaborate as part of a specialist/leadership team
- Skilled at building, facilitating, monitoring, and adjusting data systems
- Ability to promptly return calls, emails and other messages, within 48 hours or less
- Ability to thoroughly understand school programs, policies and procedures, and to explain them to students and parents
- Effective interpersonal communication, conflict resolution, time management, and record keeping skills
- Skilled in use of technology (Google Apps, Microsoft Office, SWIS, PowerSchool, Illuminate or other SIS/SAS systems)

**Minimum educational level:**

1. Bachelor’s degree
2. Valid California Teaching Credential, School Counseling Credential, or Pupil Personnel Services Credential
3. Conversational level Spanish required, BCLAD preferred

**Experience required:**

- 4+ successful years as a classroom teacher
- 2+ successful years coordinating educational programs

SALARY: Based on experience/certificated salary schedule.

**EMPLOYEE ACKNOWLEDGEMENT:**

I acknowledge that I have received and read my Job Description. I further understand that my job or position may change at any time with or without any updated job description and additional instructions from my supervisor /manager may substitute for an updated description. I further acknowledge that questions about my job, job description or job performance should be directed to my supervisor/manager or the Human Resource Department.

\_\_\_\_\_  
**Employee Name (Please Print)**

\_\_\_\_\_  
**Employee Signature**

**Date**

\_\_\_\_\_  
**Supervisor Name (Please Print)**

\_\_\_\_\_  
**Supervisor Signature**

**Date**

**Orange County Educational Arts Academy Governing Board  
Summary of Compensation and Benefits Survey Data for  
Executive Director**

**August 2021**

Prior to Board action to approve any decisions regarding executive compensation (including approval of base salary increases, incentive compensation, bonuses, etc.), the Board must first exercise due diligence (review of comparable compensation practices) to ensure compliance with IRS restrictions on excess compensation for nonprofit executives, including the Executive Director of the Orange County Educational Arts Academy (“OCEAA”). The Board’s review and approval of the executive compensation must occur: initially upon hiring the executive; whenever the term of employment, if any, is renewed or extended; and whenever the officer’s compensation is modified.

In reviewing the reasonableness of compensation for nonprofit executives, the IRS considers “compensation” broadly and will look at the value of salary, as well as non-fixed compensation (incentive compensation/bonuses), and benefits. If the IRS determines compensation is not reasonable, severe consequences may result.

The following is a summary of findings, subsequent to a review and comparison of a sampling of total compensation levels received by public school leaders in the Southern California area. Compensation figures for charter schools are from the Internal Revenue Service Form 990 for the 2020 calendar year and the compensation figures for the traditional public school is from the State Controller’s Office for the 2019 calendar year (the most recent available). Student enrollment figures are from the California Department of Education for the 2019-20 school year. The Executive Director of OCEAA oversees one charter school in Orange County with a total population of approximately 625 students. Based on these facts, this study compared salary packages of similarly situated public school leaders. The five charter schools and one traditional public school surveyed in this summary have an average population of approximately 625 students.

Of the educational leaders sampled, the average total compensation package (base salary plus other compensation) is approximately \$158,500. The average base salary is approximately \$139,000. The base salary range of these school leaders is \$120,588 to \$150,053.

<b>Community Roots Charter School (Orange County)</b>	<b>707 Students</b>
Executive Director	
<b>Total Compensation Package</b>	<b>\$147,582</b>
Base Salary	\$137,380
Other compensation (benefits and retirement)	\$10,202
<b>Marian Burgeson Elementary School (Orange County)</b>	<b>643 Students</b>
Principal	
<b>Total Compensation Package</b>	<b>\$187,480</b>
Base Salary	\$146,253
Other Compensation (benefits and retirement)	\$41,227
<b>Journey Charter School (Orange County)</b>	<b>589 Students</b>
School Director	
<b>Total Compensation Package</b>	<b>\$155,024</b>
Base Salary	\$120,588
Other Compensation (benefits and retirement)	\$34,436
<b>Samueli Academy (Orange County)</b>	<b>529 Students</b>
Head of School	
<b>Total Compensation Package</b>	<b>\$173,656</b>
Base Salary	\$140,537
Other compensation (benefits and retirement)	\$33,119
<b>Darnall Charter School (San Diego County)</b>	<b>653 Students</b>
Director	
<b>Total Compensation Package</b>	<b>\$162,128</b>
Base Salary	\$150,053
Other compensation (benefits and retirement)	\$12,075
<b>Keiller Leadership Academy (San Diego County)</b>	<b>621 Students</b>
Executive Director	
<b>Total Compensation Package</b>	<b>\$148,883</b>
Base Salary	\$136,638
Other compensation (benefits and retirement)	\$12,245



*"At CSMC We Rise by Lifting Others"*

Financials through Apr 30, 2022

# Monthly Financial Board Report

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

Prepared by School's CSMC SBM -Scott Warner



# Financial Summary

## Actual to Budget:

This report is as of **Apr 30, 2022**, compared against our board-approved budget on **May 11, 2022**, based on **591** students enrolled and **P2 ADA of 508.26**.

YTD Revenues Through **Apr 30, 2022**, are **\$7,267,196** or **-1.2% under** our current budget.

YTD Expenses Through **Apr 30, 2022**, are **\$8,136,791** or **% over** our current budget.

Therefore, net income is **(\$869,594)** or **11.5% under** our current budget.

## Balance Sheet:

As of **Apr 30, 2022**, we had total cash of **\$2,614,759**, short-term liabilities of **\$1,224,571**, and long-term liabilities of **\$441,046**. The ending fund balance is **\$1,847,824**.



# Understanding the Financial Health of the Organization

The chart below explains some of the parameters that the school's leadership can evaluate to understand their financial health, and potential areas of weakness.

## Current Ratio (Liquidity)

Ability to pay short-term obligations



Current:

**2.3**

Target:

**> 1.0**

Formula:

$(\text{Current Assets}) / (\text{Current Liabilities})$

## Defensive Interval

Months of continued operation without incoming funds



Current:

**3.4**

Target:

**> 3 months**

Formula:

$(\text{Cash} + \text{Securities} + \text{AR}) / (\text{Average Expenses for Past 12 Months})$

## Cash Ratio

Ability to meet short-term obligations with cash



Current:

**213.5 %**

Target:

**> 100.0 %**

Formula:

$(\text{Cash}) / (\text{Current Liabilities})$



# Orange County Educational Arts Academy Financial Snapshot

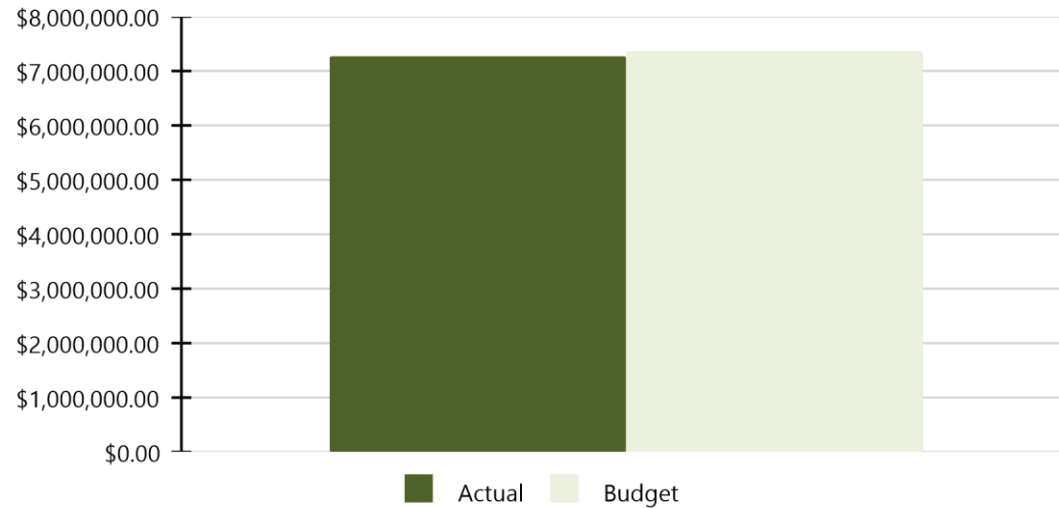
FY 2021-2022, July - April



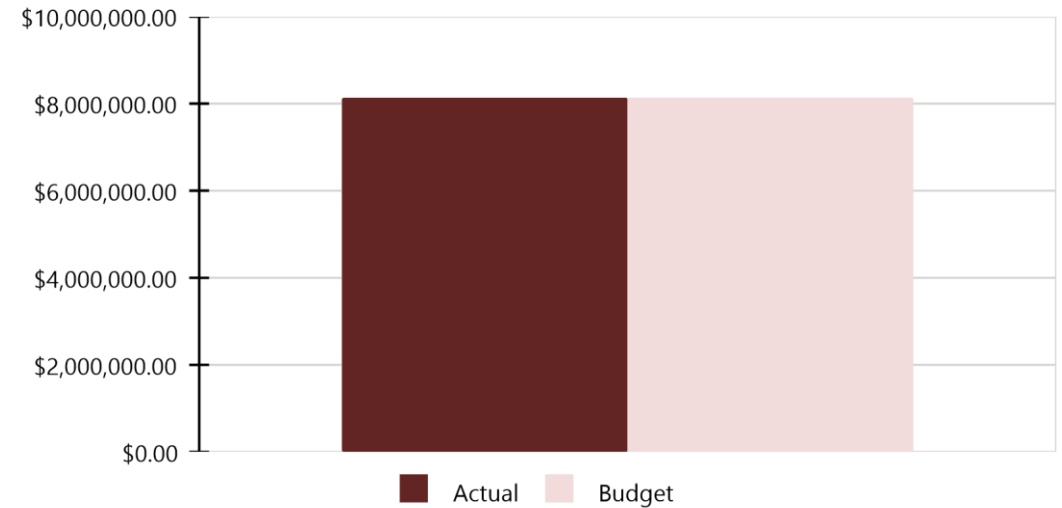
Cash Balance

**\$2,614,759**

## Revenue to Date



## Expense to Date



## Revenue Summary

Actual	\$7,267,196
Budget	\$7,354,778
Actual to Budget	-1.2 %

## Expense Summary

Actual	\$8,136,791
Budget	\$8,134,341
Actual to Budget	0.0 %



# Actual to Budget Summary

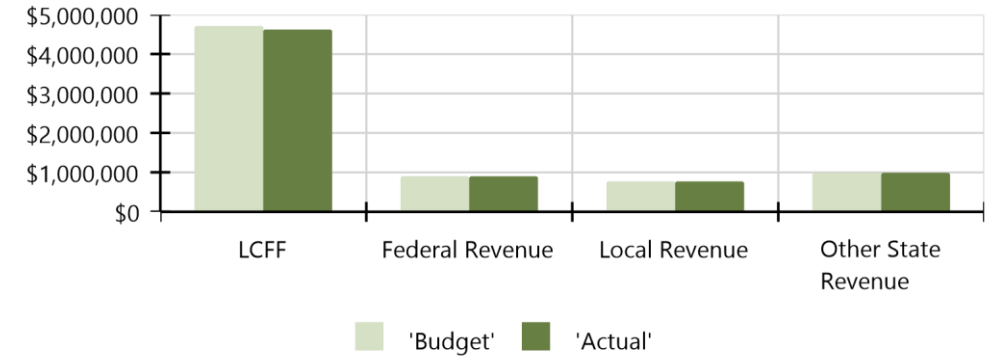
FY 2021-2022, July - April

This report displays all actual and budgeted revenue and expenditures by object code series and by month. This report can be useful in ensuring you receive your revenue in a timely manner and that you stay within the board approved expenditure levels.

Revenue	Expenses	Surplus / (Deficit)
<b>\$7,267,196</b>	<b>\$8,136,791</b>	<b>(\$869,594)</b>

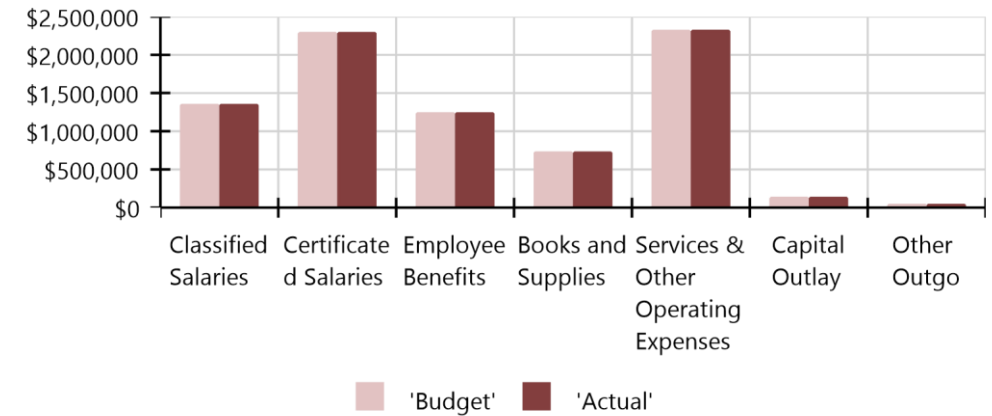
Account Description	July - Last Closed			2021-2022		
	Actual	Budget	Variance \$	Total Budget	Actual to Total Budget %	Remaining Budget
<b>LCFF</b>	\$4,619,016	\$4,706,598	(\$87,582)	\$5,673,633	81.4 %	\$1,054,617
<b>Federal Revenue</b>	\$896,150	\$896,150	-	\$1,669,041	53.7 %	\$772,891
<b>Other State Revenue</b>	\$985,616	\$985,616	-	\$1,324,527	74.4 %	\$338,911
<b>Local Revenue</b>	\$766,414	\$766,414	-	\$899,354	85.2 %	\$132,940
<b>Total Revenue</b>	\$7,267,196	\$7,354,778	(\$87,582)	\$9,566,555	76.0 %	\$2,299,359

## Revenue by Category



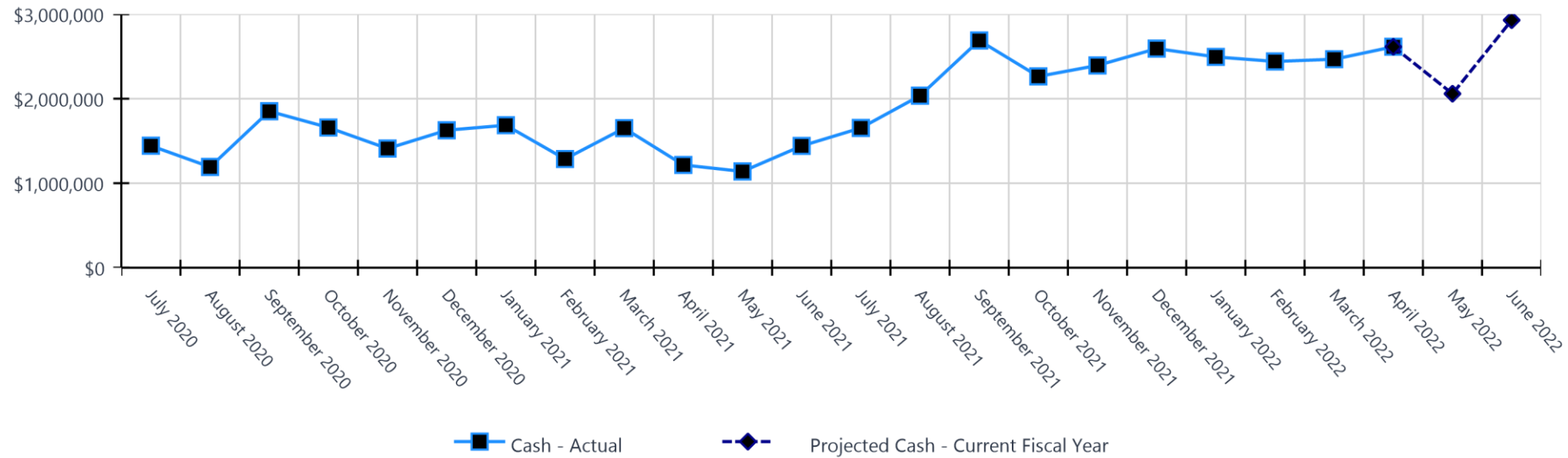
Account Description	July - Last Closed			2021-2022		
	Actual	Budget	Variance \$	Total Budget	Actual to Total Budget %	Remaining Budget
<b>Certificated Salaries</b>	\$2,297,777	\$2,297,777	-	\$2,817,481	81.6 %	\$519,704
<b>Classified Salaries</b>	\$1,357,071	\$1,357,071	-	\$1,648,339	82.3 %	\$291,268
<b>Employee Benefits</b>	\$1,247,894	\$1,246,997	(\$897)	\$1,499,428	83.2 %	\$251,534
<b>Total Personnel Expenses</b>	\$4,902,742	\$4,901,845	(\$897)	\$5,965,248	82.2 %	\$1,062,506
<b>Books and Supplies</b>	\$734,490	\$734,490	-	\$768,038	95.6 %	\$33,548
<b>Services &amp; Other Operating Expenses</b>	\$2,327,107	\$2,325,555	(\$1,552)	\$2,844,350	81.8 %	\$517,243
<b>Capital Outlay</b>	\$140,409	\$140,409	-	\$192,370	73.0 %	\$51,961
<b>Other Outgo</b>	\$32,042	\$32,042	-	\$40,714	78.7 %	\$8,672
<b>Total Operational Expenses</b>	\$3,234,048	\$3,232,496	(\$1,552)	\$3,845,472	84.1 %	\$611,423
<b>Total Expenses</b>	\$8,136,791	\$8,134,341	(\$2,449)	\$9,810,720	82.9 %	\$1,673,929
<b>Net Income</b>	(\$869,594)	(\$779,563)	(\$90,031)	(\$244,164)	356.2 %	\$625,430

## Expense by Category



# Monthly Cash Balance Over Time

Current fiscal year and prior year



	Cash Amount	Actual or Projected
July 2020	\$1,443,374.19	Actual
August 2020	\$1,192,021.87	Actual
September 2020	\$1,851,442.61	Actual
October 2020	\$1,659,158.22	Actual
November 2020	\$1,409,890.99	Actual
December 2020	\$1,626,675.83	Actual
January 2021	\$1,686,087.14	Actual
February 2021	\$1,285,868.23	Actual
March 2021	\$1,651,091.28	Actual
April 2021	\$1,215,899.01	Actual
May 2021	\$1,138,813.67	Actual
June 2021	\$1,440,971.75	Actual

	Cash Amount	Actual or Projected
July 2021	\$1,653,878.64	Actual
August 2021	\$2,035,565.73	Actual
September 2021	\$2,689,274.11	Actual
October 2021	\$2,263,722.05	Actual
November 2021	\$2,393,913.66	Actual
December 2021	\$2,593,130.08	Actual
January 2022	\$2,494,604.47	Actual
February 2022	\$2,440,874.05	Actual
March 2022	\$2,467,296.68	Actual
April 2022	\$2,614,759.48	Actual
May 2022	\$2,058,566.00	Projected
June 2022	\$2,929,583.00	Projected



# Balance Sheet Summary

FY 2021-2022 - April

Liquidity Ratio

**2.3**

The balance sheet displays all of the school's assets and the school's obligations ('liabilities') at a particular point in time. It is a useful way to ensure the school has enough money to pay off its debts.

<b>Assets</b>	
<b>Current Assets</b>	
Cash	\$2,614,759
Accounts Receivables	\$112,476
Prepaid Expenses	\$38,696
<b>Total Current Assets</b>	<b>\$2,765,931</b>
<b>Fixed Assets</b>	
Buildings and Improvements	\$1,896,116
Computer Equipment	\$197,965
Furniture and Fixtures	\$89,579
Accumulated Depreciation	(\$1,608,633)
<b>Total Fixed Assets</b>	<b>\$575,026</b>
<b>Other Assets</b>	
Security Deposits	\$172,484
<b>Total Other Assets</b>	<b>\$172,484</b>
<b>Total Assets</b>	<b>\$3,513,441</b>

<b>Liabilities and Net Assets</b>	
<b>Current Liabilities</b>	
Accounts Payable	\$678,029
Accrued Salaries, Payroll Taxes, Postemployment Benefits	\$191,895
Deposits held on behalf of other employees	\$20
Deferred Revenue	\$354,627
<b>Total Current Liabilities</b>	<b>\$1,224,571</b>
<b>Long Term Liabilities</b>	
Loans Payable	\$441,046
<b>Total Long Term Liabilities</b>	<b>\$441,046</b>
<b>Total Liabilities</b>	<b>\$1,665,617</b>
<b>Net Assets</b>	
Restricted Net Assets	\$92,245
Unrestricted Net Assets	\$2,625,173
Profit/Loss YTD	(\$869,594)
<b>Total Net Assets</b>	<b>\$1,847,824</b>
<b>Total Liabilities and Net Assets</b>	<b>\$3,513,441</b>

# CSMC Charter School Support Team



**Executive VP of Client Services**  
Tom Nichols

 [tnichols@csmci.com](mailto:tnichols@csmci.com)



**Regional SBM Director**  
Scott Warner

 [swarner@csmci.com](mailto:swarner@csmci.com)



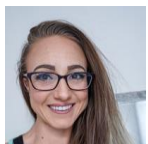
**School Business Manager**  
Scott Warner

 [swarner@csmci.com](mailto:swarner@csmci.com)



**Regional AM Director**  
Mai Luong

 [mluong@csmci.com](mailto:mluong@csmci.com)



**Account Manager**  
Kayla Tocco

 [ktocco@csmci.com](mailto:ktocco@csmci.com)



**Associate AM**  
Evelyn Jardimiano

 [ejardiniano@csmci.com](mailto:ejardiniano@csmci.com)



# Looking Ahead

<b>6/8/2022</b>	Board Meeting
<b>6/15/2022</b>	CSMC Virtual Office Hours, open to all CSMC clients
<b>6/20/2022</b>	Charter school information survey due to CDE
<b>6/25/2022</b>	P-2 Attendance Report
<b>6/29/2022</b>	CSMC Webinar, open to all CSMC clients
<b>6/30/2022</b>	Approval of LCAP and Budget
	Universal Pre-K / TK plan due
<b>7/7/2022</b>	CARES, ESSER, ESSER II, ESSER III expenditure report
<b>7/15/2022</b>	Varies: Select special education final expenditure reports for prior year, reports and timing vary
<b>7/31/2022</b>	ASES attendance and expenditure reports
	Federal Cash Management Data Collection (CMDCC)
<b>8/2/2022</b>	Pupil Estimates for New or Significantly Expanding Charters (PENSEC)
<b>8/15/2022</b>	(MID AUGUST) Possible Consolidated Application (ConApp) deadline
<b>8/30/2022</b>	Mandate Block Grant opt-in
<b>9/3/2022</b>	Varies: Special education final expenditure reports for prior year







# HELPING THE CHARTER MOVEMENT SUCCEED ONE SCHOOL AT A TIME

**[info@csmci.com](mailto:info@csmci.com)**

**Office:** 888.994.CSMC

43460 Ridge Park Dr., Ste. 100

Temecula, Ca 92590

**POWERED BY:**



**Charter Vision**



## 2022/23 Adopted Budget



	2022-23 ADOPTED	2022-23 REVISED	UNRESTRICTED	RESTRICTED	VARIANCE
<b>NAME</b>					
TOTAL ENROLLMENT	596	596			-
AVERAGE DAILY ATTENDANCE	560.2	560.2			-
<b>REVENUE</b>					
State LCFF Revenue	\$ 6,685,395	\$ 6,685,395	\$ 5,781,845	\$ 903,549	\$ -
Federal Revenue	\$ 734,762	\$ 734,762	\$ -	\$ 734,762	\$ -
Other State Revenue	\$ 1,967,102	\$ 1,967,102	\$ 59,515	\$ 1,907,587	\$ -
Local Revenue	\$ 329,881	\$ 329,881	\$ 329,881	\$ -	\$ -
<b>TOTAL REVENUE</b>	<b>\$ 9,717,140</b>	<b>9,717,139.90</b>	<b>\$ 6,171,241</b>	<b>\$ 3,545,898</b>	<b>\$ -</b>
<b>EXPENSES</b>					
Certificated Salaries	\$ 2,812,741	\$ 2,812,741	\$ 1,522,005	\$ 1,290,735	\$ -
Classified Salaries	\$ 1,693,286	\$ 1,693,286	\$ 948,770	\$ 744,515	\$ -
Benefits	\$ 1,677,932	\$ 1,677,932	\$ 1,115,098	\$ 562,834	\$ -
<b>TOTAL PERSONNEL EXPENSES</b>	<b>\$ 6,183,958</b>	<b>\$ 6,183,958</b>	<b>\$ 3,585,874</b>	<b>\$ 2,598,085</b>	<b>\$ -</b>
Books and Supplies	\$ 511,509	\$ 511,509	\$ 199,950	\$ 311,559	\$ -
Services and Other Operating Expenses	\$ 2,634,551	\$ 2,634,551	\$ 1,655,039	\$ 979,513	\$ -
Capital Outlay	\$ 198,141	\$ 198,141	\$ 198,141	\$ -	\$ -
Other Outgoing	\$ 41,935	\$ 41,935	\$ 41,935	\$ -	\$ -
<b>TOTAL OTHER EXPENSES</b>	<b>\$ 3,386,137</b>	<b>3,386,136.83</b>	<b>\$ 2,095,065</b>	<b>\$ 1,291,072</b>	<b>\$ -</b>
<b>TOTAL EXPENSES</b>	<b>\$ 9,570,095</b>	<b>\$ 9,570,095</b>	<b>\$ 5,680,939</b>	<b>\$ 3,889,157</b>	<b>\$ -</b>
<b>SUMMARY</b>					
<b>SURPLUS\ (DEFICIT)</b>	<b>\$ 147,045</b>	<b>\$ 147,045</b>	<b>\$ 490,303</b>	<b>\$ (343,258)</b>	<b>\$ -</b>
<i>% of LCFF Revenue</i>	<i>2.2%</i>	<i>7.3%</i>			<i>0.0%</i>
BEGINNING FUND BALANCE	\$ 2,473,254	\$ 2,473,254			\$ -
<b>ENDING BALANCE</b>	<b>\$ 2,620,299</b>	<b>\$ 2,620,299</b>			<b>\$ -</b>
<i>% of LCFF Revenue</i>	<i>39.2%</i>	<i>39.2%</i>			

**SALARIES AND BENEFITS - SUMMARIZED**

DEPT	FULL NAME	FTE	TOTAL SALARY	TOTAL UNRESTRICTED	TOTAL RESTRICTIONS	3101		3202		3301		3302		3401		3402		3501		3502		3601		3602		TOTAL BENEFITS
						STRS	PERS	Certificated OASDI & Medicare	Classified OASDI & Medicare	Certificated Health and Welfare	Classified Health and Welfare	Certificated SUI	Classified SUI	Certificated Worker's Comp	Classified Worker's Comp											
1100	Teacher Salaries	28.00	2,023,983.07	1,046,067.74	977,915.33	386,580.77	-	29,347.75	-	152,749.96	-	12,712.00	-	42,503.64	-	623,894.13										
1120	Substitute Teachers	6.00	99,858.00	99,858.00	-	3,676.75	21,038.69	1,447.94	-	-	-	2,724.00	-	2,097.02	-	30,984.40										
1200	Certificated Pupil Support Salaries	4.00	304,555.00	98,555.00	206,000.00	51,743.05	8,782.39	4,416.05	-	11,136.79	-	1,816.00	-	6,395.66	-	84,289.93										
1300	Certificated Supervisor and Administrator Salaries	2.00	214,344.46	192,524.73	21,819.73	40,939.79	-	3,107.99	-	1,383.80	-	908.00	-	4,501.23	-	50,840.82										
1900	Other Certificated Salaries	2.00	170,000.00	85,000.00	85,000.00	32,470.00	-	2,465.00	-	6,454.47	-	908.00	-	3,570.00	-	45,867.47										
2100	Instructional Aide Salaries	33.00	723,421.95	229,840.49	493,581.46	-	188,813.13	-	55,341.78	-	89,680.70	-	14,528.00	-	15,191.86	363,555.47										
2200	Classified Support Salaries	9.00	175,812.00	59,878.00	115,934.00	-	45,886.93	-	13,449.62	-	35,151.05	-	4,086.00	-	3,692.05	102,265.65										
2300	Classified Supervisor and Administrator Salaries	7.00	542,480.00	407,480.00	135,000.00	-	141,587.28	-	41,499.72	-	36,808.97	-	3,178.00	-	11,392.08	234,466.05										
2400	Clerical, Technical and Office Staff Salaries	5.00	185,476.00	185,476.00	-	-	48,409.24	-	14,188.91	-	36,627.14	-	2,270.00	-	3,895.00	105,390.29										
2900	Other Classified Salaries	2.00	66,096.00	66,096.00	-	-	17,251.06	-	5,056.34	-	11,774.29	-	908.00	-	1,388.02	36,377.71										
		98.00	4,506,026.48	2,470,775.97	2,035,250.51	515,410.35	471,768.71	40,784.74	129,536.38	171,725.02	210,042.15	19,068.00	24,970.00	59,067.55	35,559.00	1,677,931.90										

GRADE	2022-23 ADOPTED	2022-23 REVISED
<b>ENROLLMENT BY GRADE</b>		
K	108	108
1	82	82
2	84	84
3	72	72
4	80	80
5	66	66
6	58	58
7	25	25
8	21	21
9	0	0
10	0	0
11	0	0
12	0	0
OTHER (CTC)	0	0
<b>TOTAL</b>	<b>596</b>	<b>596</b>

<b>DAILY ATTENDANCE RATE</b>		
K	94.00%	94.00%
1	94.00%	94.00%
2	94.00%	94.00%
3	94.00%	94.00%
4	94.00%	94.00%
5	94.00%	94.00%
6	94.00%	94.00%
7	94.00%	94.00%
8	94.00%	94.00%
9	94.00%	94.00%
10	94.00%	94.00%
11	94.00%	94.00%
12	94.00%	94.00%
OTHER (CTC)	94.00%	94.00%
<b>TOTAL</b>	<b>94.0%</b>	<b>94.0000%</b>

<b>AVG DAILY ATTENDANCE BY GRADE</b>		
K	101.5	101.52
1	77.1	77.08
2	79.0	78.96
3	67.7	67.68
4	75.2	75.20
5	62.0	62.04
6	54.5	54.52
7	23.5	23.50
8	19.7	19.74

9	-	-
10	-	-
11	-	-
12	-	-
OTHER (CTC)	-	-
TOTAL	560.24	560.24

AVG DAILY ATTENDANCE BY GRADE RANGE		
K-3	325.2	325.2
4-6	191.76	191.76
7-8	43.24	43.24
9-12	-	-
TOTAL	560.24	560.24

UNDUPLICATED %	87.85%	87.85%
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PY P2 ADA	560.24
PY P2 K-8	
PY P2 9-12	

SPED COUNT		-
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PY ENROLLMENT	
PY UNDUPLICATED	

ACCT	\$perADA	ADA REV	ACCOUNT NAME	2022-23 ADOPTED	2022-23 REVISED	VARIANCE
<b>LCFF</b>						
8011	-	-	LCFF; state aid	3,775,401.53	3,775,401.53	-
8012	-	-	LCFF; EPA	903,549.47	903,549.47	-
8096	3,581.40	2,006,443.54	In-Lieu of Property Taxes	2,006,443.54	2,006,443.54	-
8019	-	-	Prior Year Income/Adjustments	-	-	-
<i>TOTAL LCFF REVENUE</i>				6,685,394.54	6,685,394.54	-
<b>FEDERAL</b>						
8181	120.63	67,578.95	Special Education - Federal	67,578.95	67,578.95	-
8220	-	-	Federal Child Nutrition	407,924.59	407,924.59	-
8290	-	-	All Other Federal Revenue	-	-	-
8291	-	-	Title I	186,554.63	186,554.63	-
8292	-	-	Title II	26,569.88	26,569.88	-
8293	-	-	Title III	34,586.37	34,586.37	-
8294	-	-	Title IV	11,547.33	11,547.33	-
8295	-	-	Title V	-	-	-
8299	-	-	Prior Year Federal Revenue	-	-	-
8183	-	-	Federal SPED MH	-	-	-
8XXX	-	-	0	-	-	-
<i>TOTAL FEDERAL REVENUE</i>				734,761.75	734,761.75	-
<b>OTHER STATE</b>						
8520	-	-	State Nutrition	28,009.41	28,009.41	-
8550	K-8 is 18.13 & 9-12 is 50.39	10,157.15	Mandate Block Grant	10,157.15	10,157.15	-
8560	163.00	91,319.12	Lottery	82,248.00	82,248.00	-
8561	65.00	36,415.60	Restricted Lottery	26,867.68	26,867.68	-
8590	-	-	Other State Revenue	668,526.84	668,526.84	-
8591	1,232.00	690,215.68	SB 740 Rent re-imbursement program	690,215.68	690,215.68	-
8599	-	-	Prior Year State Revenues	-	-	-
8185	-	-	Special Education - AB 602	-	-	-
0	-	-	#N/A	-	-	-
8792	791.30	443,317.91	SPED State AB 602	433,885.62	433,885.62	-
8791	-	-	SPED State MH	27,192.00	27,192.00	-
8XXX	-	-	0	-	-	-
<i>TOTAL OTHER STATE REVENUE</i>				1,967,102.38	1,967,102.38	-
<b>LOCAL</b>						
8660	-	-	Interest	8,240.00	8,240.00	-
8682	-	-	Foundation Grants	-	-	-
8684	-	-	Student Body (ASB) Fundraising Revenue	-	-	-
8685	-	-	School Site Fundraising	123,600.00	123,600.00	-
8693	-	-	Field Trips	-	-	-
8699	-	-	All Other Local Revenue	1,000.00	1,000.00	-
8701	-	-	Foreign Exchange Program	-	-	-
8639	-	-	Student Lunch Revenue	200.00	200.00	-
8986	-	-	Rental Income	0.00	0.00	-
8910	-	-	Transfer in from LLC Charitable Contributions	-	-	-
8999	-	-	Revenue Suspense	-	-	-
8698	-	-	Erate Revenues	11,441.24	11,441.24	-
8784	-	-	After School Program receipts	185,400.00	185,400.00	-
8XXX	-	-	0	-	-	-
<i>TOTAL LOCAL REVENUE</i>				329,881.24	329,881.24	-
<i>TOTAL REVENUE</i>				9,717,139.90	9,717,139.90	-

ACCT	ACCOUNT NAME	2022-23 ADOPTED	2022-23 REVISED	VARIANCE
<b>4000 - BOOKS AND SUPPLIES</b>				
4100	Approved Textbooks and Core Curricula Materials	94,000.00	94,000.00	-
4200	Books and Other Reference Materials	24,000.00	24,000.00	-
4300	Materials and Supplies	30,000.00	30,000.00	-
4315	Classroom Materials and Supplies	17,000.00	17,000.00	-
4325	Instructional Materials (Core - Math/Science)	-	-	-
4326	Instructional Materials (Core - Art/Music/Theatre)	-	-	-
4330	Office Supplies	-	-	-
4342	Materials for Athletics	200.00	200.00	-
4350	Uniforms	-	-	-
4354	Other Office Supplies	-	-	-
4381	Materials for Plant Maintenance	25,000.00	25,000.00	-
4400	Noncapitalized Equipment	57,309.00	57,309.00	-
4410	Software and Software License	19,000.00	19,000.00	-
4430	General Student Equipment	25,000.00	25,000.00	-
4700	Food and Food Supplies	220,000.00	220,000.00	-
4720	Other Food (meetings/events/non-NSLP)	-	-	-
4XXX		0	-	-
4XXX		0	-	-
4XXX		0	-	-
<b>TOTAL BOOKS AND SUPPLIES</b>		<b>511,509.00</b>	<b>511,509.00</b>	<b>-</b>
<b>5000 - SERVICES AND OTHER OPEX</b>				
5200	Travel and Conferences	6,500.00	6,500.00	-
5206	Parking	61,800.00	61,800.00	-
5210	Professional Development	34,049.00	34,049.00	-
5223	Facility & Staff Parking	-	-	-
5300	Dues and Memberships	7,500.00	7,500.00	-
5400	Insurance	109,623.16	109,623.16	-
5450	Property Tax	-	-	-
5500	Operation and Housekeeping Services/Supplies	5,000.00	5,000.00	-
5501	Utilities	113,300.00	113,300.00	-
5505	Student Transportation / Field Trips	-	-	-
5600	Space Rental/Leases Expense	1,142,668.00	1,142,668.00	-
5601	Building Maintenance	30,000.00	30,000.00	-
5602	Other Space Rental	9,270.00	9,270.00	-
5603	Theater rentals	-	-	-
5605	Equipment Rental/Lease Expense	23,164.74	23,164.74	-
5610	Equipment Repair	7,500.00	7,500.00	-
5800	Professional/Consulting Services and Operating Expenditures	180,000.00	180,000.00	-
5803	Banking and Payroll Service Fees	45,320.00	45,320.00	-
5805	Legal Services	75,000.00	75,000.00	-
5806	Audit Services	22,402.50	22,402.50	-
5807	Legal Settlements	-	-	-
5810	Educational Consultants	322,000.00	322,000.00	-
5811	Student Transportation / Events	30,900.00	30,900.00	-
5815	Advertising / Recruiting	15,000.00	15,000.00	-
5820	Fundraising Expense	36,050.00	36,050.00	-
5830	Field Trips	40,000.00	40,000.00	-
5836	Transportation Services	-	-	-
5842	Services Student Athletics/Activities	-	-	-
5850	Scholarships	-	-	-
5873	Financial Services	112,000.00	112,000.00	-
5874	Personnel Services	5,150.00	5,150.00	-
5875	District Oversight Fee	66,853.95	66,853.95	-
5877	IT Services	66,000.00	66,000.00	-
5885	Summer School Program	-	-	-
5890	Interest Expense / Misc. Fees	500.00	500.00	-



5899	CMO Management Fee Expense		-	-	-
5900	Communications		67,000.00	67,000.00	-
5999	Expense Suspense		-	-	-
7010	Special Education Encroachment		-	-	-
5XXX		0	-	-	-
<i>TOTAL SERVICES AND OTHER OPEX</i>			2,634,551.35	2,634,551.35	-
<b>6000 - CAPITAL OUTLAY</b>					
6900	Depreciation Expense		198,141.06	198,141.06	-
6XXX		0	-	-	-
6XXX		0	-	-	-
6XXX		0	-	-	-
6XXX		0	-	-	-
<i>TOTAL DEPRECIATION</i>			198,141.06	198,141.06	-
<b>7000 - OTHER OUTGOING</b>					
7000	Misc Expense		-	-	-
7141	SPED encroachment		-	-	-
7438	Debt		38,745.51	38,745.51	-
7439	Amortization of Loan Origination Costs		3,189.91	3,189.91	-
7XXX		0	-	-	-
7XXX		0	-	-	-
7XXX		0	-	-	-
<i>TOTAL OTHER OUTGOING</i>			41,935.42	41,935.42	-
<i>TOTAL EXPENSES</i>			3,386,136.83	3,386,136.83	-



# 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
Orange County Educational Arts Academy (OCEAA)	Mike Limon Executive Director	<a href="mailto:mlimon@oceaa.org">mlimon@oceaa.org</a> (714) 619-2966

## 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.

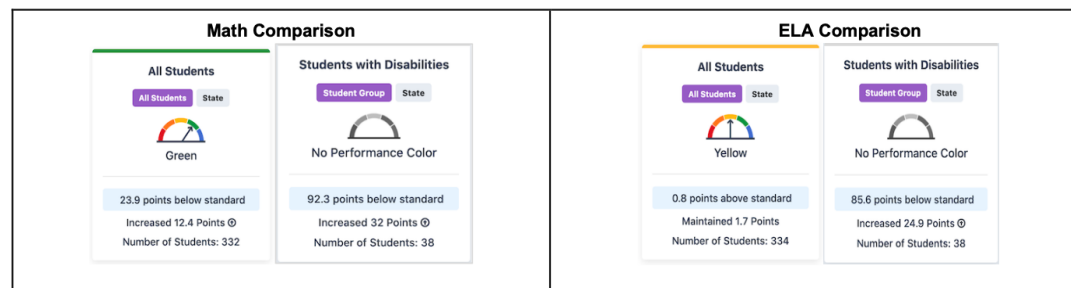
### 3. EL Education Credentialing

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 <a href="#">(Quality, Currency, Availability of Textbooks and Other Instructional Materials for 2021-22</a> as reported in the CDE SARC in February 2022)			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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<b>CA Science Test (CAST)</b>	<table border="1"> <tr> <td><a href="#">2018-19 CAST</a></td> </tr> </table>	<a href="#">2018-19 CAST</a>	<b>N/A</b>			Annually increase percentage of students																	
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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]	<table border="1"> <thead> <tr> <th colspan="2">ELPAC 2019 Summative</th> </tr> </thead> <tbody> <tr> <td>Proficient</td> <td>21.31%</td> </tr> <tr> <td>Level 3</td> <td>44.67%</td> </tr> <tr> <td>Level 2</td> <td>31.96%</td> </tr> <tr> <td>Level 1</td> <td>2.06%</td> </tr> </tbody> </table>	ELPAC 2019 Summative		Proficient	21.31%	Level 3	44.67%	Level 2	31.96%	Level 1	2.06%	<table border="1"> <thead> <tr> <th colspan="2">ELPAC 2021 Summative</th> </tr> </thead> <tbody> <tr> <td>Proficient</td> <td>17.5%</td> </tr> <tr> <td>Level 3</td> <td>46.67%</td> </tr> <tr> <td>Level 2</td> <td>27.92%</td> </tr> <tr> <td>Level 1</td> <td>7.92%</td> </tr> </tbody> </table>	ELPAC 2021 Summative		Proficient	17.5%	Level 3	46.67%	Level 2	27.92%	Level 1	7.92%			Annually increase proficiency of English Learners as measured by ELPAC				
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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]	<table border="1"> <thead> <tr> <th colspan="2">SY 2020-21</th> </tr> <tr> <th>Grade</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>3<sup>rd</sup></td> <td>18%</td> </tr> <tr> <td>6<sup>th</sup></td> <td>30%</td> </tr> </tbody> </table>	SY 2020-21		Grade	%	3 <sup>rd</sup>	18%	6 <sup>th</sup>	30%	<table border="1"> <thead> <tr> <th colspan="2">SY 2021-22</th> </tr> <tr> <th>Grade</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>14%</td> </tr> <tr> <td>3<sup>rd</sup></td> <td>29%</td> </tr> </tbody> </table>	SY 2021-22		Grade	%	K	14%	3 <sup>rd</sup>	29%			<table border="1"> <thead> <tr> <th colspan="2">SY 2023-24</th> </tr> <tr> <th>Grade</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>35%</td> </tr> <tr> <td>3<sup>rd</sup></td> <td>50%</td> </tr> </tbody> </table>	SY 2023-24		Grade	%	K	35%	3 <sup>rd</sup>	50%
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	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
Chronic Absenteeism																					
All	3.8%																				
Latino	3.2%																				
White	11.5%																				
English Learners	5.4%																				
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>

## LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) name:</b>	Orange County Educational Arts Academy
<b>CDS code:</b>	30-66670-0109066
<b>LEA contact information:</b>	Mike Limon, Executive Director mlimon@oceaa.org (714) 558-2787
<b>Coming School Year:</b>	2022 – 23
<b>Current School Year:</b>	2021 – 22

NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF.

<b>Projected General Fund Revenue for the 2022 –</b>		<b>Amount</b>
Total LCFF funds	\$	6,685,395
LCFF supplemental & concentration grants	\$	1,520,396
All other state funds	\$	1,967,102
All local funds	\$	329,881
All federal funds	\$	734,762
<b>Total Projected Revenue</b>	<b>\$</b>	<b>9,717,140</b>
<b>Total Budgeted Expenditures for the</b>		<b>Amount</b>
Total Budgeted General Fund Expenditures	\$	9,570,095
Total Budgeted Expenditures in the LCAP	\$	8,207,234
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	5,557,041
Expenditures not in the LCAP	\$	1,362,861
<b>Expenditures for High Needs Students in the</b>		<b>Amount</b>
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	2,615,560
Actual Expenditures for High Needs Students in LCAP	\$	2,654,951



# Memo

To: OCEAA Board of Directors

From: Mike Limon, Executive Director, OCEAA

Date: Wednesday, June 8, 2022

Subject: Construction Change order - Staff Restroom at Main Building (825 N. Broadway)

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**Original Project Scope:** Create additional adult only restrooms in OCEAA's main building as there were not sufficient adult only restrooms.

**Original Bidding Process:** OCEAA's Facilities Manager contacted four companies for this project. Two of the companies were not interested in a project of this size (too small). Another company did not meet OCEAA's professional standards.

**Selected Contractor:** RAA Contraction Group Inc. was awarded the project. OCEAA's Business Office consulted with OCEAA's Corporate insurance broker to ensure the insurance requirements were met. Additionally, OCEAA's Business Office conducted two external professional reference calls and verified RAA's CA business license was current and in good standing.

**Original board approved construction project expense (December 8, 2021):** Up to \$60,000

Initial Bid	\$35,000 (Update 2 existing restrooms)
Addendum #1	<u>\$22,000</u> (Maximize space to create 3 single use stalls)
	\$57,000

**Proposed board approved construction project addendum (June 8, 2022):** Up to \$65,000

Site/Architectural plans	\$ 7,200
Addendum #2	\$47,000 (Reframe to commercial standards and level flooring)
Addendum #3	<u>\$ 5,200*</u> (Relocate first level ventilation)
	\$59,400
Materials expense	<u>\$ 2,000</u>
	\$61,400

\* OCEAA is negotiating with vendor to absorb 50% of total cost (\$10,400)



825 N. Broadway, Santa Ana, CA 92701



714-558-2787



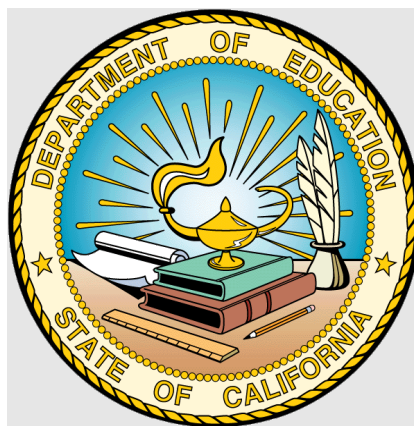
[mlimon@oceaa.org](mailto:mlimon@oceaa.org)

**Expanded Learning Opportunities  
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES  
PROGRAM PLAN GUIDE**

Prepared by:  
Expanded Learning Division

California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923



**This Program Plan Template Guide is required by California *Education Code (EC)* Section 46120(b)(2)**

**Note: This cover page is an example, programs are free to use their own logos and the name of their program.**

# Expanded Learning Opportunities Program Plan Guide

## Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: \_\_\_\_\_

Contact Name: \_\_\_\_\_

Contact Email: \_\_\_\_\_

Contact Phone: \_\_\_\_\_

**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

### Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

### Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

# Expanded Learning Opportunities Program Plan Guide

experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

## Instructions

This Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and posted on the LEA’s website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

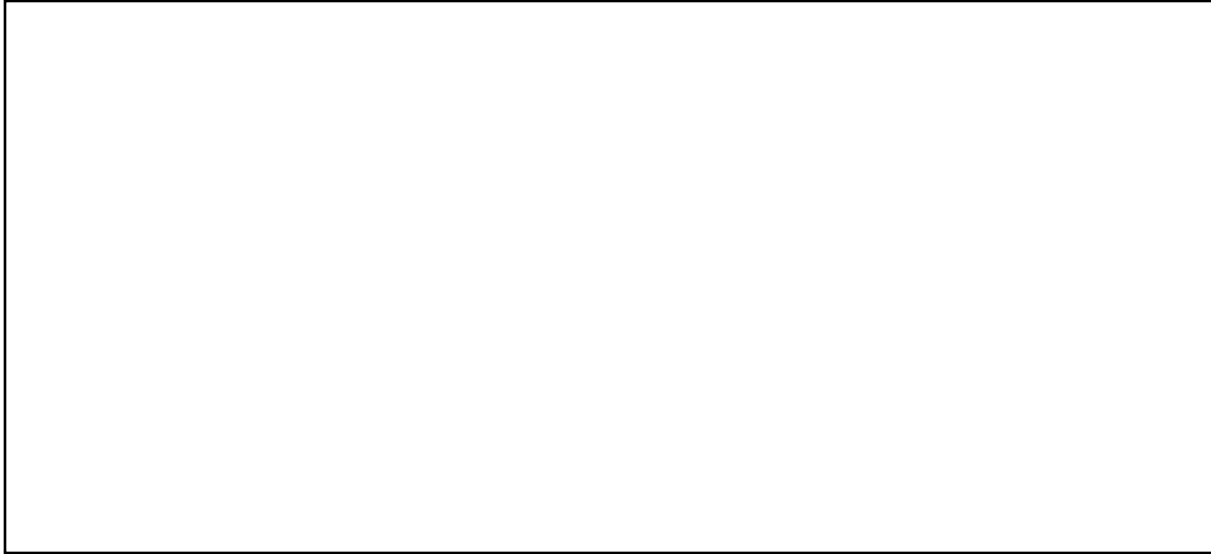
The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education’s (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.



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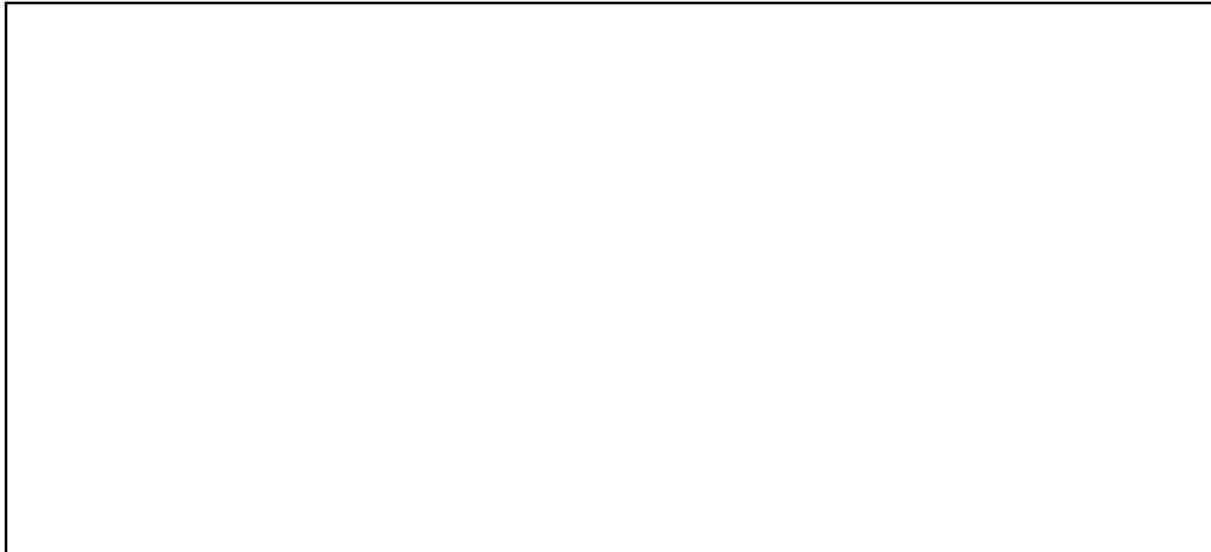
## 1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.



## 2—Active and Engaged Learning

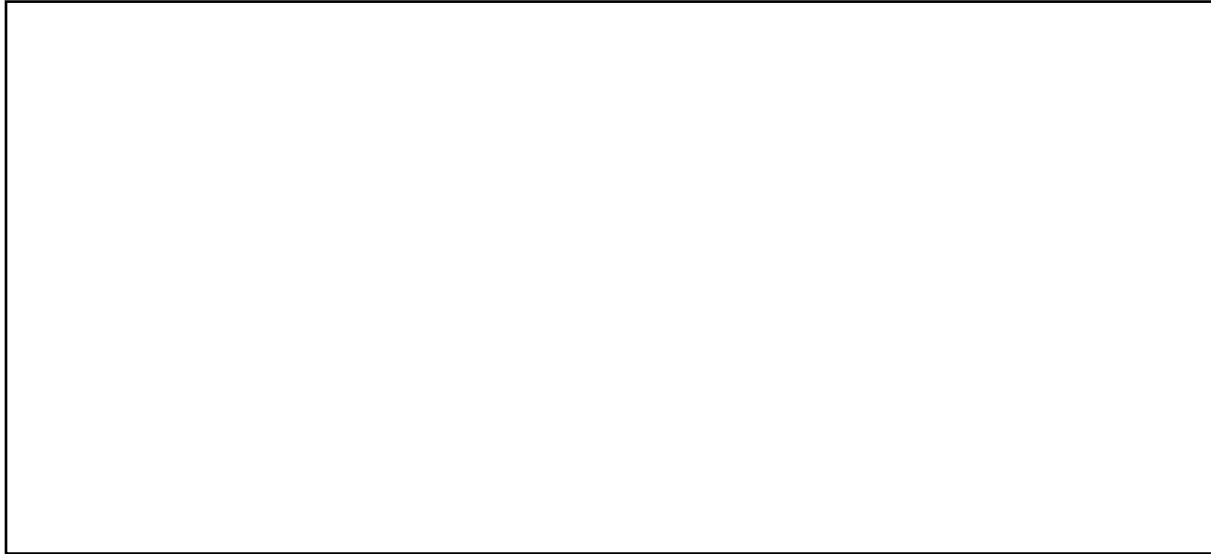
Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.



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## 3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.



## 4—Youth Voice and Leadership

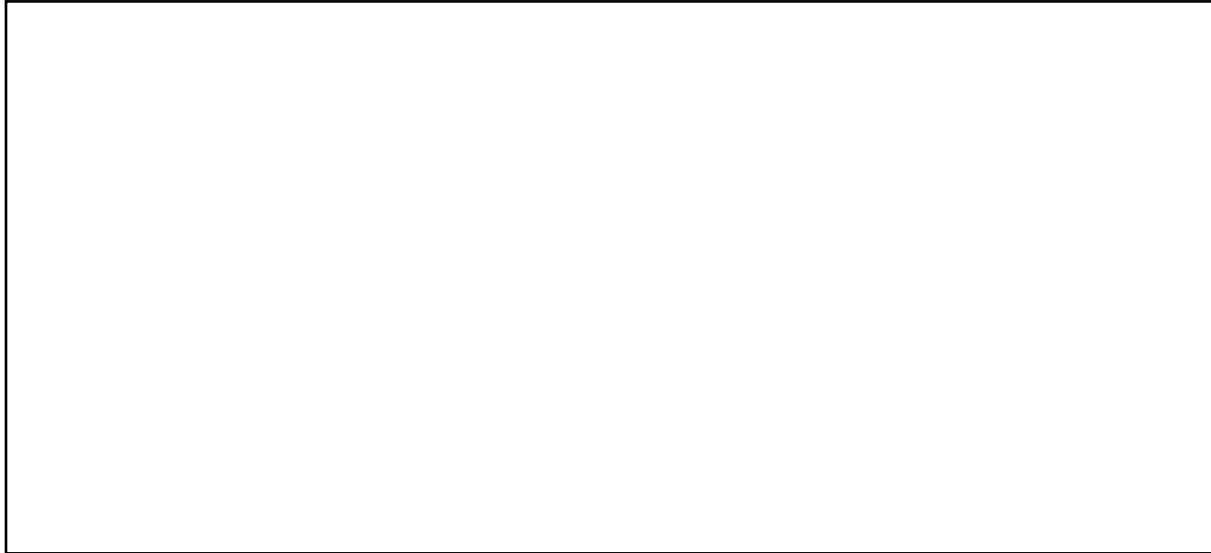
Describe how the program will provide opportunities for students to engage in youth voice and leadership.



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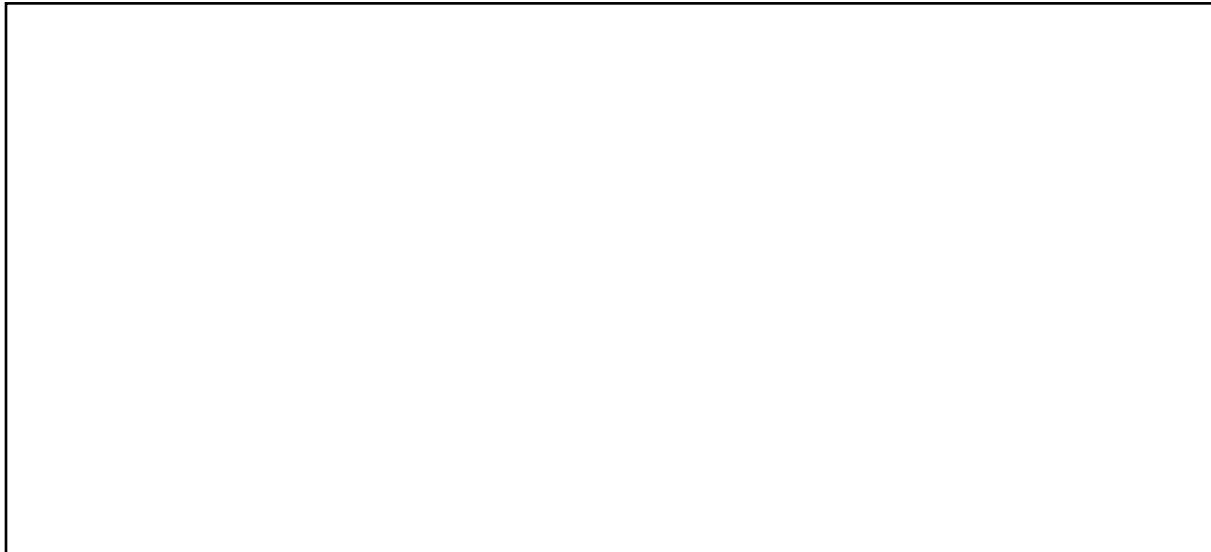
## 5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.



## 6—Diversity, Access, and Equity

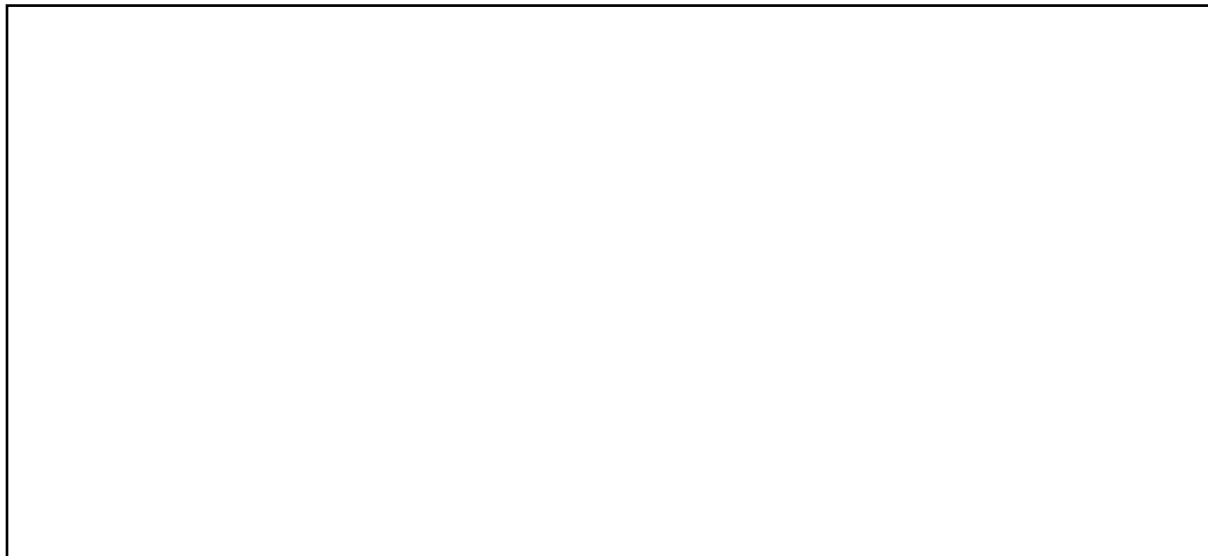
Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.



# Expanded Learning Opportunities Program Plan Guide

## 7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.



## 8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.



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## 9—Collaborative Partnerships

Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

## 10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

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## 11—Program Management

Describe the plan for program management.

## General Questions

**Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

ASES, 21<sup>st</sup> CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

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## Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC Section 46120[b][2][D]*). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

## Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

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Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

## **EC Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

## **EC Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

## **EC Section 46120(b)(1)(B):**

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.



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## **EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

## **EC Section 46120(b)(4):**

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

## **EC Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

## **EC Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

## **EC Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

## **EC Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program

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that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

### **EC sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

### **EC Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.



BENITEZ ROOFING  
3302 S. Birch St.  
Santa Ana CA 92707  
Mobile: (714) 696-4090  
Office: (714) 414-2589  
edgar.benitez11@gmail.com  
Lic # 1041404

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To: Orange County Educational Arts Academy  
825 N Broadway  
Santa Ana Ca, 92701

Benitez Roofing will provide labor, materials, and equipment to be performed in a workmanship like manner. This contract or agreement includes and is limited to the following: install elastomeric roof coating with polyester membrane approx. 30000 Square feet.

- 1.) Power wash entire roof.
- 2.) Clean out all drains and seal al penetrations.
- 2.) install Elastomeric coating with polyester on entire roof.
- 3.) Seal all old mastic patch work using 800w white mastic.
- 4.) inspect and seal all AC ducts.
- 5.) inspect and seal all coping metal.
- 6.) Clean all debris and roof trash caused by work being done.

- Price includes tax.
- Price is valid for thirty (30) days.
- 3 year leak free warranty.
- Payment of \$40,000.00 is due at the commence of the project and the remaining balance of \$112,475.00 upon completion of the project.

**Quote prepared by: Edgar Benitez, President of Benitez Roofing on June 2, 2022.**

Job completion will take up to 3 weeks from start date and total cost including labor, materials, and trash removal will be **\$152,475.00**